

Reporting student progress - progress updates.

Launceston College is committed to reporting to parents three times per academic year, usually once per term. Typically subjects and faculties will report a number of things including;

- a student's target band
- if a student is presently working within their target band
- a student's attitude to learning in each subject
- attendance data

Information from teachers and faculties will be sent home via email using the College SIMS InTouch facility. With this in mind, we kindly ask that all parents/carers ensure College always has your most up to date contact details including the email address you would like information sent to. You can update your own contact details at any time using SIMS InTouch

When a student arrives at Launceston College in Year 7 we receive information from their primary school, including their key stage 2 SATS score and teacher information. Shortly after arriving into Year 7 at College we ask students to sit CAT assessments. These are cognitive ability tests that are not possible to revise for and give us an indication of innate ability. In addition, some faculties then ask students to sit subject specific assessments to check ability within subjects and faculties.

After analysing all of this information we assign a student a target band as follows;

Higher	Typically, GCSE grade range 7-9.
Intermediate	Typically, GCSE grade range 4-7.
Foundation	Typically, GCSE grade range 1-4.

A student's target band is consistent for all subjects but this does not hinder a student achieving above their target band range. For subjects that involve skills and talents that do not directly lend themselves to the target band structure, we will only report on attitude to learning at key stage 3. These subjects are Art, Drama, Music and PE.

For key stage 5 students, GCSE attainment is used to produce target bands for A level subjects of: A*/A, A/B, B/C, C/D, D/E. For BTEC subjects the bands are: Distinction*/Distinction, Distinction/Merit, Merit/Pass. For vocational subjects all students are targeted a pass nationally.

At all key stages the main piece of information we believe is vital to ensuring student progress is individual 'attitude to learning' in each subject. Attitude to learning is reported as;

Excellent attitude to learning means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.

Good attitude to learning means being a responsible and hardworking student who tries their best all of the time.

Inconsistent attitude to learning means that a student is probably doing most of what they are supposed to do but is not yet pushing themselves or making the most of the opportunities available.

Concerning attitude to learning means that a student needs support or intervention to become a more responsible learner.

Full details of each attitude to learning descriptor is included at the end of this document.

In addition to the above, we will report the recorded attendance information for each student.

Rationale

Throughout the year students complete regular assessments in all subjects. These assessments include unit tests, oral exams, homework assessments, topic tests, mock exams and at times end of year assessments. These are integral parts of individual student learning and are used in lesson time as formative pieces of work that help inform individual improvements. We will not report all of these to parents, however teachers will share results with students, so please do ask your son/daughter to tell you about them. We would expect conversations about assessments and progress to take place during parent teacher meetings or as part of any additional communication between college and home. Please contact Faculty Heads if you would like to have an individual conversation about your child's progress in a particular subject, or contact your child's Head of House if you would like an update on their progress overall.

In line with national thinking Launceston College has now moved away from regularly sharing grades with students. High quality teaching and learning is about recognising what students can and cannot do through high quality assessment and then acting quickly to help each and every individual to improve and make progress with the things they need to.

At Launceston College, we do evaluate student work; we use a higher-quality more detailed method than issuing a grade. Students receive regular written and oral feedback on assessments and assignments throughout the course of their learning. We will of course continue to prepare students for external examinations carefully and rigorously and ensure that we put everything in place so that every student has the opportunity to achieve at the highest level.

Year 11 students that are interviewed for courses at Launceston College Sixth Form will not require predicted grades. The Sixth Form team have access to progress update and assessment information if required. Year 11 students who require predicted grades for interviews at other post 16 institutions, for apprenticeships or for employment, are advised to share their GCSE target band and their attitude to learning from their most recent progress update.

Attitude to learning descriptors

Excellent attitude to learning means being committed to getting the most out of all learning opportunities available. It is what all students should aim for. A student with an excellent attitude to learning ...

- actively participates in the lesson at all times, and is fully engaged;
- actively seeks feedback on how to improve the quality of their work;
- shows great resilience and perseveres with all challenges, even when they are difficult;
- manages their time and work efficiently and is highly disciplined;
- uses their initiative in a range of situations and doesn't always have to be told what to do;
- consistently makes an excellent level of effort, working above and beyond expectations.

Good attitude to learning means being a responsible and hardworking student who tries their best all of the time. A student with a good attitude to learning...

- shows a good interest in their learning and is attentive and focused;
- responds well to feedback and completes work to the expected standard;
- shows resilience and is willing to persevere when things are difficult;
- takes responsibility for their work and is well organised;
- willingly does all that is asked of them and sometimes more;
- consistently makes a good level of effort across all subject areas.

Inconsistent attitude to learning means that a student is probably doing most of what they are supposed to do but is not yet pushing themselves or making the most of the opportunities available. A student with an inconsistent attitude to learning...

- often participates in lessons and is generally focused and well behaved;
- may not try hard enough to improve their work after feedback;
- is usually well organised but does the minimum that is asked of them and not much more;
- might make a good level of effort in some lessons but this is not consistent.
- has the potential to be a good learner and to develop the consistency required to move towards achieving a consistently good attitude to learning.

Concerning attitude to learning means that a student needs support or intervention to become a more responsible learner. A student with a concerning attitude to learning...

- makes little effort to be involved in the lesson and may disrupt the learning of others instead;
- fails to act on feedback provided and as a result may not make much progress;
- is not interested in being challenged and will give up without really trying;
- spends an inadequate amount of time on tasks and takes little pride in their work;
- takes little or no responsibility for their own learning or behaviour; effort is frequently a cause for concern.
- requires support to develop the skills needed to achieve a good attitude to learning.

Students do not have to display all of the attributes within each attitude to learning to meet the descriptor.

Launceston College believes that if students engage fully with every learning opportunity they will be best placed to become happy, successful and responsible students.