

**Understanding  
Woodkirk Academy  
Progress Reports**

## **General Information**

Progress reports (OPT reports) are issued 4 times a year for all students. A written report is issued annually for each year group completed by each students' personal tutor. There is an annual parents' evening for each Year group where there is an opportunity to discuss progress and reports in more detail with subject teachers. To help you understand the progress report, guidance about the information contained in the report is given below. We believe that if you have a better understanding of your child's report you will be able to work more effectively with them and us to ensure that they succeed.

Contained within each report is information outlining a student's attitude towards school, attitude towards each individual subject and their academic progress. This academic progress is reports using a different set of grades dependent upon the type of course. The grades are outlined for you below;

GCSE subjects; 9, 8, 7, 6, 5, 4, 3, 2, 1

GCSE Double Award Subjects: (9,9), (9,8), ..., (2,1), (1,1) (These subjects count as two GCES's)

Vocational; D\*2, D2, M2, P2, D1, M1, P1, W (The grades is represented as the letter and the level as the number. So a D2 represents a distinction at level 2)

Year 7 and 8; 8, 7, 6, 5, 4, 3, 2, 1,

Core PE/RE; Ab, Ex, Be

There is also a grade of W+, W or W- which may be used by staff to indicate that students are working towards the standard of a grade 1/G/PL1 in their subject but they have not yet reached that standard.

**ACHBO:** numbers 1, 2, 3 or 4. In exceptional cases N may be entered for students where a judgement cannot be made. Parents should use these scores as an indication of how students approach each subject and their attitude towards school in general and details of the grades can be found in the matrices at the end of this document.

**Current Grade:** This grade is a measure of the current level of performance. It will take into account assessments, classwork, coursework, controlled assessment and homework tasks. Current grade can be entered as +/- to indicate the 'security' of the grade. If a student has a 3- for instance they are just working at a grade 3 and without continued effort they may drop back towards a grade 2.

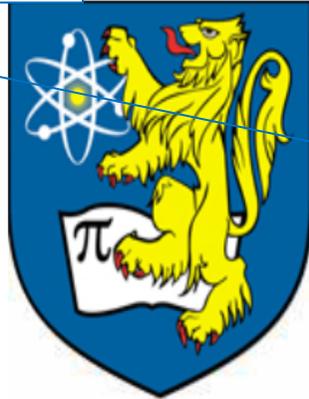
**Also included on OPT reports:**

Overall Attendance: **100.00%**

**Lates: 0** Indicate the sessions that students have been late to.

**Merits: 30** Indicates merits awarded to students for good attitude and contributions to lessons

**Decredits: 1** Indicate the decredits accrued by students for poor attitude or behavior in lessons



	Autumn						
	Attitude to learning	Classwork Quality	Homework Quality	Behaviour	Organisation	Current Grade	Improve Progress
Biology - Science - CWY	1	1	1	1	1	4,3	
Business Studies - DJW	2	3	2	2	2	3	4,9
Chemistry - Science - JT	2	2	2	1	1	4,3	
DT Materials Technology - AJG	2	2	2	1	2	P2	
English - RB	1	2	2	1	2	4-	9
Geography - APR	2	2	2	2	2	3+	6
German - JSP	2	2	2	2	1	3	6,9
Mathematics - MG	2	2	2	1	2	3	9,10
PE - AC	2	2	N	1	1	Ex	
Physics - Science - TFR	2	2	2	2	1	4,3	9,10
PSHRE - BHO	1	2	N	1	1	Ex	

**Improve Progress:** Where reported this is one or two numbers. These numbers indicate areas for improvement and are linked to subject specific targets. These subject specific targets can be found in the Improvement reports section on each

## **How Parents can make use of the progress report**

- Speak to your child about their report and encourage them to reflect on the positives and the points for improvement.
- Make a note of the positives where your child has improved from previous reports and encourage them to continue to do their best in these subjects.
- Make a note of areas that need to be improved; use the ACHBO criteria to discuss how study/work habits can be improved in order to achieve the next level.
- Any 3s or 4s will seriously affect your child's progress, try to find the reasons behind these grades.
- Look at the "Improve progress" key and encourage your child to work on these specific aspects.
- Ask them to speak to their teachers if they need extra help or advice as to how to make the necessary improvements. Teacher initials are shown next to the subject name on the progress report.
- Look in the student planner to see the subject specific targets and personal tutor targets that have been set, these should become priority areas to work on.
- Remember and encourage your child to remember that progress doesn't just come from doing more but also from doing the right things well.

