

How are my targets generated?

The Government expect all students to make 3 Levels of Progress between the end of Y6 and the end of Y11. By using this expectation, school sets targets that support students in making the expected level of progress and achieve the grades that they are capable of gaining.

Average Y6 Level	Level 3			Level 4			Level 5			Level 6		
	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a
Average target	Grade D GCSE Pass at BTEC or better			Grade C GCSE Pass at BTEC or better			Grade B GCSE Merit at BTEC or better			Grade B GCSE Merit at BTEC or better		

If I achieved an average high Level 5 or Level 6, I am likely to be targeted A grade at GCSE or Distinction standard for BTEC courses, particularly if my CAT scores are also high.

Why do I receive Academic Monitoring data about my performance?

School wants to monitor my progress and effort to ensure that everyone is aware of my potential in meeting my targets. At Key Stage 3 (KS3) Academic Monitoring happens 3 times during the year. During KS4 and 5, Academic Monitoring will be completed 6 times a year.

With school monitoring my progress successfully and with the correct support from my teachers and my parents/carers then, with effort and commitment, I will meet or exceed my targets each year and gain the grades which I am capable of achieving.

How do my teachers grade my performance and effort?

Using their professional experience and opinion and by using what they know about my performance throughout this year in class and assessments, my teachers decide the grade that they think I will achieve by the end of the course at GCSE, BTEC, AS and A Level.

My teachers do not give my most recent test grade; they give the grade or level that they think I will achieve if I keep making the same level of progress and show the same levels of effort and commitment that I am showing at the moment. They assume that I will commit the same levels of effort to my revision prior to external examinations.

My teachers grade my effort towards the subject as Outstanding, Good or Requires Improvement. My teachers expect me to make outstanding or good effort in all that I do, anything less than that is not good enough and I must do something about it quickly.

If I apply good or outstanding levels of effort and I complete all tasks and homework to the very best of my ability, I will make good progress towards achieving my targets.

If I do not work as hard as I can, am easily distracted in class, rush my work and homework and don't engage in lessons, then I can't expect to achieve my targets. To meet or exceed my targets, I must make the most of every opportunity and every offer of support, talk to my parents/carers and teachers about my learning and act on the advice given.

Why does school colour code my Academic Monitoring?

The colours make it really easy to see if I am making the required level of progress in my subjects that will help me reach my targets by the end of the course.

It feels great to receive green and yellow scores and allows me to celebrate my progress with my parents/carers and teachers. If I do see any red areas then I need to think about why and, most importantly, do something about it.

What can I do if I am disappointed with my Academic Monitoring grades?

The comments and feedback that I receive on my work are a good place to start thinking about my progress. The verbal feedback I receive in class is just as important. I should think about the way in which I engage in lessons, the effort I commit to my homework and the responsibility I take for my own learning. Comments from my school report, if I have received one recently, will also help me to understand my strengths and the areas I need to improve.

My teachers will discuss any potential underachievement with me and help me to make the necessary adjustments to the way I work. They may also contact my parents/carers to discuss my progress. I need to make sure that I find out why I am underachieving!

It is really important that I don't become too defensive about my work. I need to be open to the requirement to improve; my teachers want me to meet my targets!

Only through my hard work and commitment, the effective leadership of my teachers and the positive support of my parents/carers will I be as successful as I can be. Ultimately, I am in control of my own learning and whether I meet my targets or not!

Nil Sine Labore – Nothing Without Effort

Academic Monitoring

KS4 Student Guide

How are my targets generated?

What should I do if I need to improve?

How do my teachers decide how well I am performing?

How is my effort graded?

Why is my Academic Monitoring colour-coded?

Some definitions...

CAT Scores are the results of Cognitive Ability Tests that I completed in Y7. They give my teachers an indication of strengths that I might have. A score above 112 is described as "above average" nationally, whilst below 88 is described as "below average".

These scores don't limit my potential though!! They are a one-off test in Y7.

Lates are the number of times that I have been late to school since the start of the year. School starts at 8.40 and if I arrive to my form room after that time then I will be marked as late.