

Student Name

2019-2020
Year 10

SUMMARY

Total Attendance by Lesson		YTD
Present		469
Late		3
Unauthorised Absence		60
Authorised Absence		28

Grades

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		Y1		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE Computing	6	100	5	52	5	55	5	57	5	50	5	59	5	56	94	0	15	2
GCSE English	4	43	5	56	4	45	4	45	3	37	4	41	4	44	89	2	10	7
GCSE Maths Higher	3	39	4	43	4	48	5	50	4	40	5	53	4	45	94	1	12	3
GCSE Psychology	4	43	4	47	4	45	5	54	4	44	4	47	4	46	94	0	12	8
GCSE Science Higher	4	45	4	45	5	54	5	54	4	49	5	59	5	51	98	0	11	0

Multiple Course Listings

Please note that both dropped and current courses are displayed throughout this report. This can occur when student's timetable changes or when a student moves from KS3 to GCSE or from GCSE to KS3.

Grade Scales

ELC Computing - Maths - RS - Science	L3; L2; L1; U (Unclassified)
ELC English	GCSE (GCSE Ready); L3; L2; L1; U (Unclassified)
Functional Skills (all subjects)	EE = Exceeding Expectations; ME = Meeting Expectations; WTE = Working Towards Expectations
KS3 (all subjects)	9 - 1
GCSE	9 - 1
A-Level	A; B; C; D; E; U (Unclassified)
BTEC	D* = Distinction*; D = Distinction; M = Merit; P = Pass; L1P = Level 1 Pass; I = Incomplete



Year-to-Date Report

Assessment Objectives

GCSE Computing	H1	H2	H3	H4	H5	H6
A01.1 Fundamental Algorithms - Demonstrate Knowledge and Understanding - Key concepts	8				6	
A01.2 Fundamental Algorithms - Demonstrate Knowledge and Understanding - Principles of Computer Science						3
A02.2 Fundamental Algorithms - Apply Knowledge and Understanding - Principles of Computer Science					5	
A03.1 Fundamental Algorithms - Analyse problems in computational terms - To make reasoned judgements						1
A03.2 Fundamental Algorithms - Analyse problems in computational terms - To design program, evaluate and refine solutions		5	6	5		
A01.1 Programming - Demonstrate knowledge and understanding - Key concepts	5	5			6	5
A03.2 Programming - Analyse problems in computational terms - To design program, evaluate and refine solutions			5			5
A01.1 Data Representation - Demonstrate knowledge and understanding - Key concepts					6	
A02.1 Data Representation - Apply knowledge and understanding - Key concepts	5					
A03.2 Data Representation - Analyse problems in computational terms - To design program, evaluate and refine solutions		5				
A02.2 Computer Networks - Apply knowledge and understanding - Principles of Computer Science						5
A01.2 Ethics, Legal, and Environmental Impacts - Demonstrate knowledge and understanding - Principles of Computer Science	6					
A02.1 Ethics, Legal, and Environmental Impacts - Apply knowledge and understanding - Key concepts	5					
A02.2 Ethics, Legal, and Environmental Impacts - Apply knowledge and understanding - Principles of Computer Science						5
A03.2 Ethics, Legal, and Environmental Impacts - Analyse problems in computational terms - To design program, evaluate and refine solutions		5	5			

GCSE English	H1	H2	H3	H4	H5	H6
AO1.1 Identify and interpret explicit information and ideas		5				
AO1.3 Select and synthesise evidence from different texts		6				4
AO2.1 Explain, comment on and analyse how writers use language achieve effects and influence readers			5		3	2
AO2.2 Explain, comment on and analyse how writers use structure to achieve effects and influence readers			5			
AO4.1 Evaluate texts critically						4
AO4.2 Support the critical evaluation of texts with appropriate textual references				4		
AO5.1 Communicate clearly, effectively and imaginatively	3					
AO5.2 Select and adapt tone, style and register for different forms, purposes and audiences	3		4			
AO5.3 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	4	6	4	3		4
AO6.1 Use a range of vocabulary for clarity, purpose and effect	5			4		
AO6.2 Use a range of sentence structures for clarity, purpose and effect	5					
AO8.1 Listen and respond appropriately to spoken language, including to questions and feedback on presentations						6
AO10.1 Paper 1 Exam Practice		5				
AO10.2 Paper 2 Exam Practice				3		
AO1.3 Develop an informed personal response to texts		4				3
AO1.4 Use textual references, including quotations, to support and illustrate interpretations of texts				6		
AO2.3 Analyse the structure used by a writer to create meanings and effects					3	
AO3.1 Show understanding of the relationships between texts and the contexts in which they were written	5		4			
AO4.2 Use a range of sentence structures for clarity, purpose and effect	5					
AO4.3 Use accurate spelling and punctuation					3	

