

Example of a KS3 Aptitudes to Learning Progress Report

Year 7 Autumn Term Progress Report



Name	Student	Form	Reg
Attendance	Student has attended school for 90.0% of the possible sessions this academic year so far. Student was late for 1 session(s) this academic year so far.		

As with all reports there is a comment on the student's attendance and punctuality.

Subject	Aptitudes			
	Learning	Managing Information	Relating to People	Managing Situations
English	1	1	2	2
Maths	2	2	2	2
Science	1	2	2	2
Art	3	2	2	2
Design Technology	2	2	1	1
Drama	1	1	1	1
French	2	2	1	1
Food Technology	2	1	1	1
German	2	2	2	2
Geography	1	1	1	1
History	1	2	2	2
Information Technology	1	1	1	1
Music	1	1	1	1
Physical Education	1	1	1	1
Religious Education	1	1	1	2
Spanish	2	2	2	2

This type of report focuses on four key areas which are important for successful learners. These reports give a valuable insight into a student's attitude, and commitment to learning etc.

Each aptitude is graded 1-4. A 1 denotes that a child is exceeding in an aptitude, a 4 that a student is able to partly meet this aptitude with support

Exceeding in Aptitude	Met Aptitude	Partly Met Aptitude	Partly Met with Support
1	2	3	4

Example of a KS3 Aptitudes to Learning Progress Report

Here are the four aptitudes that students will be assessed on. The bullet points under each heading give some further information as to what teachers will be considering when assessing students.



Aptitudes for Learning

- **Learning styles** – students understand different ways of learning and how to develop and assess their effectiveness as learners.
- **Reasoning** – students learn to think originally and systematically and how to apply this knowledge.
- **Creativity** – students explore and understand their own abilities and creative talents, and how best to make use of them.
- **Positive motivation** – students learn to enjoy and love learning for its own sake and as part of understanding themselves.

Aptitudes for Managing Information

- **Research** – students develop a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it.
- **Reflection** – students understand the importance of reflecting and applying critical judgement and learn how to do so.

Aptitudes for Relating to People

- **Leadership** – students understand how to relate to and support other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done.
- **Teamwork** – students understand how to operate in teams and their own capacities for filling different team roles.
- **Communication** – students develop a range of techniques for communicating by different means, and understand how and when to use them.
- **Emotional intelligence** – students develop competence in managing personal and emotional relationships.
- **Stress management** – students understand and are able to use varying means of managing stress and conflict.

Aptitudes for Managing Situations

- **Time management** – students understand the importance of managing their own time, and develop preferred techniques for doing so.
- **Coping with change** – students understand what is meant by managing change, and develop a range of techniques for use in varying situations.
- **Risk taking** – students understand how to manage risk and uncertainty, including the wide range of contexts in which these will be encountered and techniques for managing them.
- **Feelings and reactions** – students understand the importance both of celebrating success and managing disappointment, and ways of handling these.
- **Creative thinking** – students understand what is meant by being entrepreneurial and initiative-taking, and how to develop their capacities in these areas.

Example of a KS3 Progress Report

As with all reports there is a comment on the student's attendance and punctuality.



Year 7 Summer Term Progress Report



Name	Student	Form	Reg
Attendance	Student has attended school for 90.0% of the possible sessions this academic year so far. Student was late for 3 session(s) this academic year so far.		

On the Progress Indicator red indicates that a student is working above track in a subject, grey that they are on track and blue that they are working below track.



Progress Indicator	(PI)
Above Track	Red
On Track	Grey
Below track	Blue

Using the Progress Indicator colour coding system, students are graded as working above, on or below target. This is in relation to their personal end of year targets. This sample report indicates, for example, that this Yr 7 student is working on track in drama in comparison to their end of year target, but above track in French.



Subject	Spring	Summer	Target for Improvement
English	Grey	Grey	Ensure that a range of sentence forms and structures have been used in your writing for effect
Maths	Grey	Grey	Try to challenge yourself by practicing higher level questions on the topics you have covered
Science	Grey	Grey	Plot simple graphs and charts and use these to help interpret patterns in data
Art	Blue	Grey	Continue to refine drawing skills in your own time by drawing from life
Design Technology	Grey	Grey	Use more of the key words which describe tools and processes when critiquing your practical work
Drama	Grey	Grey	In group work take on the role of the director, leading your group at least once a half term
French	Red	Red	Make sure you check finished work carefully and correct any errors before submitting to the teacher
Food Technology	Grey	Grey	In practical food lessons, try to follow the recipe independently
German	Blue	Grey	Increase your vocabulary for the topic by using the dual language vocabulary pages of the textbook
Geography	Red	Red	Demonstrate good subject knowledge of a topic by using keywords to answer questions
History	Red	Red	Make sure to submit all homework on time
Information Technology	Red	Red	Ask the teacher for help when you are not sure how to complete a task
Music	Grey	Grey	Extend your composition by adding variations in pitch and/or rhythm
Physical Education	Red	Red	Pay attention to all teacher instructions to ensure understanding
Religious Education	Grey	Grey	Use key words and specialist vocabulary



Students are given a target in each subject, explaining how they can improve their performance.