## **Useful Contacts**

Vice Principal (KS4 Progress) – Mr R Jackson

Vice Principal (KS3 Progress) – Mr M Warwick-Giles

Vice Principal (Head of Sixth Form) – Mr J Lowe

Head of year 13 – Miss M Danby

Head of year 12 – Mr R Ellis

Head of year 11 – Mr A Smith

Head of year 10 – Mr D Watson

Head of year 9 – Mr S McIntyre

Head of year 8 – Mr N Smith

Head of year 7 – Mr A Lazrus

If you require a reminder for your password or login details please use the contact details below.

[optreporting@woodkirkacademy.com](mailto:optreporting@woodkirkacademy.com)

**ACHBO Matrix for KS3 and 4**

<b>Main School ACHBO Matrix 2018-19</b>				
	<b>Outstanding (1)</b>	<b>Good (2)</b>	<b>Improvement needed (3)</b>	<b>Cause for concern (4)</b>
	To be graded outstanding a student should meet the criteria for good and the majority of the additional points the majority of the time.	To be graded as good a student should fulfil the majority of these criteria almost all of the time.	To be graded as improvement needed the student may hit some of the criteria for good some of the time but there are inconsistencies or they routinely hit most of these criteria.	To be graded as cause for concern a student will regularly not meet the criteria for improvement needed and will hit the criteria below.
<b>Attitude to Learning</b>	<ul style="list-style-type: none"> <li>Actively seeks to further their own learning through undertaking super learner and independence zone tasks within and beyond lessons.</li> <li>Routinely seeks advice from teachers.</li> <li>Consistently demonstrates resilience and enthusiasm for challenge.</li> <li>Engages actively in every lesson.</li> <li>Routinely reviews prior learning to aid retention and recall.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates enthusiasm for learning.</li> <li>Seeks opportunities to develop their understanding; asks questions, volunteers answers, acts on feedback given, completes super learner activities...</li> <li>Engages positively with peers and staff to further learning and progress.</li> <li>Reviews prior learning to aid retention and recall.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement in lessons is inconsistent or consistently passive.</li> <li>Demonstrates little resilience; gives up easily, complains at challenge.</li> <li>Regularly spends time off task.</li> <li>Is content to complete work to or achieve the minimum standard required.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of engagement in learning activities, despite praise and encouragement.</li> <li>Impacts negatively on the learning of others.</li> <li>Lack of desire to learn or willingness to accept help and advice.</li> </ul>
<b>Quality of classwork</b>	<ul style="list-style-type: none"> <li>Uses feedback to consistently improve work over time.</li> <li>Always completes work to the best of their ability and wants to attempt work which will challenge their current knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Usually completes work to the best of their ability.</li> <li>Responds positively to feedback and uses it to improve work over time.</li> <li>Takes pride in the quality of their work and learning outcomes.</li> <li>Acknowledges their own achievements and areas for development.</li> <li>Tries to make progress /learn in all lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Work is complete but only ever to the minimum acceptable standard.</li> <li>Work completed is below the standard they are capable of because of a lack of effort.</li> <li>Responses to feedback are fleeting and have little lasting impact; constant reminders about the same things are required.</li> </ul>	<ul style="list-style-type: none"> <li>Work is often incomplete, rushed or untidy.</li> <li>Work is consistently of poor quality and little or no effort is made to improve it over time.</li> <li>Lack of response to feedback with little or no desire to improve demonstrated.</li> </ul>
<b>Quality of homework</b>	<ul style="list-style-type: none"> <li>Seeks opportunities to extend learning beyond assigned tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Always meets homework deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Usually meets homework deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Misses homework deadlines.</li> <li>Consistently fails to produce homework to an appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates, through the quality of work produced at home, a dedication to learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually completes homework to the best of their ability.</li> <li>• Produces homework of at least equal quality to classwork</li> <li>• Demonstrates progress through homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces homework that does not reflect ability and is of poor quality.</li> </ul>	standard and shows little effort to do so.
	<b>Outstanding (1)</b>	<b>Good (2)</b>	<b>Improvement needed (3)</b>	<b>Cause for concern (4)</b>
<b>Behaviour for learning</b>	<ul style="list-style-type: none"> <li>• Never off task.</li> <li>• Never needs to be reminded about the behaviour expectations.</li> <li>• Always polite to others and treats all with respect.</li> <li>• Responds to staff requests immediately.</li> </ul>	<ul style="list-style-type: none"> <li>• Very rarely off task.</li> <li>• Responds immediately to reminder from staff relating to expectations and no further actions is required.</li> <li>• Never negatively impacts on the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires occasional reminders about classroom expectations.</li> <li>• Is easily distracted by others or loses concentration regularly.</li> <li>• May accrue occasional decrements.</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't engage in learning or lessons.</li> <li>• Creates a negative effect on the learning environment for others.</li> <li>• Often off task and becomes a distraction to others.</li> <li>• Regularly accrues decrements in the lesson.</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Always has the correct equipment for lessons.</li> <li>• Great pride is taken in the presentation/organisation of work</li> <li>• Organises the work space effectively.</li> <li>• Manages equipment very well and takes full responsibility for resources and work.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually has the correct equipment for lessons.</li> <li>• Work is generally neat /organised.</li> <li>• Usually ensures the work space is organised well.</li> <li>• Manages equipment and looks after resources and work well.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not always have the necessary equipment for the lesson.</li> <li>• Work may be untidy/disorganised some of the time.</li> <li>• Allows the work space to be cluttered which sometimes hampers progress.</li> <li>• Sometimes loses or damages resources/work.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently fails to bring the basic equipment needed to lessons.</li> <li>• Work is untidy/disorganised.</li> <li>• Does not organise the work space and allows it to limit progress.</li> <li>• Does not take care of resources or work.</li> </ul>