GCSE Maths Higher	H1	H2	H3	H4	H5	H6
AO1.1 Number - Accurately recall facts, terminology and definitions	4					
AO1.2 Number - Use and interpret notation correctly			4	5		
AO1.3 Number - Accurately carry out routine procedures or set tasks requiring multi-step solutions			5			4
AO2.2 Number - Construct chains of reasoning to achieve a given result	3		5			
AO3.1 Number - Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes	4			4		
AO1.3 Algebra - Accurately carry out routine procedures or set tasks requiring multi-step solutions		4			4	
AO2.1 Algebra - Make deductions, inferences and draw conclusions from mathematical information					4	

AO2.2 Algebra - Construct chains of reasoning to achieve a given result					4	
AO3.2 Algebra - Make and use connections between different parts of mathematics					3	5
AO3.3 Algebra - Interpret results in the context of the given problem		4				
AO1.3 Ratio, Proportion, Rates of Change - Accurately carry out routine procedures or set tasks requiring multi-step solutions					5	
AO2.1 Ratio, Proportion, Rates of Change - Make deductions, inferences and draw conclusions from mathematical information	4				5	
AO3.1 Ratio, Proportion, Rates of Change - Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes		4				
AO3.3 Ratio, Proportion, Rates of Change - Interpret results in the context of the given problem		4				
AO1.1 Geometry & Measures - Accurately recall facts, terminology and definitions			4	5	4	
AO2.1 Geometry & Measures - Make deductions, inferences and draw conclusions from mathematical information				3	4	
AO2.2 Geometry & Measures - Construct chains of reasoning to achieve a given result				7		3
AO2.3 Geometry & Measures - Interpret and communicate information accurately						6
AO3.2 Geometry & Measures - Make and use connections between different parts of mathematics			4			
AO1.3 Statistics - Accurately carry out routine procedures or set tasks requiring multi-step solutions		3				
AO2.1 Statistics - Make deductions, inferences and draw conclusions from mathematical information						6
AO2.2 Statistics - Construct chains of reasoning to achieve a given result		4				
AO2.3 Statistics - Interpret and communicate information accurately						5
AO3.3 Statistics - Interpret results in the context of the given problem						6

GCSE Psychology						
	H1	H2	H3	H4	H5	H6
AO1.1 Demonstrate knowledge of psychological ideas, processes and procedures	4					

GCSE Science Higher						
	H1	H2	H3	H4	H5	H6
AO8.1 Chemistry - Atomic Structure/Periodic Table - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures			6			
AO8.2 Chemistry - Atomic Structure/Periodic Table - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations			5			
AO8.3 Chemistry - Atomic Structure/Periodic Table - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures			4			
AO9.1 Chemistry - Structure/Bonding/Properties of Matter - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures				5		
AO9.2 Chemistry - Structure/Bonding/Properties of Matter - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations				4		
AO9.3 Chemistry - Structure/Bonding/Properties of Matter - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures				4		
AO12.1 Chemistry - Rate and Extent of Chemical Change - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures	4					
AO12.3 Chemistry - Rate and Extent of Chemical Change - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures	4					
AO14.1 Chemistry - Chemical and Allied Industries - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures	5					
AO16.1 Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures						6
AO16.2 Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations						4
AO16.3 Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures						4
AO17.1 Physics - Energy - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures				5	5	
AO17.2 Physics - Energy - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations				4	4	
AO17.3 Physics - Energy - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures				4	3	
AO18.2 Physics - Forces - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations	5	4				
AO19.2 Physics - Forces and Motion - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations		3				
AO19.3 Physics - Forces and Motion - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures		5				
AO20.1 Physics - Wave Motion - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures						6
AO20.2 Physics - Wave Motion - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations						5
AO20.3 Physics - Wave Motion - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures						4

21st C. Skills

MS = Major Strength; S = Strength; ND = Needs Development; PD = Priority for Development

