Year 13 Autumn Interim Report

Form:

Tutor:
Attendance & Behaviour Data (Page 2)

- Attendance & Behaviour Points Summary
- Statistical log of each type of Reward/Consequence
- Day-by-Day Attendance Record for current academic year (2016-17)

Example:

**Attendance Summary**

<table>
<thead>
<tr>
<th>Present including Late %</th>
<th>98.70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present %</td>
<td>98.70%</td>
</tr>
<tr>
<td>Authorised Absence %</td>
<td>1.30%</td>
</tr>
<tr>
<td>Unauthorised Absence %</td>
<td>0.00%</td>
</tr>
<tr>
<td>Late %</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Behaviour Points Summary**

![Bar chart showing number of behaviour entities with 1 positive and 0 negative]

**Rewards**

- R5 Subject award: 1

**Consequences**

**Additional Attendance Codes:**

- M = Medical Appointment
- V = Educational Visit or Trip
- B = Study Leave

Individual subject attendance can be found via the Attendance tab in Progresso.

A indicates Present, N indicates no reason was given for absence, I indicates illness, P indicates an approved sporting activity, # indicates a non school day and L indicates Late.
Academic (Attainment & Attitudinal) Summary Data (Page 3)

- **Target Grade** (challenge target for end of year at KS3, or end of course for GCSE and A level)
  National Curriculum sub-levels at KS3, A*-G or 9-1 at KS4, A*-E at KS5

- **Predicted Grade** (grade to be achieved at end of year/course if current progress maintained – based upon results in all forms of assessment to date, as well as class performance)

- **Trial Exam Grade** (grade based upon performance in trial exam only)

- **Attitudinal Grades** in 4 aspects
  Attitude to Learning, Home Learning, Progress towards Ricky Learner and Independence.

Each aspect is measured on a **4-point scale A-D**.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description and (Quality of Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceeds all of the expectations <em>(Outstanding)</em></td>
</tr>
<tr>
<td>B</td>
<td>All of the expectations are met consistently <em>(Good)</em></td>
</tr>
<tr>
<td>C</td>
<td>Too few of the expectations are met consistently <em>(Requires Improvement)</em></td>
</tr>
<tr>
<td>D</td>
<td>Most of the expectations are consistently not met <em>(Inadequate)</em></td>
</tr>
</tbody>
</table>

**Please note:** a ‘B’ is the expected grade and most students will lie on this. An ‘A’ is reserved for exceptional students.

**Example:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Target</th>
<th>Predicted</th>
<th>Attitude to Learning</th>
<th>Home Learning</th>
<th>Progress towards Ricky Learner</th>
<th>Independent Wider Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>A Holley</td>
<td>A/B</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>S Walsh</td>
<td>B/C</td>
<td>B/C</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>English Lang/Lit</td>
<td>F Woods</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>History</td>
<td>L Cramp</td>
<td>A/B</td>
<td>A/B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>
Subject Information Pages *(Page 4 onwards)*

For **FULL REPORTS** there will also be:

- Curriculum Statement providing information about the topics studied in the subject this academic year
- Learning Targets (Minimum of 1, Maximum of 3)
- *And possibly* Additional Comments, especially where progress requires improvement and/or the student is underachieving

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**Curriculum Statement**

Y10 English: description about upcoming key dates, key information about what is being studied.

**Learning Targets & Comments**

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Form Tutor Comment & Director of Learning Statement (Last Page: At End of Report)**

*FULL REPORTS only*

**Form Tutor Comment**
Contains two paragraphs which summarize Academic and Pastoral aspects respectively.

- *Para 1*: Overall quality of the report identifying strengths and areas for development
- *Para 2*: Student’s personal qualities and contribution to the wider life of the school

**Director of Learning Statement**
Contains:

- General advice for all students about responding to the comments in the report and maximising their potential during the remainder of the year/course
- Information about key events/dates in the year ahead