

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.

An **improving** attitude to learning means that a student has a good attitude to learning some of the time but is not yet working with a good attitude to learning consistently.

A **developing** attitude to learning means that a student needs support and 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 for an individual piece of work. 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. Students will sit exam style assessments in Year 10 (summer term), Year 11 (spring term), Year 12 (summer term) and Year 13 (spring term). The raw scores/percentages for these assessments will be reported home, along with a teacher assessed grade. Teacher assessed grades reflect a student's achievement throughout the course to date and may include several elements of their studies including their final assessments. These grades are not a prediction of end of course performance.

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.

Improving attitude to learning means that a student has a good attitude to learning some of the time but is not yet working with a good attitude to learning consistently. A student with an improving attitude to learning...

- often participates in lessons and can be focused and well behaved;

- should try more consistently to improve their work after feedback;
- is usually well organised but often does only the minimum that is asked of them and not much more;
- should continue to push themselves to improve as a learner and to make the most of the opportunities available;
- can make a good level of effort in some lessons but this is not yet 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.

Developing attitude to learning means that a student needs support and intervention to become a more responsible learner. A student with a developing attitude to learning...

- requires support to develop the skills needed to achieve a good attitude to learning.
- needs to act on feedback provided in order to improve their learning and progress;
- needs to keep trying without giving up and to develop a more positive response to being challenged
- needs to spend more time on tasks and to take more pride in their work;
- needs to take more responsibility for improving their own learning, effort and behaviour;
- needs to make more effort to be involved in the lesson and to ensure they do not disrupt the learning of others;

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.