GCSE Computing	H1	H2	H3	H4	H5	H6
Engagement	MS	ND	ND	S	MS	MS
Effort	MS	ND	ND	S	MS	MS
Confidence	MS	MS	ND	S	MS	MS
Resilience	MS	ND	ND	S	MS	MS

GCSE English	H1	H2	H3	H4	H5	H6
Engagement	S	ND	S	MS	S	S
Effort	S	ND	S	S	S	S
Confidence	S	ND	S	S	S	S
Resilience	S	ND	S	S	S	S

GCSE Maths Higher	H1	H2	H3	H4	H5	H6
Engagement	MS	MS	S	MS	MS	S
Effort	MS	MS	S	MS	MS	S
Confidence	S	S	ND	S	ND	S
Resilience	MS	MS	S	MS	MS	S

GCSE Psychology	H1	H2	H3	H4	H5	H6
Engagement	MS	S	MS	MS	S	S
Effort	S	S	MS	MS	S	S
Confidence	S	MS	MS	MS	S	S
Resilience	S	S	MS	MS	ND	S

GCSE Science Higher	H1	H2	H3	H4	H5	H6
Engagement	S	S	S	S	MS	MS
Effort	S	S	S	S	MS	MS
Confidence	S	S	ND	S	ND	ND
Resilience	S	S	S	S	S	MS

Learning Behaviours

5 = Consistently; 4 = Usually; 3 = Often; 2 = Rarely; 1 = Never; ABS = Absent (grade will be 0)

GCSE Computing	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	5	3	5	4	5	4
Listens To and Follows Instructions	4	4	5	4	5	4
Concentrates in Lessons	4	3	5	3	5	4
Seeks Help Appropriately from Staff	4	2	5	4	5	3
Communicates Effectively and Politely	4	4	5	4	5	4
Completes Homework On Time	1	2	2	2	5	3

GCSE English	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	4	3	4	5	5	5
Listens To and Follows Instructions	4	5	5	5	5	5
Concentrates in Lessons	3	4	5	5	5	5
Seeks Help Appropriately from Staff	5	5	4	3	3	5
Communicates Effectively and Politely	4	5	5	5	5	5
Completes Homework On Time	2	2	1	1	1	1

GCSE Maths Higher	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	4	4	4	4	4	4
Listens To and Follows Instructions	4	4	4	5	4	4
Concentrates in Lessons	4	4	4	5	5	4
Seeks Help Appropriately from Staff	5	5	5	5	5	5
Communicates Effectively and Politely	5	5	4	5	5	5
Completes Homework On Time	3	2	2	1	1	1

GCSE Psychology	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	4	4	5	5	4	4
Listens To and Follows Instructions	4	5	5	5	4	5
Concentrates in Lessons	4	4	4	4	4	5
Seeks Help Appropriately from Staff	4	5	4	5	4	4
Communicates Effectively and Politely	4	4	5	5	4	4
Completes Homework On Time	4	1	2	1	1	1

GCSE Science Higher	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	5	5	3	5	5	5

Listens To and Follows Instructions	5	5	4	5	5	5
Concentrates in Lessons	5	4	4	5	5	5
Seeks Help Appropriately from Staff	3	2	4	5	5	5
Communicates Effectively and Politely	4	5	4	5	5	5
Completes Homework On Time	1	1	1	1	1	1

Cumulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence																
Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE Computing	6	100	5	52	5	55	5	57	5	50	5	59	94	0	15	3

ILP and Teacher Comments by Term

AUT Term

Targets
 1. To continue to regularly attend all lessons Sonny.
 2. To complete all homework and classwork as set.
 3. To improve programming ability with Python.

Our Focus
 To extend your Computing knowledge, Sonny and your ability and skill for the GCSE Computing Examination. This term we have been working on programming in Python, and increasing fluency with it.

Progress Made
 Sonny your attendance is good and you clearly both enjoy, and have a talent for the subject. However please try to make sure you complete all work as set, and this would further increase your confidence.

Learning Issues
 The greatest learning issue Sonny is the lack of completed assessments. They would help you to learn even more, especially by experimentation with Python.

Achieving More
 Without doubt Sonny, the most important route to achieving more would be to complete all work as set, this would, without doubt, further your knowledge and confidence.

