



Dear Parent/Carer

Please find attached your child's latest school report. This letter can be used as a guide to understanding it, should you wish.

As with the spring term report, this summer term report will still be missing several pieces of information due to the impact that COVID-19 has continued to have on both attendance and the ability to gain Passmores points during this term. The omission of these pieces of data means that the average and the ranking information will not be available on this summer term report, but we hope to have normality back in our first autumn term report for the new academic year.

We recommend that you look firstly at the box on the top left-hand side of the report. This provides a conduct summary.

Full Name: Jane Doe		Registration Group: L4 KJR	
School Attendance Data		Passmores Conduct	
Expected Attendance	97.00%	Achievement Points	408
Jane's Attendance	93.00%	Behaviour Points	0
Jane' Authorised Absences	7.00%	Conduct Points	408
Number of Late Marks	0		
Attitude to Learning		Passmores Conduct Ranking	
Year 11 Average A2L	0.00	Year 11 Average Conduct	198
Jane's A2L	0.64	Jane's Conduct Ranking by Year	20th
Jane's A2L Ranking by Year	11th		
Positions of Responsibility		Student Characteristics	
Sports Captain		Standard of Uniform	Good
Prefect		House Involvement	Good
Pride in Presentation Average			2

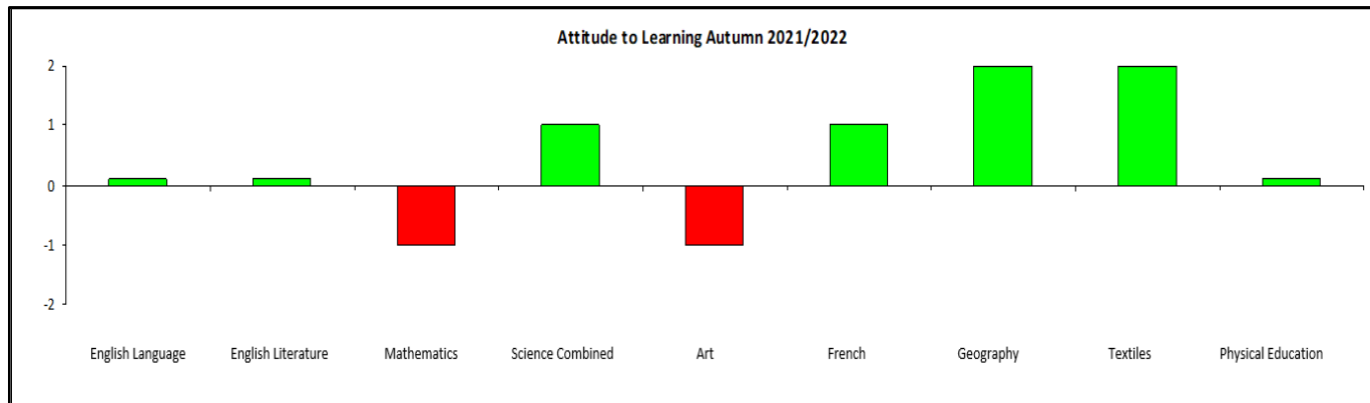
The attendance percentages are calculated on the number of days in the school year so far, one day off over the course of a year will register as approximately 0.5%. Please bear in mind that if your young person has been absent due to Covid-19 this will show as an authorised absence. Adding the two figures together will give you the overall attendance percentage. The attendance information on this report is calculated from 2nd September – Thursday 7th July.

The attitude to learning figures are calculated on a normal score of 0 (zero). This is our baseline for what makes a successful student – for example working hard, paying attention in class, contributing to the class's discussions, completing homework. Put simply, a score below zero shows a student not meeting this standard, and a score above shows they are (literally) going above and beyond these basic expectations. In the example, this student has a positive score of 0.64. We are, on the whole, very pleased with this student. When compared to other students in their year group they are the 11th most committed student, according to the judgement of their teachers.

The conduct summary (right column) reflects Passmores Points gained and Behaviour points. The figure below this (conduct points) is the positive (408) minus the negative (0). Beneath that we have the average performance of a student in the same year group (in this case it is 198 points), so that we can tell this student has really impressed us, gaining over double the average Passmores Points of their year group and making no mistakes with conduct this term.

Attitude to Learning Graphs give a subject-by-subject breakdown of the student's attitude to learning, to show where they are impressing the most and where they could usefully deploy some extra effort. In this student's case, they are being noticed for going above and beyond in two subjects (Science and French) and have three subjects (English Language, English Literature and Physical Education) where they are performing at expectations. A performance of +2 represents an outstanding commitment as we can see in two subjects (Geography and Textiles). A negative performance appears clearly below the line as a red bar and would need immediate attention from the student as we can see in the example below in two subjects (Mathematics and Art).

