Key Stage 4-5 (Years 10-13) Reporting at Bourne Grammar School

Our Progress Reports provide parents/carers with an 'at a glance' snapshot of their child's progress.

Reporting Criteria

In KS4 (Y10-11) and KS5 (Y12-13) we report on the following criteria; these terms are explained in more detail further down the page.

Base Target. These target grades are calculated by an external organisation called the FFT.

For GCSE students, base target grades are based on students' KS2 SAT scores.

For A-Level students, targets are based on your child's GCSE results.

While this varies from year-to-year, we typically receive target grades from the FFT in November / December, after which you will start seeing these used in your child's reports.

Aspirational target. When we receive base target data from the FFT, we provide Year 10 and Year 12 students the opportunity to enhance their target if they wish to aspire to a higher grade.

Attainment grade. A grade (9-1 at GCSE, A*-U at A-Level) indicating the academic attainment performance of your child over that term.

Projected grade. A grade indicating the most likely overall grade your child's teachers feel they are on track to achieve at GCSE/A-Level, based on professional judgement.

Engagement. A measure of a student's approach to their studies, including traits such as motivation, curiosity and behaviour. This is measured on a 4-point scale:

'Exceeding Expectations': Significantly better than the expected level of a BGS student

'Meeting expectations': The level expected of a BGS student (a good result. The default starting point for all students)

'Close to expectations': Approaching, but not yet consistently at the level expected.

'Below expectation': Below the expected level of a BGS student

Homework

Exceeds expectations. Consistently complete work outside of school to a standard that is markedly above that which might reasonably be expected of others in their year group.

Meets Expectations. Consistently completes work outside of school to an appropriate standard.

Close to meeting expectations. Completes work outside of school to an appropriate standard, but this may sometimes be incomplete or lack the level of detail that might reasonably be expected of others in their year group.

Below expectations. Persistent issues with work set for completion outside of school. May include not being submitted, being incomplete or consistently lacking the level of detail that might reasonably be expected of others in their year group.

Attainment and Projected grades

Once target grades have been received, your child's attainment grades will be coloured as follows:

Colour	GCSE	A-Level
Blue	One grade above aspirational target grade	
Green	On aspirational target grade	
Amber	1-2 grade(s) below aspirational grade	One grade below aspirational grade
Red	3+ grades below aspirational grade	2+ grades below aspirational grade

Other Report data

Student reports also include attendance/punctuality data and a summary of the achievement and behaviour points that your child has received.

Attendance and Lateness

Attendance data is shown as a percentage. Students are encouraged to aim to keep their attendance at or above 95%, although it is accepted that in rare and exceptional cases this may not be possible.

'Persistent absence' is defined as 90% or below.

Behaviour Points

Both positive and negative behaviour can lead to points being recorded; each are tallied separately.

Figures published in reports indicate the total number of points since the start of the academic year.

With positive conduct, 1-10 points can be awarded at a time as 'achievement points' to recognise good work, sustained high attendance or for helping others.

With negative conduct, 1-5 points can be assigned at a time as 'behaviour points', depending on the severity of the issue.

It is important to understand that the number of achievement/behaviour points seen on a report does not necessarily reflect the number of instances of positive/negative behaviour.

NOTE: For both attendance and behaviour, you may see small differences between the figures shown in *Satchel:One* and in your child's report, depending on the date your child's report was generated.

Publication Schedule

An overview of when your child's reports will be published can be viewed on our website under:

Home » Academic » Tracking & Reporting

Students' engagement levels will be shared with them at least once per academic year for use during 1:1 Student Progress Review (SPR) meetings, helping students reflect on their performance between reports. These do not form part of the scheduled reporting process and are not sent home.

Further help

For help with understanding your child's report, please email academic@bourne-grammar.lincs.sch.uk