Example of a KS4 Progress Report

Each student is given an End of KS4 target(s). These are calculated based on KS2 data, or where this is not available, using CATS test data. If a student studies both BTEC and GCSE subjects, they will have a separate target for both qualifications. A .3 target e.g. 6.3 indicates that a student is aiming for the lower end of this grade, whereas a .8 target indicates that the student should be aiming for the higher end of this grade.

Students are given a fine grade (i.e .3 or .8) in each subject. This grade reflects what the teacher thinks the student will achieve in this subject at the end of KS4. It is a prediction. The Progress Indicator colour coding system shows whether the grade entered means that a student is working above, on or below target based on their personal End of KS4 target grade.

Year 10 Summer Term Progress Report



Name Student **Form** Reg

Attendance Student has attended school for **99.1%** of the possible sessions this academic year so far.
Student was late for **1** session(s) this academic year so far.

End of KS4 Target	
GCSE 9-1	6.3
BTEC	Merit

Progress Indicator	(PI)
Above Track	
On Track	
Below Track	

Subject	End of KS4 Spring Prediction	End of KS4 Summer Prediction	Target for Improvement
English Language	6.8	6.8	Focus on the structure of your creative writing to ensure it is engaging/interesting to the reader
English Literature	6.8	7.3	Ensure you use clear, focused topic sentences to begin your paragraphs and outline your argument
Maths	6.3	6.8	Practice higher level questions. Use your GAP analysis to identify which topics to focus on
Art	7.8	7.8	Continue to refine drawing skills in your own time by drawing from life
Business Studies	6.3	6.8	Include balanced evaluation which assess the effects/outcomes of an option before making a decision
Drama	6.8	6.8	Ensure you sustain the character throughout the performance
French	6.3	6.3	Regularly revise previous topics to ensure you stay on target as it is easy to forget languages
History	6.3	6.8	Consistently use a clear structure in your answer. Use support sheet sentence starters to help you
Physics	6.8	6.8	Practice exam questions regularly under timed conditions using the OCR website and/or others
Religious Studies	6.8	6.8	Include both sides of the argument in your written work

As with all reports there is a comment on the student's attendance and punctuality.

The Progress Indicator key explains the progress colour coding system. Red indicates that a student is working above track in a subject, grey that they are on track and blue that they are working below track.

Students are given a target in each subject, explaining how they can improve their performance.

Example of a KS5 Progress Report



Year 12 Spring Progress Report

Each student is given a target grade for the A Level and BTECs they are studying, as well as any GCSE re-sits (if applicable). These grades are specific to each student and are calculated based GCSE results (or KS2/CATS data for GCSE re-sits). A Level target grades are a letter (A-E) followed by a number (1-3). A letter followed by a 1 e.g. B1 indicates that a student should be aiming for the top of that grade, e.g. a high B. A letter followed by a 3, e.g. B3 indicates that a student is aiming for the lower end of that grade, e.g. a low B.

Name	Student	Form	Reg
Minimum Expected Grade			
A Level		B2	
BTEC L3 Diploma		Dist* Dist	
GCSE Resits (if applicable)		4	

A colour coded Progress Indicator system is used to show whether a student is working above, on or below track. This is based on a student's personal End of KS5 target grade. Red means that a student is above track in a subject, grey that they are on track and blue that they are working below track.

Students are given a fine grade (e.g. B1, B2, B3) in each subject. This grade reflects what the teacher thinks the student will achieve in this subject at the end of KS5. It is a predication.

Subject	Spring Assessment	Target for Improvement
Business Studies BTEC L3 Diploma	Dist* Dist*	Develop a balanced judgement in your analysis and clear focus on the question throughout
Chemistry	B2	Review the work you do not understand using BBC Bitesize/Oak Academy before your end of unit tests
Computer Studies	B2	Make sure you attempt to independently test and correct syntax errors in your code
Economics	C2	Use data given to help justify, make judgements, and recommend solutions

Students are given a target in each subject, explaining how they can improve their performance.