
Belfairs Academy



Parents/Carers Year 9, 10 and 11 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
Lates 0 (as 20/12/25)	As Dec 2025 Attendance At 97.53%

Subject	Current	Forecast	Homework	Quadrant
Art	1.9	4	1	High ATL, High Progress
Computing	2.3	3	2	Low ATL, High Progress
Drama	1.9	4	1	High ATL, High Progress
Spanish	3.3	5	1	High ATL, Low Progress
Geography	3.6	4	1	High ATL, High Progress
English Language	2.9	3	3	Low ATL, Low Progress
English Literature	4.6	5	2	High ATL, High Progress
Maths	5.3	4	1	High ATL, High Progress
Science	5.9	6	1	High ATL, High Progress
RSHE	3.3	4	3	Low ATL, Low Progress

Key

Attendance	Over 97% = Excellent	93 - 96.9% = Adequate	Below 93% = Unsatisfactory
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Lates	Number of lates this academic year – Morning and Afternoon sessions
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Please visit <https://belfairsacademy.org.uk/parents/report-grade-information/> to see a detailed explanation of our reports.

The **Forecast grade** is an aspiration for your child to reach at the end of **Year 11**, based upon their average KS2 score (or CATS information if no KS2 information is available). **Forecast grades 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 of .3, .6, .9. where .3 is indicating students are insecure at that grade, .6 indicates students are secure, whereas .9 is indicating strong understanding at that grade.

Homework meaning

1 Exceeding: Where homework often goes beyond the teacher's requirement. They embrace homework as a learning opportunity and use it to its full potential.

2 Secure: Submits their homework on time and it is of an appropriate standard which meets the teacher's expectation.

3 Developing: Occasions where homework has been late. When homework is completed, the work may feel rushed, and they are not using it as an opportunity to progress.

4 Emerging: Homework is regularly late or not completed. There may have been sanctions due to a lack of homework. When homework is completed, it is not of the quality expected by their teacher.

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.

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:

The **Current grade** shows the level of knowledge and understanding your child currently commands and will increase toward the Forecast grade. Grades are awarded between Grade U – 9 where U is ungraded for GCSEs, but between Grades U – D* for Vocational qualifications (VCerts, BTECs etc.)

GCSE Example

A fine grade of .3, .6, .9, best explained with the following Grade 5 example:

- **5.9** = This indicates students are working at the top of Grade 5, attainment is just outside the boundaries of a Grade 6.
- **5.6** = Student is working securely within a Grade 5.
- **5.3** = The bottom range of Grade 5. This could as easily convert to a Grade 4 instead of a secure Grade 5.

Note for Science

In Combined Science two grades are awarded rather than three individual grades. If students are working at a mixture of Grade 4 and Grade 3, on average, across Biology, Chemistry and Physics, a student would be awarded Grade 4 3.

For example,

- 43.9 = this indicates that students are working at the top of Grade 4 / 3, attainment is just outside the boundaries of a Grade 4 / 4.
- 43.6 = Student is working securely within a Grade 5
- 43.3 = The bottom range of Grade 43. This could as easily convert to a Grade 3 / 3 instead of a secure Grade 4 / 3.

Vocational Qualification Example

Grades are awarded between U (ungraded), P (Pass), M (Merit), D (Distinction), D* (Distinction*)

Within these grades, a fine grade of 1, 2 or 3 is awarded to distinguish the relative level of security within that grade as seen in the following Grade M example:

- **M1** = This indicates students are working at the top of Grade M, attainment is just outside the boundaries of a Grade D.
- **M2** = Student is working securely within a Grade M.
- **M3** = The bottom range of Grade M. This could as easily convert to a Grade P instead of a secure Grade M.

Forecast Grade: this is an aspiration grade for your child to reach at the end of **Year 11**, based upon their average KS2 score. **Forecast grades do not change.** At Belfairs Academy students are stretched and challenged to surpass their forecast grades in each subject.

Homework meaning

1 Exceeding: Where homework often goes beyond the teacher's requirement. They embrace homework as a learning opportunity and use it to its full potential.

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3 Developing: Occasions where homework has been late. When homework is completed, the work may feel rushed, and they are not using it as an opportunity to progress.

4 Emerging: Homework is regularly late or not completed. There may have been sanctions due to a lack of homework. When homework is completed, it is not of the quality expected by their teacher.

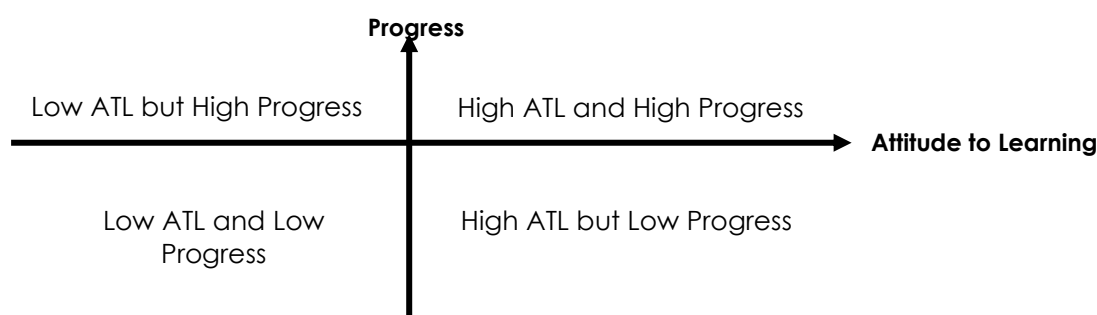
Quadrant (Attitude to Learning and Progress)

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 grades 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.