Where a subject has scored a student as having a negative attitude to learning, they have also provided information on what it is they should focus on to improve, this will be shown as an amber square. At this point we would advise you to look at the right-hand table at the top of the report. If a positive code is given this will be displayed on the report as a green square



Subject	Autumn Term		Spring Term		Summer Term	
	Progress Indicator	A2L Code	Progress Indicator	A2L Code	Progress Indicator	A2L Code
English	LP					
Mathematics	EP					
Science	EP	M				
Art	GP					
Computer Science	GP					
Drama	GP	I				
Geography	EP	M				
History	EP	M				
Music	EP	M				
Physical Education	GP	GP				
Spanish	GP	M				
Technology	GP					

Attitude to Learning Positive Attribute (Green in report)	
B	Collaborative learning, works effectively in group activities
D	Demonstrates leadership skills, a good role model for others
I	Independent learner, thinker and enquirer. Takes charge of their own learning
M	Maximum effort, consistently maintains high standards within work/homework/course work and keeps to deadlines
R	Resilient, not afraid to make mistakes, perseveres and doesn't give up
S	Seeks help and acts upon feedback

Attitude to Learning Codes

Attitude to Learning Concern (Amber in report)	
A	Absence is affecting learning
C	While the student completes work, this is regularly below the standard needed to reach their potential
F	Doesn't accept help being offered
G	Gives up too easily
H	Homework is often late with varying effort
L	Arrives late to class
O	Often lacks organisation and does not have equipment
T	Too talkative, lacks focus
W	Behind schedule with course work

Attitude to Learning (A2L)	
+2	+1
The student's attitude to learning exceeds all expectations. They are consistently focused and attentive and take pride in ensuring their class work is of the highest quality. They can work through problems when stuck, using a variety of strategies and resources. They often help others with their learning, actively developing their own understanding through explanation. They seek and act upon feedback, always seeing this as a positive step to improve. They embrace homework / independent learning, produce work with excellent detail and they often do more because they want to. They consistently extend their learning outside of the class.	The student's attitude to learning is positive. They are always focused and attentive and take pride in producing class work of the highest standard. They can work through problems when stuck, using a variety of strategies and resources. They often ask questions and respond well to feedback, grasping the opportunity to improve. Homework / independent learning is always handed in on time and they often put in more effort, going above and beyond expectation.
0	
The student's attitude to learning is good. They are positive towards their learning, are generally focused and engaged and their work is completed with detail, care and thought. They value their learning and that of others. They ask questions when unsure and respond well to feedback, from staff and other students. Any homework is, for the most part, completed on time and they occasionally do more because they want to.	
-1	-2
The student's attitude to learning is inconsistent, they have to be reminded of basic expectations, often impacting on the learning of others. They complete their class work, but don't always put in enough effort or take pride in what they are doing. When they find the work challenging they can give up too easily. When they are asked to respond to feedback, they see this as a negative rather than an opportunity to improve. Their homework is often late with varying levels of effort.	The student's attitude to learning is having a negative impact on their future and/or that of their peers. Their focus is frequently poor and there is little sustained effort to improve. They give up too easily and respond negatively to feedback, from staff and students. They see little to no value in their education and as such their class work is often left incomplete or rushed with minimal effort. They rarely, if ever, complete homework.



Minimum expected grade These grades are derived from the Middle Years Information System (MidYIS) test that your young person undertook when they joined the school. A young person's future does not depend on this result alone; however, it does give an indication of likely predicted performance at the end of year 11.

It is extremely difficult to accurately predict GCSE grades during Key Stage 3, as a large amount of learning must take place before students eventually sit their exams. It is important for our young people to focus on improving in each subject during Key Stage 3, rather than becoming worried about what this set of GCSE predictions may suggest at this early stage. We have found time and again, that it is effort that dictates a student's eventual success, rather than other indicators.

During Key Stage 3, students learning is assessed during the year by using ongoing formative assessment such as multiple-choice questions, teacher questioning, extended answers, quizzes and live marking. Summative assessments are completed at the end of a unit of work / topic, and these may take the form of a test, an assessed piece of writing or practical work. At the end of each term staff will use this data to allocate a progress indicator which identifies progress being made in the subject, and where there may be particular strengths or a need for further support and intervention.

Progress Indicator This indicates progress made in each subject and is reported as below:

Excellent Progress (EP)	This means that your child is focussed and prepared in lessons and always completes their work to a high standard.
Good Progress (GP)	This means that your child is doing what is expected of them regarding their classwork and homework.
Limited Progress (LP)	This means that the subject teacher considers that there is room for improvement. A focus on improving their attitude to learning and the completion of the highest quality of work of which they are capable will ensure your child will fulfil their potential. If your child is making limited progress, please discuss this with them.

Please do not hesitate to contact the class teacher if your young person's report has some subjects showing "Limited Progress (LP)" progress and you have cause for concern.

We hope you enjoyed reading the report for your young person and that the way we have shared the information is clear and easy to understand. Please do not hesitate to contact your son/daughter's form tutor in the first instance or email the subject teacher directly for further information.

We would like to wish you all a restful and relaxing break and look forward to seeing our young people back in school on Monday 5th September 2022.

Yours faithfully



Natalie Christie & Vic Goddard

Co Principals – Passmores Academy

