

### Reports

#### Types of report

In the Autumn Term of Year 12, you will receive a Year 12 Settling-In Review. As the name suggests, this gives an early indication of how students have settled in to the sixth form and how they are performing in each subject.

Our full subject reports contain comments by subject teachers which give feedback on the learner's progress and approach, and advice about the next steps they need to take to continue to improve. They also include grades and attributes, as outlined below.

Reports provide formal points at which we will report to you about your child's progress. However, learners are continually being monitored and interventions made when needed outside of these official reporting periods.

#### Grades used on reports

There are two questions that we aim to answer for you with the grades on our reports.

*For all full reports:*

- What is my child's current attainment?

*And for students in Year 13:*

- What might I expect my child to attain in the future?

#### ***What is my child's current attainment?***

*Current Grade:* The grade at which the teacher judges the learner to be currently working.

#### ***What might I expect my child to attain in the future?***

*Most Likely Grade:* The grade that the learner's teacher believes they will achieve at the end of the course based on their performance to date.

*Fair Wind Grade:* The grade that the learner's teacher believes the student might be able to achieve at the end of the course if they put in maximum effort between now and the exam.

#### Report attributes – Sixth Form

There are two attributes that we report on in the sixth form. These are:

- Approach to Learning
- Independent Learning

They are assessed on a scale from 1 to 5, with 5 representing the highest level. Full descriptions relating to each level feature on the report itself.

#### Any questions?

If you have any queries in relation to our reports, please email [go4schools@northgate.suffolk.sch.uk](mailto:go4schools@northgate.suffolk.sch.uk).