

Dear Parents and Carers,

We are pleased to enclose your child's census report.

I'd like to take this opportunity to clarify the difference between "target grades", "latest assessment grades" and "final prediction grades" referred to within this report.

The **target grades** are aspirational goals based on your child's prior attainment, for example in SATs exams. We set the bar high as a school and believe that most children can achieve their target grades with hard work and determination.

The **latest assessment grades** are an indicator of your child's recent performance in that subject during the March assessment window. For most subjects this is the recent PPE result, however subjects without a PPE will consider factors such as recent in-class formative assessments and other summative assessment data.

Teacher **final prediction grades** reflect the teacher's best judgement on the **most likely grade to be achieved at the end of the course this summer**, given the data collected throughout this school year and recent performances. You can see the information used by each subject when generating the "final prediction grades" within this report.

Students **and** teachers will need to work together over the coming weeks to ensure that your child is as prepared as they can be for their forthcoming exams. Students need to heed the advice given by subject teachers to address any gaps between latest assessment grades and their target grade.

If you have any concerns regarding a specific subject in your child's census information, please contact the subject teacher in the first instance. If your concerns are across several subject areas, please contact their form tutor, or Mrs Terry (Performance Leader for Year 11).

Kind regards,

Kathryn Wittich-Jackson  
Assistant Principal

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**Principal:** David James **Vice Principals:** Andrew Fisher Elizabeth Husband Gary Wakefield

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## Progress and behaviour report

We expect all students to apply our high performing learning ethos to their studies. Your child's report provides an update of their progress and commitment to their studies.

### Target, latest assessment and final prediction grades

We believe our ambitious **target grades** are achievable as they reflect grades previously achieved by high performing students nationally. A student's **latest assessment grade** reflects their performance in the most recent assessed work in each subject. The teacher **final prediction grade** is the teacher's best judgement on the **most likely grade to be achieved at the end of the course this summer**, given the data collected throughout the GCSE course. The teacher also indicates how secure they believe that final prediction grade to be, according to the following descriptors:

Example	Guidance
6 (secure with potential for next grade)	Likely to be consistently working towards the top end of a Grade 6, perhaps with some work demonstrating a Grade 7 standard. Whilst they are not consistently performing at the grade above, they are not very far away from it and have a realistic possibility of converting to a higher grade with some guidance.
6 (secure)	Has shown evidence of working consistently at a Grade 6, with most work and assessments demonstrating this standard of work.

### Behaviours for learning

We measure high performing learning through assessing the following behaviour characteristics:

- Attitude to learning
- Behaviour in lessons
- Quality of classwork
- Homework

This is an indication of not only their general learning behaviours, which include their engagement and involvement in lessons, but also their commitment, active participation in lessons and their ability to demonstrate the High Performance Learning competencies through their work. For these indicators, "**Good**" represents a very high standard and is our normal expectation. "**Exceptional**" represents behaviour that goes above and beyond our normal expectations. "**Below**" represents a behaviour below our normal expectation. "**Insufficient**" represents behaviour well below expectation that is causing serious concern.

### Attendance

Good attendance at school is important for academic progress, social interaction with peers and provides an opportunity to participate in clubs and try new activities. We have a clear expectation that students should aim for 100% attendance every year. We recognise, however, that illness happens. We view attendance above 99% as excellent; above 97% as good; and above 95% as satisfactory.

Academic research has identified the significant impact that attendance has on academic progress. 19 days of school missed per year (attendance of 95%) equals one exam grade dropped on average.

Since the start of the academic year to 15<sup>th</sup> March 2024:

- [REDACTED] attendance was 97.0%
- [REDACTED] unauthorised absence was 0%
- [REDACTED] was late to registration 0 times

### Assessment Table

Subject	Class teacher	Target grade	Latest assessment grade	Final prediction grade	Behaviours for learning			
					Attitude to learning	Behaviour in lessons	Quality of classwork	Homework
Drama	Mr S. Holt	6	4	5 (Secure)	G	G	G	G
English Language	Miss L. Harrison	6	5	6 (Secure with potential for next grade)	G	G	G	G
English Literature	Miss L. Harrison	6	4	4 (Secure with potential for next grade)	Behaviours for learning are the same as for English Language			
History	Miss G. Olive	6	4	5 (Secure)	G	G	G	G
Mathematics	Ms S. Mitchell-Hall	5	4	4 (Secure)	G	G	G	G
Photography	Ms E. Gee	6	5	6 (Secure)	G	G	G	G
Core PE	Miss A. Roworth (Attitude to learning grade only)				G			
Science	Miss E. Poole	5-5	4-3	4-3 (Secure with potential for next grade)	G	G	G	G
Spanish	Mr M. Lopez-Vila	6	3	4 (Secure)	G	G	G	B