SPR Term

Targets and Action Plans
 1. To continue with your enthusiasm and interest. You rarely miss lessons Sonny, and this has certainly helped your progress, please continue in this vein.
 2. To not be afraid to try some code, the computer will never laugh at your work! Then look at the error and try to work out what the computer is telling you. This will really help you remember the syntax.
 3. To not worry if a piece of code won't work and you can't see why. Instead concentrate on the fact that you can and are coding Sonny! All experience coding is valuable whether you succeed or not.

Previous Targets
 Your previous target was to maintain effort and interest Sonny, this is clearly achieved. However there is certainly more homework that could be completed. That which you do, you do well.

Our Focus
 To extend your Computing knowledge, Sonny and your ability and skill working towards GCSE Computing to try to help you achieve the highest grade possible. This term we have been looking at Python and particularly improving coding ability, using modern structured programming.

Progress Made
 Sonny you have a clear interest and strong ability for the subject, and your programming skills especially have come on in leaps and bounds. I do wonder if sometimes when you don't have all the answers, you think you have failed. This is far from the case, the fact you have so many of the answers should be what you concentrate on.

Learning Issues
 Never be afraid to try Sonny. If it doesn't work, try something else, but we very few of us get it all right first go, especially in programming! I want you to concentrate on what you have achieved and what you continue to achieve.

Achieving More
 Try, try and try again Sonny, you are an able programmer, but don't let bugs in code discourage you. Try what you think, and if that doesn't work, try something else and try to see why! And you can always ask me! Well done Sonny.

SUM TERM

Previous Targets
 Your previous target was to maintain effort and interest Sonny, and you have clearly fulfilled this as your attainment grades reflect.

Our Focus
 This term Sonny we have been looking at networking technology, the use of pseudocode and algorithms for searching and sorting.

Progress Made
 Sonny you continue to enjoy the subject and you continue with virtually 100% attendance. You have demonstrated time and time again how you have a clear aptitude for the subject, when answering the questions set after each topic.

Final Comment
 Never be afraid to ask me for further clarification Sonny, even if we have an aptitude for a subject, in fact in this case, it's probably more important to ask when in doubt. Obviously continue with your enthusiasm, your interest and your willingness to try Sonny. Much of next year will be revision Sonny, so this is an ideal opportunity for you to make sure you know as much of the syllabus as possible.

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%														
GCSE English	4	43	5	56	4	45	4	45	3	37	4	41	89	2	10	11

ILP and Teacher Comments by Term

AUT Term

Targets

1. To punctuate your work consistently by creating a checklist to enable you to self-check and edit it every lesson.
2. To increase completion of homework on a regular basis by accessing the takeaway homework on PowerSchool to reinforce skills and understanding of the topics we are covering.

Our Focus

Our focus this term has been to find explicit and implicit information from a text. We have also written our own travel information sheet. We have looked at punctuating our work, specifically with commas. We have looked at two genres; Science Fiction and Gothic Horror; identifying language devices, setting and pathos. We have looked at different elements of creative creatively, comparing texts and understanding our own and other's viewpoints.

Progress Made

Sonny, it continues to be a pleasure to teach you and see you progress. I am usually very pleased with your level of engagement in completing tasks and your participation in discussions. You always have something relevant to say. It is great that you share your ideas and work with the class. Your writing is developing and you do now pay more attention to your punctuation. You are beginning to analyse language techniques in greater depth. You have written some fantastic creative writing texts and contributed very well so far to our Gothic Horror unit.

Learning Issues

Sometimes talking out-loud, even if it is related to the topic can be very distracting for others. Persistent talking can prevent you and others else from doing their best work. Please be mindful about how much you talk so that you keep focussed.

Achieving More

In order to move to the next level, punctuating your work is key! Checking your work independently is critical to achieve your potential. Your grade will improve very quickly when you punctuate consistently. Completing homework regularly will give you extra opportunities to practice the skills we cover in lessons. Adding extra detail to analysis work will also help your grade improve.

SPR Term

Targets and Action Plans

1. To punctuate your work consistently by creating a checklist to enable you to self-check and edit it every lesson.
2. To increase completion of homework on a regular basis by accessing the takeaway homework on PowerSchool to reinforce skills and understanding of topics we have covered.

Previous Targets

Despite some effort to consider and punctuate your work this is not yet at a consistent level where I can change the target. I would like you to make this your goal next term. You have not completed any homework tasks this term so again I am carrying this target forward.

