

Reports in Years 10 and 11



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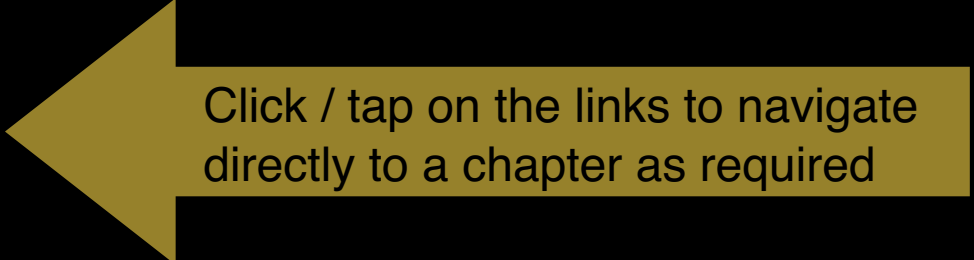


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The Rationale

The rationale

The School focuses on aspects of students' learning behaviours which enable them to maximise progress:

- development of a growth mindset.
- default expectation to be consistently aiming high.
- encouragement to increase self-efficacy.
- creation of a culture where students are systematically trying their very best to make as much progress as possible (regardless of their starting point).

This aligns with the well-established and successful work undertaken in the Sixth Form College Farnborough (our partner in the Prospect Trust), a natural progression route for many of our students.

Reports in Years 10 and 11

To support our philosophy, there is a continued focus at Key Stage 4 on developing students' awareness of aspects of the work they have mastered, as well as areas that will require further attention.

This information is readily available from staff, as well as in the formal comments identified on the subject 'Gold Sheets' (whose location is available from a separate link on the student's report).

Reports in Years 10 and 11

In a bid to encourage students to challenge themselves and aspire to achieve outcomes that fully reflect their potential, one-to-one professional conversations take place with each subject staff in Year 10 in order to identify aspirational, yet realistic Personal Targets in each subject studied.

These feature on the school report and indicate grades and/or levels that each student would be extremely proud of achieving at the end of Year 11.

Separate feedback regarding learning behaviours before, during and after lessons is also provided.

Each of these areas is defined at the bottom of the report card, and a scaling system is used by staff to best describe where the student belongs in relation to the definitions.

Staff Projected Grades/Levels also feature on the report at a later stage in Year 10 when enough evidence is available to do so. These grades/levels are updated several times over the course of Key Stage 4.



Interpreting the Tomlinscote Report

Reports in Years 10 and 11 - an example

We will use the example of a Year 11 report to illustrate how to interpret the information it contains.

Tom Linscote (11R)

Spring Term Report 2023/2024

Tomlinscote School



Attendance: 99.0%

House points: 177

Subject	Group teacher(s)	Personal Target Year 10	Projected grade/level Summer 2023	Projected grade/level Spring 2024	Learning behaviour Before lessons	Learning behaviour During lessons	Learning behaviour After lessons
Biology	Dr C Wiskin	8	8	7	Always	Most of the Time	Always
Chemistry	Dr N Comfort	9	8	8	Always	Always	Always
Drama	Mrs R Frater	8	8	8	Always	Always	Always
English Language	Ms C Crabtree	8	8	8	Always	Always	Always
English Literature	Ms C Crabtree	8	8	8	Always	Always	Always
Geography	Miss S Woodward	9	7	9	Always	Always	Always
Graphic Design	Mr I Brotherton	D*	L2D*	L2D*	Always	Always	Always
Maths	Mr E Fairley	8	8	7	Always	Most of the Time	Always
Physics	Mrs P Cookson	9	7	6	Always	Always	Sometimes
PSHE	Ms J Nicholson	N/A	N/A	N/A	Always	Always	N/A

Before Lessons

A student who arrives to lessons promptly, fully equipped and ready to learn.

During Lessons

A student who consistently concentrates throughout lessons and who engages fully with all learning activities, making sure they understand the content.

After Lessons

A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback and regularly complete long-term recall activities.

Scale

Always	A student who always achieves the expected outcome.
Most of the Time	A student who achieves the expected outcome most of the time.
Sometimes	A student who sometimes achieves the expected outcome.
Rarely	A student who rarely achieves the expected outcome.
Never	A student who never achieves the expected outcome.

Level Key

L1	Level 1
L2	Level 2
D*	Distinction*
D	Distinction
M	Merit
P	Pass

Reports in Years 10 and 11 - an example

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Graphic Design	Mr I Brotherton	D*
Maths	Mr E Fairley	8
Physics	Mrs P Cookson	9
PSHE	Ms J Nicholson	N/A

Personal Target

In consultation with his teacher, Tom identified in Year 10 that a Grade 8 in the subject would be an aspirational, yet realistic end-of-KS4 outcome that he would be extremely proud of.

