

Understanding your WCGS Academic Monitoring Report – L6 and U6

The first section of the report gives information about specific subjects

The **'Current Working Grade'** represents the standard achieved so far; it is not a predicted grade. At the start of the two year sixth form journey you should take into account that A Levels are a large step up, which is much more noticeable in some subjects than others. For this reason a **'Year Group Average Working Grade'** has been provided to show what a typical grade would be at Wallington for this point in time – not every student can be on or above average, and being slightly below the average at a grammar school will mean being on track for excellent grades.

The **'A Level target grade'** gives a target for the end of U6. This grade is set automatically based on performance across **all** GCSEs, and on making more progress than 80% of students with the same starting point. Even so, many of our students aim to achieve a higher grade than is set out, and in fact achieve that. However, it does indicate how students who are working hard and being taught very well are likely to progress from that Y11 starting point.

The **'WCGS judgement on likely progress towards A Levels'** is a rough (especially during the Lower Sixth) indication of whether your son/daughter is likely to be on track towards that aspirational target grade. It will not be correct for every student; if it were possible to perfectly predict all students' performance in all subjects then exams wouldn't be necessary!

Exceeding	Likely to achieve or exceed aspirational target grade (already set to make more progress than 80% of students with the same high attainment in Year 11), by the end of Upper Sixth
Positive Progress	Likely to achieve at least the same grade as the majority of students nationwide with the same high level of attainment in Year 11, or to exceed it, by the end of Upper Sixth
Some concerns	Unlikely to achieve the same grade as the majority of students nationwide with the same high level of attainment in Year 11
Significant concerns	Very unlikely to achieve the same grade as the majority of students nationwide with the same high level of attainment in Year 11

Teachers' overall judgements on Commitment, Conduct and Organisation in lessons, shows your son/daughter's teachers' overall judgement on their commitment, on conduct and on organisation, across all lessons since the start of the year or the last report. 4 is outstanding, 3 is the good standard expected at WCGS, 2 indicates some concerns and 1 major concerns. **3 is normal.**

We find that giving an overall impression is a useful indication, alongside a record of the specific **Commendations** and **Behaviour Points** received in that subject, which again runs from either the start of the year, or the last report.

Please note that although in the majority of cases the connection between commendations, behaviour points and the overall judgements is evident, they are not expected to always show the same information. For instance, a student who is always doing well, but maybe not in the top three students in a class, might not get commendations regularly, but an overall judgement of 4 – Outstanding would still be suitable. Conversely, a student who needs to be reminded to stop chatting every single lesson, who responds to that warning and doesn't receive behaviour points, might receive 2 – minor concerns as we wouldn't expect to have correct behaviour in every lesson.

The second section of the report gives overall information

The average score for Commitment, for Conduct, and for Organisation across all subjects is then shown, to give an overview. Roughly the top 10% of the year group will be colour coded purple, with all scores of 3.0 and above colour coded green, to show a very good standard has been demonstrated. An average of between 2.7 and 3.0 will be colour coded orange, and a very few students below an average of 2.7 will have red.

Changes in Commitment, Conduct and Organisation are also very important, and it may be that a student moves from very poor conduct to slightly below average; although their journey isn't complete, there has been positive progress. Conversely, a student previously with excellent commitment may have dropped to below slightly above average, and this downwards trend needs to be highlighted. The change still the last report is shown, and colour coded, green for noticeable positive progress, and red if a decline has been seen.

The **'Total Behaviour Points'** and **'Total Commendations'** since last report (or since the start of the year for the first report) shows all behaviour points and all commendations received, broken down into the type. Since this may include form tutor, year leader and other incidences, these figures may be greater than the total of all subjects added together.

Total Behaviour Points should be zero, and hence this will be colour coded green. Everyone makes occasional mistakes, and so one behaviour point is not coloured. 2 or more behaviour points will be colour coded amber or red, depending on position in the year group.

Students in the top half of the year group for commendations will be colour coded green, and those in the top 10% purple.

Lastly, Absence and Lates information is now presented in whole days; missing either a morning or afternoon will show as 0.5. Not having any unauthorised absences should be expected, and therefore won't be colour coded. Having zero absences for any reason, or zero lates, is to be celebrated, and will be coloured green.