

Key to Progress Report Codes

Effective from September 2022

Attitude to Learning – All Years

You demonstrate an Attitude to Learning that is...		When arriving at that judgement your teacher considers the statements below to be a good representation of how you are performing in their subject both in school and at home.
1	Exceptional	<p>You are a self-motivated, committed, independent learner with a consistent drive to be the very best you can be.</p> <p>You show exceptional engagement with learning at all times.</p>
2	Ambitious	<p>You are keen to succeed and are an enthusiastic, responsible learner.</p> <p>You are engaged with learning and always give your best.</p> <p><i>Even greater self-motivation, resilience and independence would make you an exceptional learner.</i></p>
3	Expected	<p>You are a learner who does what you are asked to do and completes work.</p> <p>You are attentive in class and your levels of engagement with learning are usually at a level that will see you succeed.</p> <p><i>Increased enthusiasm and taking responsibility for your own learning would allow you to demonstrate an ambitious attitude to learning.</i></p>
4	Concerning	<p>You need to be more ambitious in order to achieve your potential.</p> <p>You are too easily satisfied with your progress.</p> <p>Your level of commitment to learning is inconsistent with specific concerns in at least one of these areas: concentration, engagement, behaviour in class or completion of home learning.</p> <p><i>Addressing this concern would raise you to the expected attitude to learning for Prince Henry's.</i></p>
5	Inadequate	<p>You need to be far more ambitious in order to achieve your potential.</p> <p>There are serious concerns about your approach to this subject in a number of areas such as concentration, engagement, behaviour in class or completion of home learning. These concerns need addressing urgently.</p> <p><i>Doing everything that you are asked to do would move you closer to the expectation for Prince Henry's.</i></p>

General information to help further interpret Key Stage 3 Progress Reports

- **On Track Judgement – Key Stage 3**

This is a judgement from the subject teacher about whether or not your son is on track to achieve his MEA at the end of Year 11. This is based on staff's professional judgement using a range of evidence available at the time the grades are collected. This is based on staff's professional judgement using a range of evidence at this point in time. However, please note, it is not a guarantee that your child will definitely achieve this grade. MEAs can be raised if students are consistently above track. Details outlined below:

Progress		<i>The teacher's judgement about whether or not you are on track to achieve your MEA at your current rate of progress</i>
A	<i>Above Track</i>	<i>Your current rate of progress indicates that you should beat your present MEA by the end of Year 11.</i>
O	<i>On Track</i>	<i>Your current rate of progress indicates that you should achieve your MEA by the end of Year 11.</i>
B	<i>Below Track</i>	<i>Your current rate of progress indicates that you are likely to achieve below your MEA by the end of Year 11.</i>
S	<i>Substantially Below Track</i>	<i>Your current rate of progress indicates that you are likely to achieve more than a full grade below your MEA by the end of Year 11.</i>

- **Minimum Estimated Attainment**

MEAs represent the minimum level that we would anticipate your child to reach by the end of Year 11. They are based upon previous assessment data from your child plus national data on progression rates in schools similar to Prince Henry's but they are then personalised to ensure that they are at exactly the right level of challenge. These are, therefore, both aspirational and realistic. In KS3 they are expressed as follows: 1, 2 and 3 are expressed as single levels, above this they are expressed as bands: 4-5, 6-7 and 8-9. In KS4 these will be focused on a single level.

- **Attitude to Learning**

A judgement about whether or not your child shows the right attitude to learning in order to maximise achievement in each subject. Please see page one of this document for more details about Attitude to Learning grades.

- **Attendance**

This represents AM and PM registration sessions. This shows, for the academic year up to the date shown at the foot of your report, the percentage of sessions attended and the number of times your son was recorded as late to those sessions.

General information to help further interpret Key Stage 4/5 Progress Reports

- **On Track Judgement – Key Stage 4/5**

For KS4/5 the letter or number shown will be a predicted grade. The colour indicates how 'on track' they are to achieve their MEA according to the grid below.

Progress		The teacher's judgement about whether or not you are on track to achieve your MEA at your current rate of progress
	Above Track	Your current rate of progress indicates that you should beat your present MEA by the end of Year 11/13.
	On Track	Your current rate of progress indicates that you should achieve your MEA by the end of Year 11/13.
	Below Track	Your current rate of progress indicates that you are likely to achieve below your MEA by the end of Year 11/13.
	Substantially Below Track	Your current rate of progress indicates that you are likely to achieve more than a full grade below your MEA by the end of Year 11/13.

- **Minimum Estimated Attainment**

MEAs represent the minimum level that we would expect your child to reach by the end of Year 11 (GCSE) or Year 13 (A level).

They are generated using previous assessment data from your child plus national data on progression rates in schools similar to Prince Henry's but they are then personalised by class teachers to ensure that they are at exactly the right level of challenge. The Department for Education currently recognises a Grade 4 as the standard pass for GCSE qualifications and a Grade 5 and above as a strong pass.

- 1-9 represent levels of achievement in GCSE subjects (9 is top).
- L2D*, L2M, L1P etc represent Distinction star, Merit or Pass achievements at Level 1 or 2 (GSCE) in other types of subject, e.g. BTEC.
- A*-E represent levels of achievement in A level subjects (A* is top).
- D*, D, M and P represent Distinction, Merit, or Pass achievements at Level 3 (A level) in other types of subject, e.g. BTEC. These can be a double award, e.g. DM for 2 A level equivalent subjects.
- OP, GP, XP, BP represent measures of progress in none examined subjects: Outstanding Progress, Good Progress, Expected Progress, Below Expected Progress.

- **Predicted Grade**

This is a prediction of the grade that your child is likely to achieve at the end of KS4 based upon the grade they are working at this term and the way they are working towards improving that grade. This is based on staff's professional judgement using a range of evidence available at the time the grades are collected. However, please note it is not a guarantee that your child will definitely achieve the grade shown.

- **Attitude to Learning**

A judgement about whether or not your child shows the right attitude to learning in order to maximise achievement in each subject. Please see page one of this document for more details about Attitude to Learning grades.

- **Attendance**

This represents AM and PM registration sessions. This shows, for the academic year up to the date shown at the foot of your report, the percentage of sessions attended and the number of times your son was recorded as late to those sessions.