

Student Name

2019-2020  
Year 11

## SUMMARY

Total Attendance		YTD
Present		88
Late		0
Unauthorised Absence		1
Authorised Absence		10

## Grades

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		Y1		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE English	1	6	6	67									6	6	29	0	0	5
GCSE Maths Higher	5	58	7	73									6	6	31	0	1	4
GCSE Science Higher	6	65	6	68									6	6	28	0	0	1

## Multiple Course Listings

Please note that both dropped and current courses are displayed throughout this report. This can occur when student's timetable changes or when a student moves from KS3 to GCSE or from GCSE to KS3.

## Grade Scales

ELC Computing - Maths - RS - Science	L3; L2; L1; U (Unclassified)
ELC English	GCSE (GCSE Ready); L3; L2; L1; U (Unclassified)
Functional Skills (all subjects)	EE = Exceeding Expectations; ME = Meeting Expectations; WTE = Working Towards Expectations
KS3 (all subjects)	9 - 1
GCSE	9 - 1
A-Level	A; B; C; D; E; U (Unclassified)
BTEC	D* = Distinction*; D = Distinction; M = Merit; P = Pass; L1P = Level 1 Pass; I = Incomplete



Autumn Term

Assessment Objectives

GCSE English	H1	H2
AO1.3 Select and synthesise evidence from different texts		7
AO2.1 Explain, comment on and analyse how writers use language achieve effects and influence readers	5	
AO3.2 Compare how views and ideas are conveyed, across two or more texts		5
AO4.2 Support the critical evaluation of texts with appropriate textual references		6
AO5.2 Select and adapt tone, style and register for different forms, purposes and audiences		7
AO6.1 Use a range of vocabulary for clarity, purpose and effect	6	
AO6.2 Use a range of sentence structures for clarity, purpose and effect	6	7
AO6.3 Use accurate spelling and punctuation		7
AO10.1 Paper 1 Exam Practice		6
AO1.3 Develop an informed personal response to texts		5
AO2.1 Analyse the language used by a writer to create meanings and effects	5	
AO4.2 Use a range of sentence structures for clarity, purpose and effect		6

GCSE Maths Higher	H1	H2
AO3.1 Number - Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes	5	6
AO3.1 Algebra - Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes		7
AO1.3 Geometry & Measures - Accurately carry out routine procedures or set tasks requiring multi-step solutions		7
AO2.1 Geometry & Measures - Make deductions, inferences and draw conclusions from mathematical information	5	
AO2.2 Geometry & Measures - Construct chains of reasoning to achieve a given result		6
AO3.1 Geometry & Measures - Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes	7	
AO3.2 Geometry & Measures - Make and use connections between different parts of mathematics	5	7
AO2.1 Statistics - Make deductions, inferences and draw conclusions from mathematical information		7

GCSE Science Higher	H1	H2
AO4.1 Biology - Coordination and Control - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures	5	
AO4.2 Biology - Coordination and Control - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations	6	
AO4.3 Biology - Coordination and Control - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures	6	
AO7.1 Biology - Evolution/Inheritance/Variation - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures		6
AO7.2 Biology - Evolution/Inheritance/Variation - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations		6
AO7.3 Biology - Evolution/Inheritance/Variation - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures		6

21st C. Skills

MS = Major Strength; S = Strength; ND = Needs Development; PD = Priority for Development

GCSE English	H1	H2
Engagement	MS	MS
Effort	MS	S
Confidence	S	MS
Resilience	S	MS

GCSE Maths Higher	H1	H2
Engagement	MS	MS
Effort	MS	MS
Confidence	MS	MS
Resilience	MS	MS

GCSE Science Higher		H1	H2
Engagement	MS		MS
Effort	MS		MS
Confidence	S		MS
Resilience	S		S

### Learning Behaviours

5 = Consistently; 4 = Usually; 3 = Often; 2 = Rarely; 1 = Never; ABS = Absent (grade will be 0)

GCSE English		H1	H2
Completes Written Tasks at a Pace	5		4
Listens To and Follows Instructions	5		5
Concentrates in Lessons	5		5
Seeks Help Appropriately from Staff	5		5
Communicates Effectively and Politely	5		5
Completes Homework On Time	4		4