\*Being active in lessons means that students take responsibility for their own learning. This doesn't necessarily mean that they put their hand up to answer questions at every opportunity but it does mean they think for themselves and try to involve themselves with the work at all times. It might be when they are asked to listen; to work alone; or to work in groups. Being passive is the opposite; they let others do the work and avoid thinking for themselves. Being an active learner will help your child to make much more progress.

† In most cases if your child is thought to be off-track they will not be awarded outstanding for the quality of classwork or homework. On some occasions, however, it may be felt that, even though they have failed to achieve their target, they couldn't be expected to do any more to get there. In these cases it might be appropriate to grade the quality of classwork or homework as outstanding even though the expected grade/level is below target.

**Sixth Form ACHBO Matrix**

	<b>Outstanding (1)</b>	<b>Good (2)</b>	<b>Improvement needed (3)</b>	<b>Cause for concern (4)</b>
	To be graded outstanding a student should meet the criteria for good and the majority of the additional points the majority of the time	To be graded as good a student should fulfil the majority of these criteria almost all of the time.	To be graded as improvement needed the student may hit some of the criteria for good some of the time but there are inconsistencies or they routinely hit most of these criteria.  The student may have been negatively referred to the Head of department	To be graded as cause for concern a student will regularly not meet the criteria for improvement needed and will hit the criteria below  The student may have been negatively referred to the sixth form team
<b>Attitude to Learning</b>	<ul style="list-style-type: none"> <li>• Dedicated and enthusiastic.</li> <li>• Engages with all tasks to the best of their ability.</li> <li>• Excellent role model and supports others very well.</li> <li>• Routinely leads one's own learning and demonstrates resilience with mastery zone material and independence zone activities.</li> <li>• Demonstrates an enquiring mind and asks thought provoking questions.</li> <li>• Routinely reviews prior learning to aid retention and recall over time.</li> <li>• Is punctual to every lesson and wastes no time in lessons.</li> <li>• Voluntarily attends workshops and after school sessions.</li> <li>• Asks insightful questions and contributes positively to lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows motivation and willingness towards work in lessons.</li> <li>• Engages with learning activities.</li> <li>• Asks relevant questions and volunteer answers.</li> <li>• Good role model and willing to support others.</li> <li>• Seeks clarification from staff and/or peers to support progress.</li> <li>• Does not waste any learning time.</li> <li>• Demonstrates enthusiasm for the subject both in lessons and outside of the classroom including additional reading.</li> <li>• Reviews prior learning to aid retention and recall over time.</li> <li>• Leads one's own learning and demonstrates resilience with mastery zone material and independence zone activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely asks questions or offers answers, usually only when prompted.</li> <li>• Completes a minimum number of tasks.</li> <li>• Easily loses concentration in lessons and becomes off task (but doesn't distract others).</li> <li>• Demonstrates little enthusiasm for the subject and needs motivating to participate and complete work.</li> <li>• Little evidence of engagement outside of lessons independently or by seeking help.</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't engage in learning or lessons.</li> <li>• Creates a negative effect on the learning environment for others.</li> <li>• Often off task and becomes a distraction to others.</li> </ul>
<b>Quality of classwork</b>	<ul style="list-style-type: none"> <li>• Consistently completes tasks to the best of their ability.</li> <li>• Responds very well to verbal and written feedback making significant and lasting improvements.</li> <li>• Understands the links to examination/assessment objectives..</li> <li>• Demonstrates a synoptic understanding of the specification including wider reading/cross curricular links.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes tasks to a good standard relative to one's own ability.</li> <li>• Responds to feedback and uses this to improve work over time.</li> <li>• Demonstrates the ability to link some concepts together.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes most of the work set in lessons but, due to a lack of effort, to a standard below their ability.</li> <li>• Produces work that demonstrates slower progress than is possible (often because of a lack of real desire to attain a higher level/grade).</li> <li>• Responds to feedback but work doesn't show lasting improvements.</li> <li>• Finds difficulty in applying level 3 skills consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently fails to produce work to the required target grade and shows no effort to address this.</li> <li>• Produces work that is rushed, lacks detail and may be incomplete.</li> <li>• Reluctant to complete work in lesson.</li> <li>• Fails to make improvements to work when identified by staff.</li> <li>• Is showing signs of significant underachievement and is not taking steps to correct this.</li> </ul>

