

Understanding your WCGS Academic Monitoring Report – Y7 to Y11

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. In the lower years (especially Years 7 and 8) you should take into account the fact that although students have only just began their secondary education they have been studying some subjects for several years previously and may have reached a grade 4 or 5 already, whereas in other subjects they are obviously starting from the very bottom end of the grades and will work swiftly up through them; 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 **‘WCGS judgement on likely progress towards GCSEs’** is a very rough (especially during the lower years) indication of whether your son is likely to be on track to exceed targets set by the Government’s Department for Education. 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 95% of students with the same high attainment in Year 6), by the end of Year 11
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 6, or to exceed it, by the end of Year 11
Some concerns	Unlikely to achieve the same grade as the majority of students nationwide with the same high level of attainment in Year 6
Significant concerns	Very unlikely to achieve the same grade as the majority of students nationwide with the same high level of attainment in Year 6

Teachers’ overall judgements on Commitment, Conduct and Organisation in lessons, shows your son’s teachers’ overall judgement on his commitment, on his conduct and on his 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 substantial positive progress, and red if a substantial 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.

Behaviour Points, Commendations and Attendance are calculated and given to teachers at the start of the reporting period, and therefore won't include roughly the last fortnight before reports are published. Any behaviour points, commendations and attendance data from this period will be included in the next report.