### Behaviours for learning coding and descriptors

E	G	B	I
Exceptional	Good	Below	Insufficient



### Information and data used by teachers to arrive at the “final prediction grade”

Subject	Information and data used
Drama	Census 1 assessment results (three sets of marks covering practical, NEA coursework and controlled conditions work). Professional judgment based on the performance of the student's C2 practical performance exam (NEA with an external examiner).
English Language & English Literature	PPE grades, in class assessments and professional judgment used to generate teacher predictions.
History	Results from PPE1 and PPE 2 used to calculate teacher predicted grades. Where a student missed a PPE other assessment data will also be used (lesser weighting).
Mathematics	PPE grades using actual grade boundaries from the past papers form the predicted grades. If a student is close to the next grade up or down, teacher discretion to decide if other evidence can change that grade up or down based on all evidence gathered to date.
Photography	All Art staff conducting standardization of all Fine Art and Photography students coursework and exam preparation work completed to date. The latest assessed grade is primarily based on the exam preparation to date and the predicted grade is based on all coursework and exam preparation to date.
Science	A combination of the PPE grades from Paper 1 (November) and Paper 2 (February). The combination of these two locked papers assesses 100% of the Science course content.
Spanish	Full Past Paper results using most recent Grade Boundaries. Full past paper for Reading & Listening. The Writing & Speaking papers are all past paper questions but only covering topics covered so far. MFL teachers use the PPE result as the base line grade and may predict higher (or lower) based on holistic evidence to date.

## Behaviour Points

We believe it is essential that students understand that receiving behaviour points will have a negative impact on their own learning and progress. Behaviour points can be issued for inappropriate behaviour, lack of equipment, homework not being completed on time or not to the necessary standard.

Ella has 2 behaviour points recorded this academic year.

As a World Class School, we are committed to developing student’s skills, in order that they become well rounded individuals, ready to take on whatever life may throw at them! This census report takes into account how well your child is developing in relation to the Advanced Cognitive Performance Characteristics (ACPCs.)

The tables below highlight the ACPCs (how students THINK in relation to their learning) and VAAs (how students BEHAVE) for your reference.

## House Points (Celebrating Achievement)

We hold high expectations of our students. We want every one of them to succeed in everything they do. Our house points are directly linked to our Values, Attitudes and Attributes (VAAs) which are part of the High Performance Learning framework. This is all about how our students behave in class and around the school.

We will be celebrating these successes by contacting parents when students achieve 100 house points.

As Ella receives more house points, we will celebrate this with you and ensure Ella receives the appropriate recognition.

Ella has been awarded 62 achievement points this academic year.

### End of Year Reward – Top 15

The top 15 highest achieving students from each house will be rewarded with a celebration event in the final half term of the year.





## Advanced Cognitive Performance Characteristics (ACPS)

### META-THINKING



<b>Meta-cognition</b>	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
<b>Self-regulation</b>	The ability to monitor, evaluate and self-correct
<b>Strategy-planning</b>	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
<b>Intellectual confidence</b>	The ability to articulate personal views based on evidence

### LINKING



<b>Generalisation</b>	The ability to see how what is happening in this instance could be extrapolated to other similar situations
<b>Connection finding</b>	The ability to use connections from past experiences to seek possible generalisations
<b>Big picture thinking</b>	The ability to work with big ideas and holistic concepts
<b>Abstraction</b>	The ability to move from concrete to abstract very quickly.
<b>Imagination</b>	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
<b>Seeing alternative perspectives</b>	The ability to take on the views of others and deal with complexity and ambiguity

### ANALYSING



<b>Critical or logical thinking</b>	The ability to deduct, hypothesise, reason, seek supporting evidence
<b>Precision</b>	The ability to work effectively within the rules of a domain
<b>Complex and multi-step problem solving</b>	The ability to break down a task, decide on a suitable approach, and then act

### CREATING



<b>Intellectual playfulness</b>	The ability to recognise rules and bend them to create valid but new forms
<b>Flexible Thinking</b>	The ability to abandon one idea for a superior one or generate multiple solutions
<b>Fluent thinking</b>	The ability to generate ideas
<b>Originality</b>	The ability to conceive something entirely new
<b>Evolutionary and revolutionary thinking</b>	The ability to create new ideas through building on existing ideas or diverting from them

### REALISING



<b>Automaticity</b>	The ability to use some skills with such ease as they no longer require active thinking
<b>Speed and accuracy</b>	The ability to work at speed and with accuracy



## Values Attitudes and Attributes (VAAs)

### EMPATHETIC



#### Collaborative

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.

#### Concerned for society

The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.

#### Confident

The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.

### AGILE



#### Enquiring

The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.