<b>Quality of homework</b>	<ul style="list-style-type: none"> <li>• Always meets homework deadlines.</li> <li>• Consistently produces homework to the very best of their ability.</li> <li>• Furthers knowledge by participating in additional research.</li> <li>• Uses wider reading to significantly improve understanding and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets homework deadlines.</li> <li>• Consistently produces homework in line with expectations of them.</li> <li>• Reads around the subject to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually meets homework deadlines.</li> <li>• Produces homework that does not reflect ability and may be rushed to a minimally acceptable standard.</li> <li>• Has undertaken little or no wider reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Misses homework deadlines.</li> <li>• Consistently fails to produce homework to an appropriate standard and shows little effort to do so.</li> <li>• Has plagiarised work.</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Never off task.</li> <li>• Never needs to be reminded about the behaviour expectations.</li> <li>• Always polite to others and treats all with respect, responding to staff requests immediately.</li> <li>• Works independently, is self-motivated and behaviour enables progress at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely off task.</li> <li>• Rarely needs to be reminded about the behaviour expectations.</li> <li>• Polite and respectful responding to staff requests quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently needs reminding of behaviour expectations, including punctuality.</li> <li>• Occasionally behaves in a way that negatively affects the progress of self and/or others.</li> <li>• Can be slow to respond to staff requests.</li> </ul>	<ul style="list-style-type: none"> <li>• Often impolite and shows a lack of respect to others.</li> <li>• Regularly behaves in a way that negatively affects the progress of self and/or others.</li> <li>• Slow to respond to staff requests and sometimes fails to do so.</li> <li>• On call has been used</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Always has the correct equipment for lessons and assessments.</li> <li>• Great pride is taken in the presentation and quality of work.</li> <li>• Can structure independent tasks without support including revision and exam preparation.</li> <li>• Organises the work space (in practical lessons) and notes/files effectively.</li> <li>• Manages equipment very well and takes full responsibility for resources and work.</li> <li>• Excellent use of personal organiser.</li> <li>• Has an appropriate balance between employment and studying.</li> </ul>	<ul style="list-style-type: none"> <li>• Has the correct equipment for lessons.</li> <li>• Pride is taken in the quality and presentation of work.</li> <li>• Structures independent tasks with some support including revision and exam preparation.</li> <li>• Usually ensures the work space (for practical lessons) and notes/files are organised well.</li> <li>• Manages equipment and looks after resources and work.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not always have the necessary equipment for the lesson.</li> <li>• Little pride is taken in work produced.</li> <li>• Needs lots of support to structure tasks.</li> <li>• Allows the work space to be cluttered which sometimes hampers progress.</li> <li>• Sometimes loses or damages resources.</li> <li>• Notes and files will be disorganised and untidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently fails to bring the basic equipment needed to lessons.</li> <li>• Takes no pride in the work produced.</li> <li>• Makes little effort to work independently, including revision.</li> <li>• Does not organise their learning which impacts on progress.</li> <li>• Does not take care of resources or work.</li> </ul>

Point to note

**It is in your best interests to ensure that you work and behave in an outstanding manner at all times. You are role models for lower school and should portray an image of a conscientious, successful and motivated student.**