

Guide to Understanding Year 11 Student Reports

This document explains the categories in your young person's report to give you a holistic view of their progress.

The Fischer Family Trust (FFT) take all the known information about a child such as KS2 results, date of birth, and any special educational needs, and compares this with other children who have the same profile, nationally. This data provides a national benchmark for the levels of estimated achievement for each individual child. We take this data and set Expected Goals.

In Year 11 students are set a FFT20 Expected Goal. This is the grade that would place students in the top 20% of similar students nationally. Students are given their FFT20 expected goal as National Curriculum (NC) grades. NC grades for GCSE subjects are 9-1, where 9 indicates the highest standard of attainment. Vocational subjects are graded by level and criteria – pass, merit, distinction.

Fine grades use a – or + to denote how secure students are in that grade. For example, 5- indicates a teacher has awarded a grade 5 but there is doubt whether the student could consistently replicate that standard of work, whereas a grade 5+ indicates the student is consistently achieving this standard.

In the Autumn term, the progress a student is making against their FFT20 expected goal is reported. Progress is reported using the following descriptors;

Term 1 (Autumn)

In Term 1, as data is entered early into Year 11, Teacher Assessed Progress is very likely to be the same as that being made by the student at the end of Year 10. However, there may be some improvements where teachers have a valid, summative piece of assessment showing this difference.

Working Above	The student's exam grade or portfolio work is above their FFT20 expected grade
Working At	The student's exam grade or portfolio work within their expected FFT20 expected grade
Working Towards	The student exam grade or portfolio work is currently close to their FFT20 expected goal. In order to reach their goal, the student needs to act on advice and guidance from their teachers to develop their understanding in key topics
Requires Intervention	The student's exam grade or portfolio work is significantly below their FFT20 expected goal. The student needs to develop their knowledge and understanding in identified areas to reach their expected goal

We also report on students' Attitude to Learning. This is an assessment made by teachers, using the following criteria:

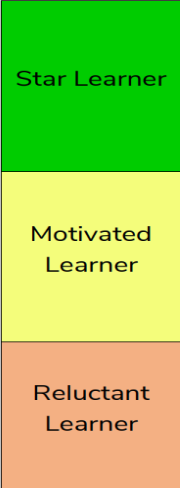
Star Learner	<p>As per the Motivated Learner but also</p> <ul style="list-style-type: none"> Leads learning in the classroom Works independently both inside and outside of the classroom Curious and demonstrating a real interest in learning about new ideas and topics Seeks own solutions to problems and misunderstandings Completes homework to an exceptionally high standard, often researching beyond or completing the Ad Astra Challenge
Motivated Learner	<ul style="list-style-type: none"> Active interest in learning and acquiring new skills and knowledge Learns from own setbacks and demonstrates resilience Reviews own progress and acts on feedback to improve work Seeks help when needed in order to improve their understanding Listens carefully to absorb new knowledge and instructions Completes homework to a good standard to support and consolidate learning, occasionally completing the Ad Astra challenge
Reluctant Learner	<ul style="list-style-type: none"> Can avoid challenging tasks Requires supervision to attempt tasks Can be off task and distracted Work is often incomplete or not at the level of their 'ASTRA Expected Band' Does not attempt to act on feedback Does not complete homework to support learning

The full list of categories contained in the autumn report are:

Interim report 1 (Autumn term)

The information contained in the Autumn report is explained below:

Category	Description				
Attendance	This is the percentage of sessions the student has been present or part of an approved educational activity				
FFT20 expected goal	This is the grade that would place students in the top 20% of similar students nationally.				
Progress statement	<p>This is the current progress assessed by subject teachers and based on valid, reliable assessment evidence.</p> <p>The statements are, as detailed above:</p> <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="background-color: #90EE90; padding: 5px;">Working Above</td> </tr> <tr> <td style="background-color: #90EE90; padding: 5px;">Working At</td> </tr> <tr> <td style="background-color: #FFFF00; padding: 5px;">Working Towards</td> </tr> <tr> <td style="background-color: #FFA500; padding: 5px;">Requires Intervention</td> </tr> </table>	Working Above	Working At	Working Towards	Requires Intervention
Working Above					
Working At					
Working Towards					
Requires Intervention					

Attitude to learning	<p>This is the teacher's judgment of how the student approaches their learning, the categories for Attitude to Learning are:</p>  <p>Star Learner</p> <p>Motivated Learner</p> <p>Reluctant Learner</p>
----------------------	--

Should you have any subject specific questions about this report or about your young person's progress then you can contact the individual teacher via email using the first initial and surname followed by @carringtonschool.org. All staff names are on our website [here](#).