



**Guide to Assessment and Reporting  
2025/26**

**Years 12 and 13**

---

**C**ommitment, **O**pportunity, **R**espect & **E**xcellence  
for all and in all that we do

## Overview

All of our assessment and reporting information is shared through the Go 4 Schools Platform (G4S). Information on how to access this platform for parents/carers and students is located on the [G4S page](#) of the school website

The use of G4S allows parents/carers to have daily information on attendance, rewards and consequences issued, which alongside their work will provide an ongoing holistic view of every child's experience at North Leamington School. We also encourage all staff and parents to utilise e-mail and phone conversation as and when the need arises during the year. The names of all a student's teachers are on their G4S timetable, and all e-mail addresses are on the [Meet the Team](#) page of the school website.

Alongside this constant information, we also ask all subject staff to provide progress against target and attitude to learning updates 3 times a year (December, March, and July) , which are shared with parents/carers and utilised in learning conversations with their tutors. School Leaders also analyse this data to monitor progress and inform interventions.

Parents/carers also have the opportunity to Meet the tutor in October of Year 12, and subject teachers at the Subject Evening in December of Year 13 and January of Year 12

## Target Grades and Attainment

Our aim is to set aspirational targets for all students from the start of their journey with us, and so we use an external target setting company called ALPS who help us to ensure our targets challenge students to make progress in line with at least the top 25% of students nationally who have the same starting point. The starting points they utilise are KS4 examination results.

From Year 12 students are given a **Main target** for each A-Level or BTEC subject they are studying. This is an aspirational target for the end of the course, although can be increased if students exceed this, or the national progress picture changes.

- **A-Level grades** are awarded on an A\*-E scale.
- **BTEC grades** are awarded on a scale of Distinction\*, Distinction, Merit, Pass

At each of the three data cycles each subject teacher will give a predicted grade for the end of the course based on the assumption that a student will continue to make the same level of progress throughout the course. It should take into account all relevant assessments to date and can fluctuate particularly in the early stages of the course as staff build a picture across all areas of the course.

A-Level grades will have a +/- attached to it to indicate the strength of that grade as below:

B+	A secure grade B, with <b>further stretch and challenge</b> and <b>independent revision</b> the student has the potential to strive for the next grade.
B	With the expected amount of <b>consolidation and independent revision</b> it is most likely the student will secure a grade B.
B-	Insecure grade B, the student will need to ensure they take part in any <b>intervention</b> offered and <b>complete independent revision</b> to secure this grade

For ease of interpretation you will also see a descriptor which explains how this grade compares to the Main target. Further information on how you may support your child is available at the end of this document.

## Mock Exam Grades

Mock exams usually take place in February and July of Year 12 and November and February of Year 13. These grades are communicated in the next data report cycle. These grades will not have the +/- attached for A-level, but will be a single grade. Each mock exam will look at a sub-section of the course, and will be a factor in deciding the data prediction at each cycle. It is not always the case that students do better overall than each mock exam grade, as the difficulty of each sub-section of the course can vary, so teachers take a holistic view of all work. All mock exams are followed by time for students to go through papers and to understand their next steps.

## **Attitude to Learning (ATL) Grades**

ATL grades indicate the types of learning behaviours and attitudes a student demonstrates. At each data cycle each student will get an ATL grade for each subject, as well as one from their form tutor for their approach to tutor time.

<b>Grade</b>	<b>Description</b>
<b>Outstanding</b>	The student has high motivation to learn, which is consistently demonstrated. The student is a positive role model. Classwork and homework is completed to a high standard.
<b>Good</b>	The student demonstrates consistent motivation to learn and regularly demonstrates the school's values. Classwork and homework is completed to the required standard.
<b>Improvement required</b>	The student's motivation to learn and engagement with the school's values requires improvement.
<b>Cause for concern</b>	The student does not always demonstrate motivation to learn, and often has a negative impact on themselves or others' learning. Consequences are frequently allocated as a result of concerns.
<b>U</b>	This grade will only be utilised if your child has not attended lessons in that period

The regular behaviour and rewards alerts should help to add further context to the ATL grade a student has been given. However, if you have any further questions, please contact the relevant teacher directly.

### **How do I see my child's data at each cycle?**

An alert will be sent out via Go 4 Schools when data is released. Data information will be in the form of a downloadable PDF report. If you log-in to Go 4 schools (reminder on how to log-in can be found on the [G4S page](#) of our website), and go to the Reports tab then once it is released you will receive an alert and will be able to see the latest reporting information.

## What do the attainment descriptors mean and how can I support my child?

Above Target	<p>This means a student's data drop grade is above their main target. They will be challenged with an increased target if this happens, this will show in the Progressive Target column at the next cycle. Staff will ensure they continue to have opportunity to work at this level and be challenged. Students may wish to access the optional homework found in the curriculum overviews on the Learn section of our website, or take part in enrichment opportunities in or out of school to continue their interest in this subject.</p> <p>Regular independent revision will be key to maintaining this level of success, but it is also important to ensure a balance of revision and time out activities.</p>
On Target	<p>This means a student's data drop grade matches their main target.</p> <p>They should continue to contribute positively to lessons, and complete all classwork and Home Learning to the best of their ability, as well as access any extra-curricular opportunities.</p> <p>Feedback in exercise books, and verbal feedback in class will indicate areas they need to work on.</p> <p>Regular revision as part of independent learning will ensure they continue to be successful as exams approach.</p>
Below Target	<p>This means a student's data drop grade is one grade below their main target.</p> <p>For many students the progress towards target is more than possible over the duration of Key Stage 5 if they focus on improved study habits and respond to feedback.</p> <p>In order to support your child with their progress the following would be beneficial:</p> <ul style="list-style-type: none"> <li>• Ensure they complete all homework tasks set to the best of their ability,</li> <li>• Ensure they are going over classwork and notes in study periods or at home to consolidate their understanding. Completing further practice questions on top of those set for homework will always be beneficial. Guidance can be accessed on the Curriculum overviews in the Learn section of our website.</li> <li>• Independent revision strategies are crucial in Key Stage 5, and support materials on this will be provided through tutor time.</li> <li>• Ensure they ask questions in class proactively to ensure they can complete work confidently to the expected standard.</li> <li>• Feedback in exercise books, and verbal feedback in class will indicate areas they need to work on and you may have received information from the class teacher separately where appropriate.</li> <li>• You may have behaviour notifications which indicate a specific issue that you can discuss with them</li> <li>• Subject teachers may invite students to interventions or suggest extra home learning to support greater progress.</li> </ul> <p>If you wish to discuss further please contact your child's teacher directly.</p>
Well Below Target	<p>This means a student's data drop grade is two or more grade below their main target. Contact would usually have been made by the subject teacher, form tutor or Head of Sixth Form as appropriate to discuss next steps and support.</p>