Understanding the Interim Report – L (Lower) Students

Interim Reports are produced five times a year and provide a snapshot of how well a student is progressing within the period of that report.

Attitude and Behaviour to Learning: Each Interim Report is graded 4-1 for each subject: 4 = Excellent / 3 = Good / 2 = Requires Improvement / 1 = Unacceptable. Grading looks at the student's behaviour and attitude towards their learning across 3 areas: Independence (Outside the classroom) / Class ethic (Inside the Classroom) / Deadlines. An average score is then calculated for each subject area.

- Around one third of students have a complete set of grade 4s in at least one subject.
- Around two thirds have at least one grade 4 in a subject.
- A student with an average of 2.7 or below for a course, would be in the bottom 10%.
- A student who has an average effort grade of less than 3 is not performing to their full potential and will be at risk of being charged for all external examinations / Vocational assessments in line with Department for Education guidance.

Attendance: Actual Attendance refers to the % of lessons that a student attended. Adjusted Attendance is the % attendance in each subject once a parent/guardian has notified the College to authorise an absence. For example, for illness, interviews etc. This should be 100%, with 95% being the absolute minimum.

- The average Adjusted Attendance per subject is 98%.
- 90% of students have an Adjusted Attendance average of 100%.
- A student with an Adjusted Attendance below 95% would be in the bottom 12% of students for attendance, and below 90% would be in the bottom 5%.

Key Assessment (KA): This grade represents the level achieved in the most substantial assessment taken during this half term, where appropriate for the course. It is not an indication of the likely final outcome; it is a statement of how well a student performed on a particular piece of work at this stage of the course.
Below are the range of grades that may appear:

- A Level / Criminology Applied Diploma – A*- E / U, NEA (indicates that a student was working on their non-examined assessment during this half term)
- BTEC / AAQs – DS* (Distinction Star), DS (Distinction), ME (Merit), P (Pass), R (Resubmission indicating they have not passed the assignment yet, but allowed one final resubmission), N (Near Pass), NEA (indicates that a student was working on their non-examined assessment during this half term)
- GCSE – 1 - 9
- All Courses - X indicates that a Key Assessment was not completed/not completed under exam conditions.

National Calculated Grade (NCG): The College is provided with a set of grades for each student using their own prior achievement in all GCSE subjects, against national calculated data provided by the Department for Education. It is not a predication of outcome, nor is it in any way a limit on what a student might be able to achieve. It is a challenging grade, although students often perform much better than the NCG.

Further information about Interim Reports, including the grading grid, can be found in the Work Performance and Disciplinary Policy on the College Website under the Policies Section - Reigate College Website - College Policies

Independence - *Without the class teacher / Outside the classroom*				
Factors to consider	**4 - Excellent**	**3 - Good**	**2 - Requires Improvement**	**1 -Unacceptable**
- Attendance: action when absent/late - Independent work quality: Structured Learning / Homework / Preparing for KA - NEA/Internal assignments (BTEC/CTEC): quality	**Attendance/Punctuality:** student always requested/accessed the work when absent or late and completed all missed work independently **Independent work quality:** student fully completed all independent work to the best of their ability **NEA/Internal assignments:** student submitted work that was fully completed to the best of their ability	**Attendance/Punctuality:** student normally requested/accessed the work when absent or late and attempted to complete the work independently **Independent work quality:** student completed independent work, although some sections needed further detail **NEA/Internal assignments:** student submitted work that was complete, although some sections required further detail	**Attendance/Punctuality:** student never requested/accessed the work when absent or late and only attempted to complete the missed work when prompted **Independent work quality:** student often did not attempt or complete independent work **NEA/Internal assignments:** student submitted work that lacked detail, with some sections incomplete or not attempted	**Attendance/Punctuality:** student never requested/accessed or attempted to complete the missed work when absent or late **Independent work quality:** student rarely attempted or did not complete independent work **NEA/Internal assignments:** student submitted incomplete or no work A minimum of one CfC was sent in this reporting period for Independence
Class Ethic - *With the class teacher / Inside the classroom*				
Factors to consider	**4 - Excellent**	**3 - Good**	**2 - Requires Improvement**	**1 -Unacceptable**
- Class activities participation: contributions / paired work / group work - Behaviour, focus and work ethic - Attitude to Learning: response to support / advice / feedback; being prepared for the lesson (resources); ready to learn / Plus	**Participation and behaviour:** student actively participated in all class activities; they completed all lesson activities to the best of their ability; their behaviour was always exemplary **Attitude to Learning**: student responded positively to support / advice / feedback, proactively taking steps to develop all their work. Student was always fully prepared and ready to learn	**Participation and behaviour:** student participated in class activities during most of the lesson although some of their work required further detail. Student was focused and their behaviour was positive to learning. They quickly corrected any infrequent off-task occasions in response to the teacher **Attitude to Learning:** student responded positively to support / advice / feedback but needed further direction to act to develop their work. Student was normally prepared and ready to learn	**Participation and behaviour:** student was inconsistent in their approach, at times choosing not to participate in class activities or complete classwork. Student was distracted or distracted others, with repeated reminders from the teacher for off-task behaviour **Attitude to Learning:** student was inconsistent in their approach, choosing not to always act on the support / advice / feedback to develop their work. Student was often not fully prepared or ready to learn	**Participation and behaviour:** student consistently chose not to participate in class activities or complete classwork. Student was disruptive and required repeated teacher interventions and support from Senior Staff **Attitude to Learning:** student did not act on support / advice / feedback to develop their work. Student was rarely prepared or ready to learn. There may be evidence of work malpractice A minimum of one CfC was sent in this reporting period for Class Ethic
Deadlines				
Factors to consider	**4 - Excellent**	**3 - Good**	**2 - Requires Improvement**	**1 -Unacceptable**
- Structured Learning - Homework - NEA – interim deadlines - Internally assignments - BTEC/CTEC 1st and resubmissions	Student completed and submitted all the work set by the deadline	Student completed and submitted most of the work set by the deadline Student requested extended deadlines. Student completed and submitted all the work set by the extended deadline	Student repeatedly did not complete and submit the work set by deadline Student regularly needed an extended deadline. Student did not complete and submit all the work set by the extended deadline	Student completed and submitted very little/none of the work set by the original or extended deadline A minimum of one CfC was sent in this reporting period for Deadlines