

Reporting/Monitoring

Year 12 – 2016/17

Assessment Schedule

Pupil Tracking 1: <i>Data of Attainment/Attitude/HWK from each subject</i>	Wed 16th Nov
Parents' Consultation Evening 1: <i>Meetings with Subject Tutors</i>	Thurs 17th Nov
Mock Examinations	Mon 20th March
Pupil Tracking 2: <i>Extended Tracking Report including Form Tutor comments.</i>	Wed 22nd Feb
Parents' Consultation Evening 2: <i>Meetings with Subject Tutors</i>	Tues 28th Feb
External/Internal Final Examinations	Mon 12th June
Pupil Tracking 3: <i>Data of Attainment/Attitude/HWK from each subject</i>	Thurs 29th June

Pupil Tracking/Reporting in Year 12

- **3 Pupil Tracking Reports (PTs)**
 - Received over the course of the academic year with attainment grades and “flags” included
- **1 Extended Tracking Report**
 - Includes written statements from Subject Tutors to identify an “Area for Celebration” and an “Area for Development”
 - There is also a Form Tutor Report included with this

Pupil Tracking Reports

- **Current Attainment**
 - The grade a student is expected to achieve if they continue to work in the same manner
- **Attitude to Learning (1 – 5)**
- **Homework (1 – 5)**
- **Celebration/Concern Flags**
- **Target Grade**

- **Extended Tracking Only:**
 - **Area for Celebration & Area for Development Comment**

Grading Methods

- All subjects will use A* - U grades
- Sub levels are used for each grade (+/middle/-)
 - Each Grade has 3 outcomes:
 - A+ / A / A-
 - B+ / B / B-
 - C+ / C / C-
 - D+ / D / D-
- This is the grade that your son/daughter is expected to achieve at the end of the course if they continue to study in the same manner
- Based on a range of assessed work including test scores, homework tasks, examination questions and any completed controlled assessment work

Attitude to Learning

1	Adopts a very positive attitude to her studies in class and consistently makes a positive contribution to the learning of the group.
2	Adopts a positive attitude to her studies in class and makes a positive contribution to the learning of the group.
3	Adopts a satisfactory attitude to her studies in class but should try to make a more active contribution to the learning of the group. <i>(Inconsistent)</i>
4	Attitude to study is poor . Is taking limited responsibility for her own learning, and makes little contribution to the work of the group.
5	Attitude to study is unacceptable . Is taking no responsibility for her learning. No contribution to the learning of the group.

Homework

1	Homework is always completed , on time, to a high standard and often extra effort has been made.
2	Homework is always completed , on time, to the standard expected.
3.1	Homework is always completed : on time, but is often of inconsistent quality.
3.2	Homework is always completed : but is often of inconsistent to the standard expected, but deadlines not met.
4	Homework is being produced, but not always to the standard expected, and deadlines often missed .
5	Homework is a real issue, often incomplete or not attempted . Deadlines not being met.

Concern Flags

A	Attendance is an issue and is having a significant impact on performance / progress (attendance below 90%)
B	Behaviour is an issue and is having a significant impact on her performance. It may also be having an impact on the learning of others in the group.
C2	Must try to take a more active part in learning. Must try to contribute orally in class.
E	Coming to lessons not prepared for learning – lack of essential equipment – text books / exercise books / essential stationery.
F	Not making the progress expected as a result of homework issues.
G	Not making the progress expected as a result of classwork issues.
H	Not making the progress expected as a result of lack of focus/engagement.
I	A range of issues are having an impact on progress. Please make contact with LM

Celebration Flags

C1	Making an excellent positive contribution to learning, especially the oral aspects of classroom activities.
P1	Making progress beyond what might be expected.
P1.1	Has made significant progress since the last PT.
T1	Is making a significant contribution to group / team activities.
T2	Is making a significant contribution to practical activities in the classroom.

AS/A2 Outcomes

- We will shortly be discussing possible AS and A2 outcomes with your son/daughter
- We use ALPS (Advanced Level Performance System) and FFT (Fischer Family Trust) data to generate targets which are then discussed and tailored to students.

FFT & ALPS

- Alps national benchmarks are used to set targets for students studying A level, AS level and BTEC National courses, which in turn generate subject and school targets. The targets are aspirational; they are not seeking to match the national average student performance, but that of the top performing 25% of schools and colleges.
- The Fischer Family Trust use a larger bank of national data to effectively predict the attainment of students dependant on varying social and educational factors. It is possible to customise the data to best suit the attainment of your learners giving an accurate but challenging target.

AS & A2 in 2016

- All targets set for students will be A2 targets due to the switch to linear teaching for most subjects
- Those subjects who remain modular (Maths, Further Maths, Government & Politics and Law) will have the opportunity to negotiate their target grades based on prior attainment data in that subject

Reporting/Monitoring

Year 12 – 2016/17