

## Senior School Reporting and Academic Tracking and Senior School Academic Language Guide

Term	Year Group						
	7	8	9	10	11	12	13
				LS1	LS1	LS1 & BM	LS1 & BM
Michaelmas 2	End of term Report (LS1 & WG)	End of term Report (LS1 & WG)	End of term Report (LS1 & WG)	End of term Report (LS2 & WG)	End of term Report (Trials & LS2)	End of term report (BM & LS2)	End of term Report (BM & LS2)
				Written subject targets	Parent-Teacher consultation	Written subject targets	Parent-Teacher consultation
Lent 1		Parent-Teacher consultation	Parent-Teacher consultation				
	LS2	LS2	LS2	LS3	LS3	LS3	Trial examination results LS3
Lent 2	Parent-Teacher consultation			Parent-Teacher consultation	Written subject targets	Parent-Teacher consultation	Written subject targets
	End of term Report (LS3 & WG)	End of term Report (LS3 & WG)	End of term Report (LS3 & BM)	End of term Report (BM & LS4)	End of term Report (BM & LS4)	End of term Report (BM & LS4)	End of term Report (Trials & LS4)
Trinity 1	LS4	LS4	LS4	LS5		LS5	
Trinity 2	End of term Report (EOY exams & LS5)	End of term Report (EOY exams & LS5)	End of term Report (EOY exams & LS5)	End of term Report (EOY exams & LS6)		End of term Report (EOY exams & LS6)	

### Key:

LS = Learning Score

BM = Benchmark Examination

WG = Working at Grade

EOY = End of Year Examination

Trials = Trial Examinations

Reviewed: Michaelmas 2023

Next review: Michaelmas 2024

## SENIOR SCHOOL ACADEMIC LANGUAGE GUIDE

<b>Reporting</b>		
<b>Term</b>	<b>Summary Explanation</b>	<b>Year Group Relevance</b>
Learning Update	<p>Students receive regular updates on their approach to learning through a Learning Score. This is out of 20, made up of five component scores out of 4:</p> <ul style="list-style-type: none"> <li>• Engagement with the Subject</li> <li>• Response to Feedback</li> <li>• Collaboration</li> <li>• Strategies for Study</li> <li>• Homework.</li> </ul> <p>Students of all abilities can and should aim for high learning scores, which reflect approach to study, not attainment.</p>	All
Attainment Update	<p>An academic grade (either 9-1 or A*-U) in each subject, based on one of the following pieces of assessment:</p> <ul style="list-style-type: none"> <li>• Working at Grade (a measure of a student's current attainment based on all academic evidence)</li> <li>• Benchmarks (assessments done in lessons)</li> <li>• Trial Examinations (mock exams for Years 11-13)</li> <li>• End of Year Examinations</li> </ul>	All
Stuart Programme Update	<p>An individualised written update on the Stuart Programme:</p> <ul style="list-style-type: none"> <li>• Relationships (including Sex Education)</li> <li>• Skills for the Future (including Careers and Higher Education)</li> <li>• Critical Thinking and Rhetoric (including Public Speaking and Debating)</li> </ul>	Years 7 to 9
Forder Programme Update	<p>A summative report on the Forder activities attended by a student in an academic term</p>	All
Usherwood Programme Update	<p>A summative report on the progress a student has made in Usherwood (pastoral) activities, reported on by a student's form tutor.</p>	All
Subject written Targets	<p>In GCSE and A-Level courses, individualised updates to parents and carers on a student's current progress and areas for development to achieve Target Grades.</p>	Y10-13
End of Term Report	<p>A summative record of achievement for each student of their educational journey that term including Hecker report (learning scores), Forder, Stuart and Usherwood reports and attainment updates.</p>	All