Our Focus

We completed our exploration of the Gothic Horror genre, specifically, setting and satire. We also read a poem and looked at extracts from Jekyll and Hyde. We have covered work on the use of emotive language, identifying it and using it effectively. In addition, you have compared newspaper types and the purpose and design of advertisements. We have shared our work to see how differently yet purposefully and successfully our peers can write.

Progress Made

Sonny, you continue to contribute excellently to discussions with relevant and interesting comments. You always complete all tasks you are given. You are showing some progress with punctuating your work a little more independently – but this needs to continue if you want to achieve the GCSE grade you deserve. The content of what you write is always appropriate. You have started to expand your answers more which shows your knowledge to better effect.

Learning Issues

The main issue is listening to the feedback I give you in terms of improving your work and consistently trying to action it. Only by doing that will you be able to improve the structuring of your work and expanding your analysis.

Achieving More

I recommend coming out of your comfort zone; reading other genres. By doing this you will be more confident when analysing and writing different texts. Create a log of texts read and aspects you would like to use in future work

SUM TERM

Previous Targets

Sonny, you have made some progress on your first target of consistently punctuating your work. However you did not make any progress with completing homework this term!

Our Focus

This term we have been reading extracts from novel like Brighton Rock and Spies, in order to analyse them for language and structural devices. We have identified why writers use language and structure for particular effects and have used both in our writing. We have also worked on evidencing our opinions with quotes from the text. We have looked at an opinion on a topic like the existence of zoos and analysed how far we agree with that opinion. As a result, we researched the topic thoroughly listing pros and cons and used them to justify our own responses to the topic. We have also continued looking at our non-fiction topic and completed units on biographies, summaries and debates.

Progress Made

Sonny, I have been delighted with the engagement you have consistently shown in the lessons. You make mature, thoughtful and relevant responses both to discussions and also in your written work. You have shown that you can deliver work that fulfils the basic objectives of the task. The SPaG element in your work needs continued work but your spelling and use of ambitious vocabulary is sound. You research a topic well and include elements to keep the reader engaged like the use of images. You have also shown that you can identify language used by writers to create specific effects and can evidence it with examples from texts. Your response to our debate on banning violent video games was excellent. Your phrasing, use of features like facts, acknowledging the opposing view, maintaining a consistent argument and rebuttals was fabulous.

Final Comment

It has been a pleasure to teach you again Sonny. You are a polite, engaged student with bags of potential. Extra effort with your punctuation will have a massive impact on your work next year. I look forward to seeing that development.

Cumulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%														
GCSE Maths Higher	3	39	4	43	4	48	5	50	4	40	5	53	94	1	12	3

ILP and Teacher Comments by Term

AUT Term

Targets

1. Maintain the enthusiasm you have shown for the subject over the last term.
2. Try to complete all homework that has been set as this will help embed the work covered in the lesson.

Our Focus

During this term we have covered: Factors, multiples and primes; percentages, including compound interest; linear and quadratic sequences; averages and statistical diagrams and ratio and proportion.

Progress Made

Sonny you are progressing well. You attend nearly every lesson and are always one of the first to arrive. Sonny you put lots of effort into your lessons and always ask if you have a problem.

Learning Issues

The only learning issue is the incomplete homework. You started off well at beginning of term but it has tailed off lately.

Achieving More

Sonny you did well in the H2 Assessment. You are currently working between a grade 4 and grade 5. The topics you need to concentrate on are: ratio, finding the nth term of a quadratic sequence, mean from grouped frequency and best buys. Sonny, you have been a joy to teach once again this year.

SPR Term

Targets and Action Plans

1. To complete homework on a weekly basis. The completion of homework helps consolidate your learning. Set a time aside each week to complete the tasks that are set for you.
2. Go over any topics you have struggled with. This is a great way to prepare for GCSE. Make an effort to go through any parts of maths you are unsure about. The VEBs and the links within them are a great way to do this.

Previous Targets

Sonny one of your targets was to maintain enthusiasm for your subject and you most certainly have achieved that! Well done. The other was to complete homework, try to make this a focus for next term.

Our Focus

This term we have covered: indices, including fractional indices; Pythagoras' Theorem, trigonometry and area of a scalene triangle; angles in polygons; direct/indirect proportion and similar shapes.

Progress Made

Sonny you have made good progress this term. You don't always find it easy but try hard in lessons and get there in the end with perseverance. Sonny you are a joy to have in the classroom. Your sense of humour makes me smile on a regular basis.

Learning Issues

Sonny the only real learning issue is the incompleteness of homework.

