

14th October 2010

MTU/JHW/DV241

Understanding Modular Reports

Dear Parent/Guardian

We are very pleased with the way students have been working during Module 1 and appreciate the support you have given us in so many different ways. We wanted to write to you at this stage to remind you about our end of Module reporting system. The Academy year is divided into six Modules and reports are issued at the end of each Module. These reports provide you with a useful snapshot of the progress your child is making and also inform our planning for future Modules. This year we have made some adjustments to the report to make it more user friendly - these are detailed below.

1. **Teacher**

This indicates the teacher who is responsible for either writing the report or ensuring that it is completed. If you need to contact the College, re a subject report, then this is the teacher you should contact. Please note that if you have access to e-mail then this is by far the most efficient method of contact. Just use the three letter code shown e.g. CAN and add @leighacademy.org.uk to produce the teachers e-mail address i.e. can@leighacademy.org.uk

2. **Attainment**

This is an indicator of how the student performed in this module.

For Key Stage 3, year 7, the numbers show the level at which the student is currently working towards. In year 8, the grade indicates the level at which the student is working.

They are split into three sub levels of a, b and c, e.g. 4a and these indicate the strength of the level with 'a' being highest. A 4a indicates a strong level 4 with potential for level 5 whereas a 4c indicates a weak level 4 with the potential to drop to level 3.

For Key Stage 4, GCSE levels are used and these range from A through G (all passes) and U (fail).*

These grades have sub levels of 3 e.g. A1, A2 and A3 and these indicate the strength of the level with 1 being the highest. B1 would indicate a strong B with the potential for A. Whereas B3 indicates a weak B with the potential to drop to C.

For Key Stage 5, GCE levels are used and these range from A through G (all passes) and U (fail).*

These grades have sub levels of 3 e.g. A1, A2 and A3 and these indicate the strength of the level with 1 being the highest. B1 would indicate a strong B with the potential for A. Whereas B3 indicates a weak B with the potential to drop to C.

3. **KS3, KS4 and KS5 “End of Key Stage Target”**

After analysing all available data, this is the target your child should be achieving, at the end of the relevant Key Stage (KS). KS3 ends with the conclusion of year 8.

KS4 at the conclusion of year 11 and KS5 at the conclusion of year 13.

In this module only years 11 and 12 have targets. Next module all year groups will have these in place.

4. **Attitude to learning**

A number is used to indicate which statement sums up your child's attitude for the module. Five and below is always a cause for concern.

The list of descriptors associated with the numbers is below:

9	A highly motivated exemplary student who is likely to achieve at an outstanding level. A reflective learner, able to recognise and work to remedy weakness. A highly organised independent learner.
8	A motivated student, who takes full responsibility for his/her learning, and who always, completes all class work and homework to a very high standard. He/she demonstrates initiative and has a positive, reflective approach to learning.
7	A committed student, who demonstrates a keen interest in his/her work and who is determined to achieve. He/she is developing the skills to advance his/her own learning. He/she will always aim to complete work and homework to a good standard.
6	A hard working student who completes all work to a standard that reflects his/her ability. He/she demonstrates some initiative and will seek assistance when required. The student completes class work and homework to a good standard.
5	A student who completes the work to a standard in line with his/her ability but does not show real commitment to his/her studies. He/she completes all tasks presented to them, but lacks the initiative or motivation to develop their own learning further.
4	A student with the potential to achieve more, but whose lack of commitment is hindering his/her progress. He/she is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Class work and homework are completed to a basic standard, or sometimes not finished completely.
3	An underachieving student who demonstrates little motivation to learn. The student shows minimal commitment to class work and homework. His/her behaviour is inconsistent, and their attentiveness is erratic.
2	A poorly motivated student whose behaviour and negative attitude adversely affect his/her own learning and that of others. He/she is inattentive in class. The student regularly fails to complete homework or class work.
1	A student who is disruptive and unprepared to learn. His/her poor attitude and behaviour adversely affects his/her own learning and that of others. He/she will often reject help and guidance that would enable him/her to further his/her learning. Homework is frequently not completed and deadlines are rarely met.

5. **Concerns**

These are indications of specific areas of concern.

The following table shows the meaning of the abbreviations that appear in this column.

AMT =	concerns about assessment
ATT =	concerns about attendance
BEH =	concerns about behaviour
CWK =	concerns about coursework
HWK =	concerns about homework
PNY =	concerns about punctuality

6. **Learning target for next Module**

This section indicates what your son/daughter needs to do next to reach the target in this subject. In addition it may be used to explain comments under “attitude to learning” or “Concerns”. Teaching staff will complete this area at least twice a year and at other times when they feel it is appropriate. This module you should see this completed for all year 7 and year 11.

Qual and Num_GCSE/GCE

Please note that these are two additional columns for KS4 and KS5 students. The “Qual” column shows the name of any non-traditional exam qualification that the student is following which is not a GCSE (KS4) or GCE (KS5). In the column “Num_GCSE/GCE” the number of equivalent GCSE or GCE’s that this course represents is noted. If both columns are blank, then this is a normal GCSE/GCE and is equivalent to one of these.

This has been included to ensure that you are clear about different qualifications.

The end of Module report is a really important point in the Academy Year. Please take the opportunity to sit down with your son/daughter to discuss the positives and negatives of the report and to review any noted targets, as well as setting up new ones.

Finally, may we wish you all, a very relaxing break and look forward to seeing the students back at 08.25a.m. Monday 1st November 2010.

Yours sincerely



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