### Teaching and Learning

Reviewed: Michaelmas 2023

Next review: Michaelmas 2024

Term	Summary Explanation	Year Group Relevance
WWW EBI SDC	What Went Well (WWW) Even Better If (EBI) Student Development Challenge (SDC) This is a standard marking format used when appropriate by teachers in all subjects and for all year groups to help guide and support student progress and response to feedback.	All
Action Plan (AP)	A timebound formal and supportive strategy to focus a learning support intervention. Student engagement and response to an AP will be reviewed as will its impact on learning and progress.	Any
Individual Pupil Need (IPN) Register	Our IPN register is a summary of all students in the College that have been identified as having any individual pupil need, be that pastoral, medical, SEND, Scholars/more able, EAL. This is shared with teaching staff to support teaching, learning, and wellbeing of students.	Any
Learning Support Profile (LSP)	An individualised Learning Support Profile drawn up for any student in need of learning support. For students with SEND, the Profile is generated by the SENDCo following consultation with, and information gathered from, the pupil, parents, and relevant staff. This includes support for students who require additional support due to the impacts of COVID.	Any
<b>Examination and Assessment</b>		
Term	Summary Explanation	Year Group Relevance
UCAS Application Grades	Generated for UCAS applications. They are optimistic and evidence based projections of likely public exam outcomes, based on evidence from prior achievement and study.	Y13
Benchmark	An in lesson, formal, assessment that uses public exam questions and public exam mark schemes.	Y11,12,13
Trial Examination	A formal assessment in an examination hall or room (as opposed to in a timetabled lesson) in the year of a Public Examination. The paper sat is normally a past Public Exam paper (GCSE or A Level as appropriate).	Y11, Y13
Common Assessment	Assessments taken by all students in a year group, but not necessarily a test. These could be a homework, presentation or an in class assessment.	
Public / External Examination	An examination set and marked by a public examination board that contributes to a GCSE / IGCSE / A Level.	Y11, Y12 (Global Perspectives only) Y13
End of Year Examination	An Internal Examination at the end of an academic year. Not for a Public Examination year group.	Y7-10 and Y12
Non-Examined Assessment	Extended writing that is completed over time, not always under teacher supervision, and in line with Exam Board regulations. It contributes to a Public Examination result.	Y10, Y11, Y12, Y13 (some subjects)

Reviewed: Michaelmas 2023  
Next review: Michaelmas 2024

Exam Access Arrangement (EAA)	Specific arrangement for students taking an exam that are not the same for the whole cohort. If permitted in Y7-9 they become null and void for Y10 onwards without a new, specialist assessment in Y9.	Y7-9 Y10-13
Transition Threshold	A minimum level of attainment to be reached in order to secure automatic transition into the next academic phase. There are two transition thresholds in the Senior School: <ul style="list-style-type: none"> <li>• Entry into Sixth Form: an average of a grade 6 across all GCSE subjects taken, and meeting entry requirements for individual A-Level choices</li> <li>• Entry into Year 13: achieving a minimum of CCC in End of Year 12 Exams</li> </ul>	All
<b>Qualification Types</b>		
Term	Summary Explanation	Year Group Relevance
GCSE and IGCSE	IGCSE is a GCSE that can be sat in countries other than the UK as well as in the UK. There is no difference in status or quality of qualification. Students at St Dunstan's begin Y10 on a programme of ten GCSE and/or IGCSE qualifications. Grades awarded are 9-1 and no longer A*-U.	Y10-11
A Level	The key academic qualification achieved by students in the Sixth Form. All A Levels taught at St Dunstan's are now 'linear' meaning that the public examinations are sat at the end of Y13 and examine all learning across both years 12 and 13. The College does not offer or prepare students for AS Level examinations in Y12 (or Y13).	Y12-13
St Dunstan's Diploma	Sixth Form students at SDC take their A Levels as the academic core at the heart of a Sixth Form educational framework we call the Diploma. It is a flexible and choice driven framework designed to support the education and development of young people to be ready to thrive in contexts beyond school, as well as to achieve the grades to get there. Further information can be found on the website.	Y12, Y13