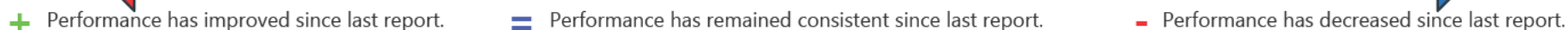


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Behaviour points: -13



Subject	Target grade	Working at grade	Projected grade		Engagement		Homework		Learning targets	
	Based on a student's prior attainment	The student's current attainment	The most likely final grade		Focus and participation in lessons		Quality of work outside of lessons		Next steps to improve learning	
Core Subjects										
English Language <i>Mrs Z Higton</i>	6+	6	=	6	+	Close	-	Meets	=	Develop depth of analysis exploring critically writer's intentions, methods and links to context. Ensure writing includes a range of sophisticated punctuation and a variety of structural devices.
English Literature	6+	6	+	6	+					
Maths <i>Mr S Jones</i>	7	5	-	7	-	Meets	=	Meets	=	Maintain your positive attitude in lessons, ensuring you ask questions when unsure and to check your understanding. Use the resources available in our Class Notebook to extend your learning beyond the classroom. These include lesson examples, worksheets and extension tasks, as well as links to additional support such as Corbett Maths resources and Dr Frost skill codes for generating further practice with instant feedback.
Triple Science										
Biology <i>Mrs E Rogers</i>	7	3	-	5	-	Close	-	Meets	=	Focus on understanding command words (e.g. describe, explain, evaluate) to ensure answers meet exam expectations. Should focus on strengthening understanding of key biological concepts, especially those previously identified as insecure.
Chemistry <i>Mr D Jarvis</i>	7	5	-	5	-	Close	-	Meets	=	You need to focus more in lessons especially as we are approaching some of the more complex topics. Access to the higher grades requires a secure knowledge of these units and we need to move at pace to utilise the time we have in Y10. Next week we will be starting Topic 5, Energy Changes, which will complete the Chemistry curriculum for Paper 1. Try to get ahead of these lessons by reviewing the Chemistry Revision tool and also refresh your understanding of Topics 1-4 in readiness for the upcoming Mock exams.
Physics <i>Miss E McNeill</i>	7+	4	-	6	-	Close	-	Close	-	Read the question properly. If it asks you to convert... CONVERT! Make sure you are referencing the changes in energy, not the velocity, when talking about particles. There is an increase/decrease in kinetic energy, not velocity.
Options Subjects										

History <i>Mrs E Huxley</i>	7	5	-	5	-	Close	-	Meets	=	Ensure you keep practicing the skills needed for the medicine paper as this will be in your end of year mock as well as the Normans Participate more in class discussions/questions
Business Studies <i>Mrs J Hirst</i>	6+	8	+	8	+	Meets	=	Meets	=	Practise using case study context in responses so that the business theory we have learned is applied to the business in question.
Food Preparation & Nutrition <i>Mr A Joy</i>	5	3	=	4	-	Meets	=	Meets	=	Ensure you consistently demonstrate good time management, organisation and use of appropriate skills when cooking. Include some high-quality skills, such as making dishes from scratch, to prepare and cook more complex recipes. Revise the principles of nutrition and diet and good health to ensure you can list the main functions and sources of the macronutrients (protein, fats and carbohydrates) and the micronutrients (vitamins and minerals)

The curriculum area of our [website](#) shows what students are learning in each subject. The reporting schedule can be found [here](#).

GCSE estimates are generated nationally based on a student's performance in their end of KS2 SATs exams. We use these estimates as target grades to give a grade for a student to aim towards as a goal, but these target grades are not definitive and can be exceeded if a student makes excellent progress. A student's projected grade is the better indication of which grade they may achieve at the end of the course.

Engagement Criteria

We expect every student at UCC to try their **BEST**. In practice, and to meet our expectation, this means:

Beginning the lesson in the right way: arrive in the correct uniform, calmly and on time with the correct learning tools.

Engaging positively: focus and actively listen, participate positively, accept and act on feedback.

Successful mindset: contribute fully, always try your best and take pride in your work.

Treat people and environment with respect: understand that all students have a right to learn, follow staff instructions and respect the space you are learning in.

If a student achieves these things consistently then they are meeting our engagement expectations. Where a student may exceed or fall below our expectations, further guidance about what this may look like is below.

Judgement	Criteria	Suggestions to support your child
Exceeds	- Always well prepared, on time and with the correct equipment. - Completes independent work and homework proactively. - Actively seeks out feedback to improve their work - Takes lesson content further and shows initiative. - Always willing to discuss ideas and answer questions. - Seeks support when unsure and asks relevant, thought-provoking questions to develop their understanding.	- Enable creativity e.g. suggest projects on areas that interest them. - Discuss aspirations and set ambitious goals together. - Encourage resilience so that if they fail, they try again and learn from their mistakes. - Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world. - Explore the range of enrichment activities on the school website.
Meets	- Well prepared, on time and with the correct equipment. - Completes independent work and homework. - Responds positively to feedback to improve their work. - Engages well with class activities. - Willing to discuss ideas and answer questions. - Seeks support when unsure.	- Encourage your child to attend a range of extracurricular activities. - Discuss aspirations and set ambitious goals together. - Ask your child open-ended questions about what they are studying in school. - Encourage regular reading and writing of different types of texts, both fiction and non-fiction. - Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world.
Close	- Usually well prepared, on time and with the correct equipment. - Completes most teacher-set homework. - Needs prompting to develop and improve their work. - Work is completed, but not always to the best of their ability. - Does not actively seek to contribute in lessons, but answers questions when asked. - Often doesn't seek support when unsure.	- Discuss aspirations and the importance of education. - Ask your child about what they are studying in school and what questions they answered. - Ask to see your child's schoolwork regularly. - Encourage regular reading by having reading material and let your child see you reading. - Communicate with your child's teachers about their progress and ways to improve.
Below	- Is frequently not well prepared, on time or with the correct equipment. - Work is often incomplete, including homework. - Needs many prompts to start and complete work. - Frequently does not complete the work set. - Does not actively participate in lessons and often distracts the learning of others. - Doesn't seek support when unsure and usually gives up on tasks.	- Discuss aspirations and the importance of education. - Have a copy of your child's timetable and help them to organise their equipment the night before. - Have a routine and quiet space for homework. - Encourage a healthy lifestyle with quality sleep, exercise, time away from screens, avoid sugary drink etc. - If your child is on report, monitor it daily and have regular conversations with them, their tutor, and Progress Leader.