

# How to read the TBS report:

The top section shows your attendance / achievement and behaviour points – these will have been run a day or two before the report is sent.

The Beaconsfield School  
A Specialist Arts College

Year 7 Progress Report 2019/2020

Attendance: 100.0%		Achievement Points	Behaviour Points
Possible Sessions (2 per day)	74	25	
Authorised Absence Sessions	0	2	
Unauthorised Absence Sessions	0	3	
		4	
		Total	25

Average BfL Value:      Year 8 Average BfL Value:

Subject	1				2				3				4			
	Attainment	Class work	BfL	Homework	Attainment	Class work	BfL	Homework	Attainment	Class work	BfL	Homework	Attainment	Class work	BfL	Homework
English																
Maths																
Science																

Subject	1			2			3			4		
	Attainment	BfL	Homework	Attainment	BfL	Homework	Attainment	BfL	Homework	Attainment	BfL	Homework
Art												
Drama												
Geography												
History												
Music												
PE												
RE												
Spanish												
Technology												

**BfL** stands for Behaviour for Learning. It gives you an indicator of how prepared you are to learn. These will be letters a-e and the meanings are given below.

Attainment / classwork are GCSE grades.

Attainment is your latest assessment result. In subjects like drama / PE / Tech' there may be practical work included with your attainment grade.

Use the TBS High Expectation Chart to see what progress line you are on and which grades you may get in Year 11.

KS4 reports include predicted grades that we would expect you to achieve if you keep working as hard as you currently are.

The following table shows the **rough** equivalence between old GCSE grades and new GCSE / BTEC grades.

New GCSE grades / values	Old A* - G grades	BTEC grades	GCSE points which BTEC grades are worth
9			
8	A*	Level 2 Dn*	8.5
7	A	Level 2 Dn	7
6	B	Level 2 Merit	5.5
4/5	C	Level 2 Pass	4
3	D/E	Level 1 Dn	3
2	F	Level 1 Merit	2
1	G	Level 1 Pass	1

This chart shows the grades you might get at the end of the year based on what you get in your subjects now. You should look at where your attainment puts you now and where you might get to in Year 11.

There is nothing stopping you aiming for higher! If your grades are not as high as you would like / expect – why not? What can you do about it?

Students are shown how to use this chart in their progress lessons.

TBS High Expectation Chart

Year 7				Year 8				Year 9				Year 10				Year 11				Equiv.
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
																				A**
																				A**
																				A**
																				A*
																				A*
																				A*-
																				A*-
																				A+
																				A
																				A-
																				B+
																				B
																				B-
																				C+
																				C+
																				C+
																				C
																				C
																				C
																				D+
																				D
																				D-
																				E+
																				E
																				E-
																				F
																				F/G
																				G
																				P+
																				P
																				P-

**BfL Descriptors:**

<b>a - OUTSTANDING STUDENTS</b>	<p>You really invest in your own learning. You are always: ready to learn, respectful of others' right to learn and responsible for your own work being exceptional. You do everything your parents, carers and staff could ask and are a fabulous role model for other students. In addition to meeting all the requirements in the good section, you also:</p> <ul style="list-style-type: none"> <li>• Meet or surpass every expectation</li> <li>• Go above and beyond in your work time after time</li> </ul>
<b>b - GOOD STUDENTS</b>	<p>You show staff, parents, carers and other students you want to learn. You ALWAYS:</p> <ul style="list-style-type: none"> <li>• Meet deadlines set for you</li> <li>• Complete all work to the best of your ability</li> <li>• Follow instructions from staff</li> <li>• Show respect to staff and students</li> <li>• Show a willingness to learn</li> <li>• Contribute positively to your class and school</li> </ul>
<b>c - NOT WORKING HARD ENOUGH.</b>	<p>This is your wakeup call! You are beginning to neglect your studies. You are not working hard enough and are not always ready to work.</p> <ul style="list-style-type: none"> <li>• You need to take more responsibility for your work ethic and the quality of your work.</li> <li>• You do not always do the statements in the "Good" category.</li> <li>• At times you exhibit behaviour which prevents the learning of yourself or others.</li> <li>• You submit work which is not to your best standard.</li> <li>• Your class teacher will monitor you from this point forward and we expect to see more focus and effort in future.</li> </ul>
<b>d - TARGET</b>	<p>You require help in valuing your own learning. You disrupt the learning of others. You frequently:</p> <ul style="list-style-type: none"> <li>• Fail to complete work</li> <li>• Interrupt lessons</li> <li>• Prevent learning</li> <li>• Arrive late</li> <li>• Distract other students and get distracted easily</li> <li>• Refuse reasonable requests</li> </ul> <p>A system of intervention will be put in place for you and your parents / carers contacted. Strategies will be chosen to guide you and monitor your progress.</p>
<b>e - AT RISK</b>	<p>You are having major difficulties in managing your learning and behaviour. You are stopping others from learning.</p> <p>You:</p> <ul style="list-style-type: none"> <li>• Rarely complete work</li> <li>• Prevent learning</li> <li>• Arrive late</li> <li>• Do not respond to help offered</li> </ul> <p>A system of intervention will be put in place for you and your parents / carers contacted. Strategies will be chosen to guide you and monitor your progress.</p>