GCSE Maths Higher		H1	H2
Completes Written Tasks at a Pace	5		5
Listens To and Follows Instructions	5		5
Concentrates in Lessons	5		5
Seeks Help Appropriately from Staff	5		5
Communicates Effectively and Politely	5		5
Completes Homework On Time	1		2

GCSE Science Higher		H1	H2
Completes Written Tasks at a Pace	4		4
Listens To and Follows Instructions	5		5
Concentrates in Lessons	5		4
Seeks Help Appropriately from Staff	5		5
Communicates Effectively and Politely	5		5
Completes Homework On Time	3		3

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		P	L	UA	AA
	Grd	%	Grd	%				
GCSE English	1	6	6	67	29	0	0	5

### ILP and Teacher Comments

#### Targets

- To expand answers to include multiple points to give a comprehensive response based on planning.
- To integrate identified spellings into writing from spelling VEB.

#### Our Focus

We have focused on identifying a range of language techniques to understand their effect on the reader so that you can use them in your own writing. We have also concentrated on elements of SPaG. You wanted to improve your spelling so you have created a spelling VEB to help you practice. We have also looked at sentence structures and types to develop the structure of your work.

#### Progress Made

It has been a pleasure to get to know you and teach you this term Alfie. Your focus and effort in lessons is excellent. You have a mature and well-considered approach to your work. You listen to feedback very well and can edit your work independently to improve it. You have made progress in the structuring of your work. You have also begun to use different sentence types and structures to add interest for the reader. It has been a pleasure to get to know you this term Alfie. I have really enjoyed our lessons, you have an engaging writing style and and it has been great to see how your work is developing.

#### Learning Issues

Your motivation and effort in lessons is first class.

#### Achieving More

You are currently working at around Grade 6. To work within this level consistently and to move beyond it, we need to look at building your critical analysis skills and vocabulary to ensure you use as many examples as possible to justify your view. We also need to work on using a range of sentence types and structures to engage the reader further.

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Course Grades	H1		H2		P	L	UA	AA
	Grd	%	Grd	%				
GCSE Maths Higher	5	58	7	73	30	0	1	4

### ILP and Teacher Comments

#### Targets

1. Maintain your enthusiasm for the subject.
2. Use the exam questions at the end of your VEBs for revision.
3. Complete all homework.

#### Our Focus

During this term we have covered: Trigonometry, simultaneous equations, histograms, cf graphs, ratio and proportion.

#### Progress Made

Alfie you have showed very good progress this term. You participate really well in all lessons. Alfie you have coped very well with the work this term. I am very impressed with your maths ability. Alfie you understand everything we do and pick up very quickly the new topics we cover.

#### Learning Issues

Alfie I have no significant issues with your learning at this point in time, just try to complete your homework if you have time.

#### Achieving More

Alfie you have coped very well with the work this term. Going forward we are going to go through the topics you have not covered yet, such as bounds, functions, transformations, mixed fractions, set theory, fractional indices, tangents to circles, completing the square and the discriminant. Alfie you are a joy to have in the classroom and I am looking forward to teaching you again next term. Well done!

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### ILP and Teacher Comments

#### Targets

1. To finish the inheritance, variation and evolution topic and complete the ecology topic during lessons next term.
2. To complete the last two required practical's 'field investigations' & 'decay'
3. To practice exam technique by completing past exam questions.

#### Our Focus

This term we have finished off the homeostasis topic and we are currently working our way through the inheritance, variation and evolution topic. You have completed a summative assessment on the homeostasis topic and achieved a score of 77% which is equivalent to a grade 7+.

#### Progress Made

I am pleased with the progress that you have made this term Alfie. Your attendance has once again been excellent and you continue to engage fully in lessons. You have shown a good understanding of the work that we do in lessons. This term you have confidently used Punnet Squares to predict the results of genetic crosses showed a good understanding of when and how cells will divide by mitosis or meiosis and you have also evaluated information from a variety of sources to evaluate the use of genetic screening in medicine and fertility treatment.

#### Learning Issues

Sometimes you do not complete the homework that has been set on time. Completing these tasks out of lesson time will help to consolidate the learning that you do in lessons.

#### Achieving More

The key to improving your grade is thorough and detailed revision including as much past exam question practice as possible. It is also important to make sure that you have a clear understanding of the meanings of the key terms for each topic and make sure that you use these in your answers. Once we have completed the 'ecology' topic we will then go on to revise those topics that you feel less confident about.