

Understanding Woodkirk Academy Progress Reports

GENERAL INFORMATION

To help you understand the progress report, guidance about the information contained in the report is given below. We believe that if you have a better understanding of your child's report you will be able to work more effectively with them and us to ensure that they succeed.

Contained within each report is information outlining a student's attitude towards school, attitude towards each individual subject and the level of academic attainment the staff expect them to achieve by the end of the course.

This academic attainment is reported using a different set of grades dependent upon the type of course. The grades are outlined for you below;

A Level Subjects; A*, A, B, C, D, E, U

Key Stage 5 Vocational Subjects; D*, D, M, P (or a double or triple letter for double or triple weighted BTEC courses)

GCSE subjects; 9, 8, 7, 6, 5, 4, 3, 2, 1

GCSE Double Award Subjects: (9,9), (9,8), ..., (2,1), (1,1) (These subjects count as two GCES's)

Vocational; D*2, D2, M2, P2, D1, M1, P1, W (The grade is represented as the letter and the level as the number. So, a D2 represents a distinction at level 2)

There is also a grade of W+, W or W- which may be used by staff to indicate that students are working towards the standard of a grade 1/G/PL1 in their subject but they have not yet reached that standard.

Year 7, 8 & 9; only ACHBO is reported and this should be used as an indicator of attitude towards and therefore progress in each subject studied.


ACHBO: These are the key pieces of information included on all reports and are reports as numbers 1, 2, 3, 4 or N where no judgement can be made. Parents should use these scores as an indication of how students approach each subject and their attitude towards school in general and details of the grades can be found in the matrices at the end of this document.

Expected Grade: This grade is a measure of the level of performance the teacher expects the student to achieve by the end of the course. It will take into account assessments, classwork, coursework, controlled assessment and homework tasks. The expected grade can be entered as +/- to indicate the 'security' of the grade. If a student has a 3- for instance they are just working at a grade 3 and without continued effort they may drop back towards a grade 2.

Also included on OPT reports:

Overall Attendance: 100.00%

Lates: 0 Indicate the sessions that students have been late to.



	Autumn					Spring					Summer							
	Attitude to learning	Classwork Quality	Homework Quality	Behaviour	Organisation	Attitude to learning	Classwork Quality	Homework Quality	Behaviour	Organisation	Expected Grade	Attitude to learning	Classwork Quality	Homework Quality	Behaviour	Organisation	Expected Grade	Improve Progress
Biology - PSM	2	2	2	2	1	2	2	1	2	1	6	1	1	1	1	1	6+	6
Business Studies - THE	2	2	2	2	2	2	2	2	2	2	5	2	2	2	2	2	5	4
Chemistry - NR	2	2	2	2	3	2	2	2	2	2	5	2	2	2	2	2	5	6
English - CB	2	2	2	1	2	2	2	2	1	1	6+	2	2	1	1	1	6+	6
English Literature - CB	2	2	2	1	1	2	2	2	1	1	6+	2	2	1	1	1	6+	6
French - NG	2	2	2	2	2	1	2	1	2	1	4	1	1	1	1	1	4	7
History - SMC	2	2	2	2	2	2	2	2	2	2	6+	2	2	2	2	2	6+	4
Mathematics - RFL	1	1	1	1	1	1	1	1	1	1	6+	1	1	1	1	1	7-	6,9
Music Btec - NJG	2	2	2	1	1	2	2	2	1	1	M2	1	1	1	1	1	D2	0
PE - AC	2	2	N	2	2	1	2	N	2	2		1	2	N	2	2	N	5,7
Physics - RSJ	2	2	2	2	2	2	2	1	1	1	5	2	2	1	1	1	6-	6
PSHRE - LF	2	2	N	1	1	2	2	N	1	1		1	1	N	1	1		0

Improve Progress: Where reported this is one or two numbers. These numbers indicate areas for improvement and are linked to subject specific targets. These subject specific targets can be found in the Improvement reports section on each

HOW PARENTS CAN MAKE USE OF THE PROGRESS REPORT

- Speak to your child about their report and encourage them to reflect on the positives and the points for improvement.
- Make a note of the positives where your child has improved from previous reports and encourage them to continue to do their best in these subjects.
- Make a note of areas that need to be improved; use the ACHBO criteria to discuss how study/work habits can be improved in order to achieve the next level.
- Any 3s or 4s will seriously affect your child's progress, try to find the reasons behind these grades.
- Look at the "Improve progress" key and encourage your child to work on these specific aspects.
- Ask them to speak to their teachers if they need extra help or advice as to how to make the necessary improvements. Teacher initials are shown next to the subject name on the progress report.
- Remember and encourage your child to remember that progress doesn't just come from doing more but also from doing the right things well.

