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# Belfairs Academy



## **Parents/Carers Year 12 and 13 Progress and Attainment Data Guidance**

Dear Parent/Carer

An example of the progress report is displayed below across pages 2 to 3. Explanation of the report can be found from page 4.

## Progress Report: Autumn 2025/26



Student	Form
<b>Lates</b> 0 (as 20/12/25)	<b>As</b> Dec 2025
	<b>Attendance</b> At 97.53%

Subject	Current Grade	Forecast Grade	Deadlines	Quadrant
Physics	C1	B	3	Low ATL and High Progress
Engineering	M3	D	2	Low ATL and Low progress
Maths	B2	A	1	High ATL and High Progress

### Key

Attendance	Over 97% = <b>Excellent</b>	93 - 96.9% = <b>Adequate</b>	Below 93% = <b>Unsatisfactory</b>
Lates	Number of <b>lates</b> this academic year – Morning and Afternoon sessions		

Please visit <https://belfairsacademy.org.uk/parents/report-grade-information/> to see a detailed explanation of our reports.

#### Post 16 Progress Tracking System:

The **Forecast grade** is an aspiration for your child to reach at the end of year 13, based upon their average GCSE point score. It will be based on them achieving in line with the top 25% of students with the same average GCSE score. **Forecast graded do not change.** At Belfairs Academy students are stretched and challenged to surpass their forecast grades in each subject.

The **Current grade** shows the level of knowledge and understanding your child currently commands and will increase toward the Forecast grade. It is a fine grade where B1 would indicate a student is working at the top end of Grade B being pushed towards a Grade A, whereas a B3 would indicate a student is not secure at Grade B work, and there is risk of dropping to a Grade C.

#### Deadline Grading for Post 16

1. Outstanding -All set work is completed; work is to a high standard showing progress; student clearly demonstrates commitment to their learning through independent study
2. Good - All set work is completed; work is to a good standard showing progress; student demonstrates undertaking independent study
3. Improvement required - Not all set work is completed; the standard is consistently below Good and shows limited progress: evidence of independent study is minimal
4. Inadequate – Set work is rarely handed in; work shows limited, or no progress has been made; no evidence of independent study.

### **Quadrant Descriptor (Attitude to Learning (ATL) and Progress)**

**High ATL, High Progress:** These students are working hard and as expected. They typically demonstrate good organisation skills, commitment to learning inside and outside of the classroom and are making expected or above expected progress in that subject.

**Low ATL, High Progress:** These students could be described as coasting achievers. They are making good or expected progress, but teachers think there is untapped potential. At times they may be easily distracted.

**High ATL, Low Progress:** These students are those that work hard and put in effort, but for some reason the results or progress aren't quite where they should be. It could be that their revision and study techniques are not used most effectively, or that there are specific gaps in knowledge that need to be addressed.

**Low ATL, Low Progress:** These students can improve both their ATL as well as their progress. While some students may not be putting in the effort and dedication to their learning as required, other students in this category may have significant barriers to their learning that first needs to be identified and addressed before targeted academic support can be provided.

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## Additional Information

**Current Grade:** This is a *fine grade* to indicate the current grade students are working at relative to their Forecast Grade.

### **Fine grading structure:**

- **A Level**

Grades are awarded between Grade U – A\* where U is ungraded using a fine grade of 1, 2 or 3 to determine the relative strength within that grade.

For example, using a Grade C fine grade:

- **C1** = The top of a Grade C, progress and attainment is just outside the boundaries of a Grade B
- **C2** = Student is working securely within a Grade C
- **C3** = The bottom range of a C Grade – this could as easily convert to a Grade D instead of a secure Grade C.

- **Technical Subjects. (Ctecs/Btecs)**

Grades are awarded between a Grades U – D\* where U is Ungraded, P=Pass, M=Merit, D=Distinction, D\* = Distinction Star. Similarly, a grade of 1, 2 or 3 is used to determine the relative strength within that grade.

