

**Target Grade Range** – the target grade for the end of the A level, BTEC or CTEC course they are studying.

**Predicted Grades** – reports in Year 12 and 13 will show a current predicted tracking grade (apart from the Autumn 1 report which only provides targets).

At Key Stage 5, the targets and the progress of students is shown using A level or BTEC grades. The A level qualifications are graded A\* - E, the BTEC and CTEC qualifications are graded Pass – Distinction

The '**Current Predicted Grade**' is a fine grade prediction of the student's result at the end of the Key Stage. The fine grading allows the teacher to indicate how confident they are in the student achieving this grade. The table below explains what the fine grade numbers mean:

Example Predicted Grades	
<b>A:1</b>	This grade is secure. With focused work, the next grade may be attainable.
<b>A:2</b>	This grade is secure.
<b>A:3</b>	This grade is not secure. Without focused work, the grade below may be achieved.

The next columns of the report give an indication of how the student is performing in each subject in terms of Attitude to Learning, Quality of Work and Independent Study. The table below should be used to interpret the meaning of the scores 1 to 5 in each area. A brief explanation of the concern column is given in the final table.

	Attitude to Learning	Quality of Work	Independent Study
<b>1</b>	Shows enthusiasm and a high degree of interest in the subject. Always well organised and arrives at lesson ready to learn.	Work is always at or above the standard expected from the student.	Always exhibits model behaviour. Works well with peers and makes positive contributions. Consistently demonstrates an aptitude to work well independently.
<b>2</b>	Mostly well motivated. Mostly well organised and arrives at lessons ready to learn.	Work is mostly at the standard expected from the student.	Mostly maintains a good standard of behaviour. Contributes constructively when working with peers. Mostly able to work independently.
<b>3</b>	Generally well-motivated, needs encouragement on occasions. Generally well organised and arrives at lessons ready to learn.	Work is generally at the expected standard, occasionally slipping below.	Generally maintains a good standard of behaviour. Sometimes makes relevant and valuable contributions when working with peers. Generally able to work independently, although may sometimes require support.
<b>4</b>	Limited motivation. Needs to be prompted. Sometimes well organised and sometimes arrives at lesson ready to learn.	Work is completed but to a standard which does not reflect student ability.	Often falls below expected standard of behaviour. Needs encouragement to stay on task when working with peers. Often requires support to work independently.
<b>5</b>	Rarely motivated. Disengaged from learning. Rarely well organised and rarely arrives at lesson ready to learn.	Serious concerns in relation to the quality of work.	Rarely meets the expected standard of behaviour. Rarely works effectively with peers and can be disruptive of group work. Rarely works well independently and requires a lot of support.

Concerns	
Attendance	Poor <b>Attendance</b> is negatively affecting learning
Behaviour	The student's poor <b>Behaviour</b> is negatively affecting learning
Coursework/Controlled Assessment	<b>Coursework/Controlled Assessment</b> is not being completed at a level that allows for full progress to be made
Effort	Poor <b>Effort</b> is negatively affecting learning
Independence	Poor <b>Independence</b> is negatively affecting learning
Subject Knowledge	There are specific areas of <b>Subject Knowledge</b> which need attention for the student to achieve their potential
Organisation	Poor <b>Organisation</b> is negatively affecting learning
Personal Study	<b>Personal Study</b> is not being completed at a level that allows for full progress to be made
Subject Skills	There are specific <b>Subject Skills</b> which need attention for the student to achieve their potential
Written Communication	The quality of <b>Written Communication</b> is preventing the student from achieving their potential