If you require a reminder for your password or login details please use the contact details below.

optreporting@woodkirkacademy.com

	Outstanding (1)	Good (2)	Improvement needed (3)	Cause for concern (4)
Attitude to Learning	<ul style="list-style-type: none"> • Takes complete ownership of learning and works with motivation, showing commitment to achieving academic success. • Students with an Outstanding Attitude to Learning will always display the characteristics listed below. 	<ul style="list-style-type: none"> • With guidance, works with motivation, showing commitment to achieving academic success. • Students with a Good Attitude to Learning will almost always display the characteristics below. 	<ul style="list-style-type: none"> • Shows inconsistent commitment to achieving academic success. • Students with an Attitude to Learning that requires improvement will display the characteristics listed below inconsistently. 	<ul style="list-style-type: none"> • Rarely demonstrates commitment to achieving academic Success • Students with an Attitude to Learning that is a Cause for Concern will rarely demonstrate the characteristics listed below.
	<ul style="list-style-type: none"> • Demonstrates enthusiasm for learning. • Demonstrates resilience, confidence and independence. • Wants to learn more about the subject and seeks opportunities to do so. • Takes pride in one's own learning and ensures work is neat, organised and purposeful. • Responds positively to challenge, striving to achieve at the highest level. • Uses feedback constructively to secure improvements. • Shows commitment to engaging in extra-curricular opportunities and makes time to do so. 			
Quality of classwork	<ul style="list-style-type: none"> • Classwork demonstrates a level of attainment that is consistently at or above the standard expected of the student. 	<ul style="list-style-type: none"> • Classwork demonstrates a level of attainment that is almost always at the standard expected of the student. 	<ul style="list-style-type: none"> • Classwork often demonstrates a level of attainment below the standard expected of the student. 	<ul style="list-style-type: none"> • Classwork consistently demonstrates a level of attainment below the standard expected of the student
Quality of homework	<ul style="list-style-type: none"> • Homework demonstrates a level of attainment that is consistently at or above the standard expected of the student. • Homework is always completed and submitted on time. 	<ul style="list-style-type: none"> • Homework demonstrates a level of attainment that is almost always at the standard expected of the student. • Homework is almost always completed and submitted on time. 	<ul style="list-style-type: none"> • Homework often demonstrates a level of attainment below the standard expected of the student. • Homework is often completed or submitted late. 	<ul style="list-style-type: none"> • Homework consistently demonstrates a level of attainment below the standard expected of the student • Homework is routinely submitted late or not at all.
Behaviour	<ul style="list-style-type: none"> • Models outstanding behaviour and conduct, including positive interactions with other students and staff. • Demonstrates a complete awareness of one's own social responsibilities: independently managing behaviour and making an exemplary contribution to school communities. 	<ul style="list-style-type: none"> • Displays good behaviour and conduct, including positive interactions with other students and staff. • Demonstrates an awareness of one's own social responsibilities: managing behaviour with little support and making a valuable contribution to school communities. 	<ul style="list-style-type: none"> • Fails to display consistently good behaviour and conduct, meaning interactions with other students and staff are sometimes negative. • Does not always demonstrate an awareness of one's own social responsibilities: reminders about behaviour are required and contributions to school communities are not always positive. 	<ul style="list-style-type: none"> • Displays poor behaviour and conduct, including in interactions with other staff and students. • Shows little awareness of one's own social responsibilities: reminders about behaviour are followed inconsistently and has a negative impact on school communities.
Organisation	<ul style="list-style-type: none"> • Enhances one's own learning by organising time, work and activities, including having the correct equipment at all times. 	<ul style="list-style-type: none"> • Supports one's own learning by requiring only minimal guidance to organise time, work and activities well. • Has the correct equipment at almost all times. 	<ul style="list-style-type: none"> • Struggles to organise time, work and activities effectively, in spite of clear guidance. • Frequently fails to bring the correct equipment. 	<ul style="list-style-type: none"> • Fails to organise time, work and activities, in spite of clear guidance. • Routinely fails to bring the correct equipment.