For example, using a Grade Merit fine grade:

- **M1** = The top of a Merit Grade, progress just outside the boundaries of a Distinction Grade.
- **M2** = Secure Merit Grade
- **M3** = The bottom range of a Merit Grade – this could as easily convert to a Pass Grade instead of a secure Grade M

**Forecast Grade:** this is an aspiration grade for your child to reach at the end of Year 13, based upon their average GCSE point score. It will be based on them achieving in line with the top 25% of students with the same average GCSE score. **Forecast grades do not change.** At Belfairs Academy students are stretched and challenged to surpass their forecast grades in each subject.

### **Deadlines:**

1. Outstanding: All work set by teachers is completed; work is to a high standard showing progress; student clearly demonstrates commitment to their learning through independent study.
2. Good: All work set by teachers is completed; work is to a good standard showing progress; student demonstrates undertaking independent study
3. Improvement required: Not all work that is set is completed; the standard is consistently below Good and shows limited progress; evidence of independent study is minimal.
4. Inadequate: Set work is rarely handed in; work shows limited, or no progress has been made; no evidence of independent study.

### **Quadrant (Attitude to Learning and Progress)**

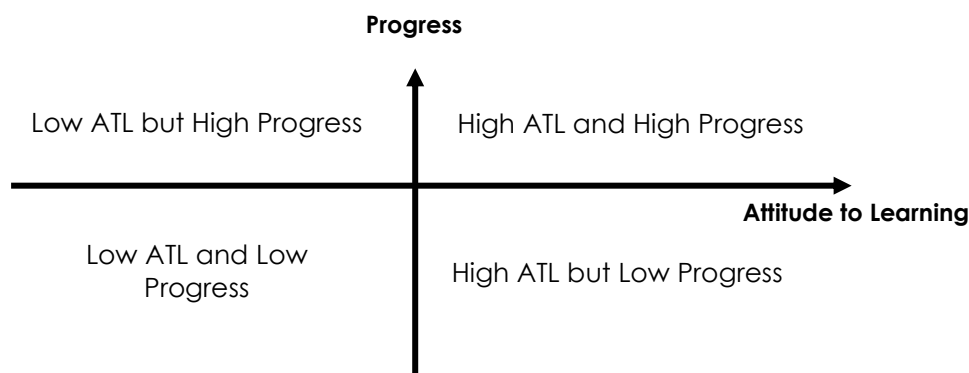
Students will be placed in a quadrant based on the progress they are making against the effort or attitude to learning (ATL) they are showing in each subject. The quadrant descriptors will indicate to all concerned whether students are on track to meet forecast grade or not.

Plotting ATL against Progress is helpful to diagnose why students' efforts and progress may not be as expected. This supports the student; the parent and the Academy is spotting both individual and cohort trends.

For example, once we have identified that an individual, or a group of individuals, are High ATL Low Progress, we can start to look at how they are learning, what they are understanding

about how learning works, and how they do this in lessons and at home. If they are displaying High ATL characteristics but not seeing the anticipated levels of progress, there is something wrong somewhere.

This quadrant helps us to target support for specific groups of students, whether this be by subject, Progress Leader or Year Leader. It helps us to identify why some students are putting in more effort in some subjects than others.



### Explanation of the Quadrant Descriptors

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### Summative Assessments and Pre-Public Examinations (PPEs)

*(These assessments are published when applicable.)*

#### What is the Summative Assessment or PPE percentage information on the report?

Each student will undertake one Summative Assessment and one PPE in every subject across the academic year.

Each assessment is a discrete percentage which reflects the attainment in that summative test / PPE based on the fundamentals of the specific subject to date. Therefore, in each reporting cycle the percentage will reflect the students' understanding as the complexity develops. This will mean the data will reflect where students are secure or gaps in skills / knowledge are opening. Intervention and support will be employed to bridge gaps in knowledge.