

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

With a re-designed layout and the introduction of a new colour-coding system, our new-look Progress Reports provide parents/carers with an 'at a glance' snapshot of their child's progress. You can see an example of an interim report at the bottom of this document.

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 OR from formally assessed computer-based CAT4 assessment scores taken in Year 7/8 (for students who did not sit SATs in Year 6 due to Covid-19).

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 5-point scale:

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

'+' : Better than the expected level of a BGS student

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

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

'- -': Significantly below the expected level of a BGS student

Homework. A judgement based on the quality of work that students undertake outside of lessons and the consistency with which this independent work is completed. This is rated using the same scale as engagement. Learn more about homework [here](#).

Attainment and Projected grades

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

Colour	GCSE	A-Level
Gold	Two or more grades above aspirational target grade	
'Emerald' Green	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 » School Information » 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, email academic@bourne-grammar.lincs.sch.uk for assistance.



Term 1 Interim Progress Report - Stephen Brown, 11B

Attendance: 99.3%. Late marks: 0

Behaviour points: 6 positive, 0 negative.

All figures are since September 2023

Information for Parents/Carers: www.bourne-grammar.lincs.sch.uk >> School Information >> Curriculum

Key: ++ Significantly above expectation, + Above expectation, = As expected, – Below expectation, – – Significantly below expectation

Subject	Engagement Grade	Target Grades		Attainment Grade	Projected Grade	Homework	Optional Teacher Comment
	<i>Focus and participation in lessons</i>	Base	Enhanced	<i>Performance over this term</i>	<i>Most likely eventual grade</i>	<i>Quality of work outside of lessons</i>	
Biology	=	6	6	5	5	–	Stephen regularly forgets his homework, which is affecting his test scores. 1. Create an evening routine where you check Satchel:One regularly and schedule time to complete homework 2. Get some cue-cards and use these to make flash-cards so that you can remember and practice key concepts.
Chemistry	+	6	6	5	6	=	
Computer Science	=	4	5	5	5	=	
English Language	=	6	6	7	6	+	
English Literature	=	6	6	6	6	+	
French	++	5	5	5	6	+	
History	=	6	6	6	6	++	
Maths	=	6	6	6	6	=	
Physics	=	7	7	5	8	=	
Spanish	=	7	7	4	5	=	Stephen has found the recent topic on the future conditional tense more difficult. With practice using the worksheets I have provided, I am confident he can improve before the summer exams. 1. There are a large number of practice papers available on the network; obtain a number of these along with the mark-scheme and work through them gradually. 2. There is a weekly Spanish revision group that meets on a Wednesday at lunchtime. Consider attending some of these sessions.