Achieving More

Sonny to achieve more next term carry on engaging as you do now and complete all the assignments. Make an effort, as suggested in your targets to go over topics you are unsure of. Sonny you coped very well with indices, Pythagoras' Theorem and trigonometry. The topics you need to go over are ratio problems, angles in polygons, direct and inverse proportion.

SUM TERM

Previous Targets

One of your targets from last term Sonny was to complete all homework on time. The same applies this term, make homework a priority for next term as it helps consolidate your learning.

Our Focus

This term we have covered the area of compound shapes, triangles, parallelograms and trapeziums. We have calculated the area and circumference of circles and also looked at the harder topic of arcs and sectors. We have solved simultaneous equations both graphically and algebraically and looked at inequalities. We have learnt how to reflect, translate and enlarge shapes, including those with a negative scale factor and also how to add, subtract and multiply vectors. We finally looked at how to draw and interpret histograms, cumulative frequency curves and box plots.

Progress Made

Sonny you have struggled this last half term with some of the topics, but overall you are progressing. You coped well with transformations and the area of different shapes, but need a little more work on arcs and sectors. Sonny you did well with graphical simultaneous equations, but need to go over the algebraic version. You coped well with histograms and cumulative frequency curves, but a little more work is needed on box plots.

Final Comment

Sonny I have enjoyed teaching you once again this year. You are a delight to have in the classroom. You have been quieter than normal this last half term and thus I hope your enthusiasm for lessons returns in September.

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%														
GCSE Psychology	4	43	4	47	4	45	5	54	4	44	4	47	94	0	12	8

ILP and Teacher Comments by Term

AUT Term

Targets

1. To stay focused on the lesson at all times. Although I can see you are trying, you often allow yourself to be distracted by another conversation. Try wearing headphones all the time so that you can block out distractions from other students.
2. To further develop your research skills. Doing wider reading and making full use of the resources on Powerschool will help you with this and allow you to develop a greater understanding of the subject and improve your grades

Our Focus

This term our focus has been on the unit psychological problems. We have investigated what is meant by the term mental health and how it is viewed in society. We have started to look more closely at schizophrenia and clinical depression and the symptoms that sufferers display. We have looked at specific research theorising why people may develop these conditions and have started to consider treatment options.

Progress Made

You have made good progress this term. Your psychological knowledge is improving and I can see that you are starting to make links between different topics that we studied. You show enthusiasm for your learning and always make excellent contributions to discussion activities. Keep up the good work!

Learning Issues

It is important that you do not allow yourself to become distracted in class in order for you to reach your potential.

Achieving More

Reading around the topics we study in class would help you to gain a deeper understanding.

SPR Term

Targets and Action Plans

1. To ensure you use technical vocabulary. This demonstrates your understanding of the subject. An easy way to do this is to identify important key words before you start work. You can then look for places to use them.
2. To use evidence to demonstrate what it is you are saying or writing. For example, if you make a claim about the topic, give evidence to support that claim. In psychology the best way to do this is by referring to supporting research. Start making revision cards covering all of the research we look at; this will give you a bank to refer back too.

Previous Targets

Your focus and concentration in lessons has really improved. I am also pleased to see you researching the topics to gain further insight. Well done!

Our Focus

This term we have been looking at the crime unit. We have considered possible causes and theories of crime as well as different traits or characteristics which might make someone more likely to be a criminal. Additionally, we have looked at different aspects of research including, independent variables, hypothesis, laboratory, natural and field experiments.

Progress Made

Sonny, I have been really impressed with your work this term. You have showed the ability to work with independence on your extension tasks and really tried hard to apply the psychological knowledge that you have gained. I have been pleased with the way your critical skills are developing and how you are starting to make links with research from other areas. You are now able to spot any problems with experiments automatically and without support.

Learning Issues

Try to complete your homework on a weekly basis. This will consolidate your learning in class and allow you to reach your potential.

Achieving More

Read about crimes which have occurred in the news each day and consider which psychological theories they support or disprove. Applying your knowledge to everyday situations will help to boost your grade.

SUM TERM

Previous Targets

Sonny, you have made some good progress towards your targets. I am seeing far more in depth written work which you can link to evidence when prompted. I have also seen an improvement in the amount of technical vocabulary used.