#### Creative and enterprising

The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.

#### Open-minded

The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.

#### Risk-taking

The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.

### HARD WORKING



#### Practice

The ability to train and prepare through repetition of the same processes in order to become more proficient.

#### Perseverance

The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

#### Resilience

The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.





### CCS – Parents' descriptors for reports

Internal Descriptor	Guidance for <b>ATTITUDE TO LEARNING</b>
Exceptional	Student's attitude has a <b>positive and encouraging effect on lessons</b> ; they are an <b>excellent example to their peers</b> . They use their initiative, are <b>enquiring</b> . They work <b>collaboratively</b> in group activities and show <b>empathy</b> for others in their learning. They take responsibility for extending their own learning, are <b>open minded and resilient</b> . They <b>persevere</b> until they have produced work that they are proud of.
Good	Students try their best in all aspects. They accept challenges, get involved in lessons, and have high aspirations. They are <b>prepared and organised</b> ; bring the right equipment to lessons and meet deadlines. They demonstrate their <b>practice and perseverance</b> skills and work <b>collaboratively</b> with others. <i>This is the <b>minimum</b> expectation we have for ALL our students.</i>
Below Expected	Students <b>do not always try their best</b> or meet challenges. They need to get fully involved in lessons and set themselves higher aspirations. They <b>can be poorly prepared</b> .
Insufficient	Student's attitude can have a <b>detrimental effect on lessons</b> ; they can be a <b>poor example to their peers and negatively affect their learning</b> . They can be <b>reluctant to engage with lessons</b> , often need prompting to work. They do not take responsibility for their own learning and are <b>highly likely to underperform</b> .

Internal Descriptor	Guidance for <b>BEHAVIOUR IN LESSONS</b>
Exceptional	<b>Students always conduct themselves impeccably</b> . Student is a <b>positive role model</b> in the group and shows leadership skills by helping other students when requested by the teacher. <b>Student is a pleasure to teach</b> . They are <b>empathetic</b> and <b>show concern for others</b> .
Good	<b>Student's conduct is consistently positive and as expected</b> . Student regularly <b>complies</b> with teacher's requests <b>the first time</b> . They show <b>empathy and compassion for others</b> . <i>This is the <b>minimum</b> expectation we have for ALL our students.</i>
Below Expected	<b>Student's conduct is inconsistent</b> . They may lack the concentration required or <b>need reminders about good behaviour</b> .
Insufficient	<b>Student's conduct is significantly poor which could result in removal from lessons</b> . Student behaviour is disruptive despite teacher's warnings and has a negative impact on the teaching and learning of the group.

Internal Descriptor	Guidance for <b>QUALITY OF CLASSWORK</b>
Exceptional	Student's work <b>consistently demonstrates their very best efforts</b> . Student regularly attempts <b>extended work</b> , having an <b>enquiring</b> mind. They take pride in their presentation, and regularly show their <b>analysing</b> skills to improve the quality of their work. In class they demonstrate <b>meta-thinking</b> when approaching tasks and are able to <b>link</b> key aspects of the curriculum to see the bigger picture. They are <b>creative</b> with their work and work with good <b>speed and accuracy</b> .
Good	Student's work <b>consistently reflects their level of ability</b> and is well-presented. They are able to demonstrate key areas of HPL in their work, particularly <b>strategy planning</b> and <b>problem solving</b> . <i>This is the <b>minimum</b> expectation we have for ALL our students.</i>
Below Expected	Student's quality of work is <b>not what is expected for their ability</b> .
Insufficient	<b>Well below expectation and causing serious concern</b> . Students making significantly low and insufficient progress would indicate a student who is currently <b>not on track</b> to achieve their minimum expected grade at GCSE if this level of progress continues.

Internal Descriptor	Guidance for <b>HOMEWORK</b>
Exceptional	Student's homework demonstrates that they complete work with a <b>real thirst to develop their own understanding</b> . They are <b>inquisitive</b> and use homework as an opportunity to further develop their knowledge and understanding. Their <b>perseverance</b> and determination to produce high quality homework pieces shows that they also make <b>links with all previous work</b> in the subject. They <b>use their initiative</b> for consolidating and extending their own learning.
Good	Student's homework demonstrates that they <b>complete work timely and to a good standard regularly</b> . The work they produce shows that they make <b>links</b> with some previous work in the subject. They show <b>confidence</b> in their ability to complete work independently. <i>This is the <b>minimum</b> expectation we have for ALL our students.</i>
Below Expected	<b>Student does not complete all homework to a good standard for their ability</b> .
Insufficient	Student <b>does not regularly complete homework</b> , if done it is <b>rushed, brief</b> and shows few <b>links and little understanding</b> of the work in class. Their lack of effort with homework means learning gains are minimal.