Reports in Years 10 and 11 - an example

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Graphic Design	Mr I Brotherton	D*	L2D*	L2D*
Maths	Mr E Fairley	8	8	7
Physics	Mrs P Cookson	9	7	6
PSHE	Ms J Nicholson	N/A	N/A	N/A

Projected Grades

At different stages over the course of Key Stage 4, based on evidence ranging from formal and punctual assessments as well as ongoing classwork and home learning, Tom's teacher provided an indication on the most likely outcome in the subject at the end of Year 11.

Reports in Years 10 and 11 - an example

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Graphic Design	Mr I Brotherton	D*	L2D*	L2D*	Always
Maths	Mr E Fairley	8	8	7	Always
Physics	Mrs P Cookson	9	7	6	Always
PSHE	Ms J Nicholson	N/A	N/A	N/A	Always

Before Lessons

A student who arrives to lessons promptly, fully equipped and ready to learn.

During Lessons

A student who consistently concentrates throughout lessons and who engages fully with all learning activities, making sure they understand the content.

After Lessons

A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback and regularly complete long-term recall activities.

Learning Behaviours

Before Lessons

In terms of Learning Behaviours for the Spring Term, the comment 'Always' was selected for his approach to the subject before lessons, therefore confirming that Tom systematically arrives to lessons promptly, fully equipped and ready to learn.

Reports in Years 10 and 11 - an example

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Graphic Design	Mr I Brotherton	D*	L2D*	L2D*	Always	Always
Maths	Mr E Fairley	8	8	7	Always	Most of the Time
Physics	Mrs P Cookson	9	7	6	Always	Always
PSHE	Ms J Nicholson	N/A	N/A	N/A	Always	Always

Before Lessons

A student who arrives to lessons promptly, fully equipped and ready to learn.

During Lessons

A student who consistently concentrates throughout lessons and who engages fully with all learning activities, making sure they understand the content.

After Lessons

A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback and regularly complete long-term recall activities.

Learning Behaviours

During Lessons

The comment 'Most of the time' was selected for his approach to the subject during lessons, therefore confirming that, usually, Tom concentrates in lessons and he engages with the learning activities, making sure he understands the content, thus implying that on occasions, he does not fully meet this criteria.

Reports in Years 10 and 11 - an example

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Graphic Design	Mr I Brotherton	D*	L2D*	L2D*	Always	Always	Always
Maths	Mr E Fairley	8	8	7	Always	Most of the Time	Always
Physics	Mrs P Cookson	9	7	6	Always	Always	Sometimes
PSHE	Ms J Nicholson	N/A	N/A	N/A	Always	Always	N/A

Before Lessons

A student who arrives to lessons promptly, fully equipped and ready to learn.

During Lessons

A student who consistently concentrates throughout lessons and who engages fully with all learning activities, making sure they understand the content.

After Lessons

A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback and regularly complete long-term recall activities.

Learning Behaviours

After Lessons

When it comes to Learning Behaviour after lessons, the selection of 'Always' confirms that Tom systematically makes effective use of resources to complete Home Learning tasks to the best of his ability, within the set deadlines, he reviews his work in response to teacher feedback and he regularly completes long-term recall activities.

Reports in Years 10 and 11 - interpretation

Therefore, in a succinct manner (the report would inevitably be an incredibly lengthy document should a paragraph of prose be provided for each subject), the following information is shared in relation to Maths:

Tom systematically arrives to lessons promptly, fully equipped and ready to learn.

During lessons, usually Tom concentrates and he engages with the learning activities, making sure he understands the content. However, on occasions, there is still potential for improvements to be made in these areas.

After lessons, Tom systematically makes effective use of resources to complete Home Learning tasks to the best of his ability, within the set deadlines. He also reviews his work in response to teacher feedback and he regularly completes long-term recall activities.

As a result of the above, Tom's teacher believes that the most likely outcome in the subject at the end of the year is a Grade 7. This is within a context where Tom has indicated that he is aiming for a Grade 8 and his teacher confirmed in the Year 10 summer term that he was on target to achieve it at the time.



Subject-Specific Information

Subject-specific feedback (Gold Sheets)

Further to this summary information in the report, all subjects provide more detailed feedback in references to the student's strengths and areas that require improvements after each substantial assessment.

This feedback is available from the subject-specific Gold Sheets, and we encourage parents/carers to access them to trigger rich discussions with students, when analysed alongside the relevant summative assessment as well as ongoing classwork/Home Learning.

Conscious that parents/carers may not be easily able to locate these Gold Sheets, a summary table of where they are kept for each subject is accessible via a link embedded into the report.



Longer-term Objectives

Longer-term objectives

Thanks to this approach and in line with The Prospect Trust's pedagogy, we aim to enable our young people over time to:

- learn to attribute success to careful preparation, effort, flexibility of approach, persistence, mastery and an increasing sense of control over their studies.
- believe themselves likely to succeed when embarking on a task, because they are doing all the right things to be successful.

Long-term success with Key Stage 4 grade outcomes is mainly the product of students being acutely aware of their strengths and having a constructive attitude and the necessary support to address any weaknesses.

Educational research supports the above and that is why we are adopting this approach at the school: effective learning behaviours are the influential factor.