Our Focus

This term we have finished our work on the crime topic. We looked at theories of criminal personality and experiments done to investigate this. We also considered the impact of both nature and nurture with regards to criminal behaviour. Following on from this we have been learning about our memory and how it works. We have studied case studies of people who have severe amnesia and considered why people experience different forms of memory loss.

Progress Made

You have shown that you have a continued interest for the subject and a willingness to work hard on all tasks set. I have been impressed at the way you have worked with great independence on extension tasks and still managed to join in with discussion activities in the main group. You are clearly trying to write in more detail and you are improving, so keep going!

Final Comment

Soony, you have worked consistently hard this year and made good progress. I think that with a continued effort and focused revision, you are capable of achieving a good pass in your GCSE. Well done!

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%														
GCSE Science Higher	4	45	4	45	5	54	5	54	4	49	5	59	98	0	11	3

ILP and Teacher Comments by Term

AUT Term

Targets

1. Recognise when scientific evidence supports an idea or not.
2. Complete the weekly set homework tasks.

Our Focus

In chemistry we looked at collision theory and how this is used to explain the change in rate of reaction. The required practical investigations were used to investigate a range of experimental variables then also impact on the rate of reaction. This led on to looking at reversible reactions and dynamic equilibrium using the Haber process as a model. In physics we started the forces topic initially looking at the difference between scalar and vector quantities and free body diagrams. We moved on to look at the concept of doing work as the means of transferring energy followed by elasticity, including a required practical on Hooke's law. Newton's laws of motion were used to explain phenomena such as terminal velocity.

Progress Made

You were able to use the equations given to describe the relationship between either speed or acceleration with distance and time to accurately calculate missing variables. The interactive laboratory tasks are your speciality and you have collected relevant data to analyse. You were also able to describe motion and interpret graphical information.

Learning Issues

Staying on track and fully engaged for the whole lesson.

Achieving More

Use the models discussed in lesson to underpin an explanation of your experimental outcomes. Try not to get distracted or go off topic as this minimises the level of depth that we can cover a particular topic. This in turn reduces the time available to develop the links between different aspects of the science course.

SPR Term

Targets and Action Plans

1. Complete the weekly homework tasks. Try and set aside a certain day and time to complete these.
2. Evaluate information to identify limitations, misrepresentation and bias in experimental work.

Previous Targets

Apart from the homework target that still stands you have achieved your targets for last term. You have used the ideas covered in class to support your answers. Well done!

Our Focus

In chemistry we tracked the development of the atom to see how scientific evidence is used to develop models and theories. Using the atomic model, we took a close look at the periodic table and the data it contains and how it is used to identify elements and isotopes. To get a better insight into why chemical reactions take place, we looked at the different options for atoms to combine to form compounds and used this to predict material properties. In physics the focus has been on how energy transfers from one store to another are described and applying the conservation of energy ideas. Understanding the difference between temperature and thermal energy underpinned the required practical investigation into specific heat capacity.

Progress Made

In chemistry you have continued to work well and are able to use information on the periodic table to work out the type of bonding that chemically combining elements will give. You can use physical data to distinguish between material types. You still need to practise writing electronic configurations of elements and ions, however you can accurately write chemical formulae of ionic compounds when given the relevant charges. In physics you have shown that you understand how to represent energy stores and pathways as well as accounting for all the energy being transferred. You continue to use the virtual labs effectively to collect relevant data which you analyse logically.

Learning Issues

None.

Achieving More

Look at the comments and additional questions posed on your VEBs to help extend your understanding.

SUM Term

Sonny, you have met your targets by working in a systematic way through the required practical activities. You can identify errors in data as well as the limitations of the equipment used.

Our Focus

This term in physics we have covered both the energy and waves topics. Whilst in chemistry we looked at the quantitative topic including the concept of the mole as a quantity that represents Avogadro's constant. So, all in all a fairly mathematical look at science with numerous required practical activities covered.

Progress Made

Sonny, this term I have seen both your confidence and resilience grow, especially when tackling the tougher chemistry concepts covered, well done! You are always willing to confront any challenges with a positive 'can do' attitude. Although sometimes, some ideas in chemistry may seem perplexing and frustrating, your persistence will pay off. In physics you have worked well in both the energy and waves topics and demonstrated a good understanding of work being done as energy transfer.

Final Comment

Sonny it is always great to see you in lesson. I am always impressed by your enthusiasm and willingness to try anything that is put in front of you. Practise re-arranging equations to change the subject as this is frequently required in physics and occasionally in chemistry. Have a great summer!