

Year 12 Summer Monitoring Grade Explanation Sheet 2025/2026

Lesson Learning ATL

5	Exceptional	Demonstrates exemplary focus, participation, and curiosity in lessons. Actively contributes and consistently exceeds expectations.
4	Strong Standard	Engages positively and consistently in lessons. Demonstrates a strong work ethic and meets high expectations.
3	Expected Standard	Participates appropriately in lessons and meets baseline expectations. Shows a generally positive attitude.
2	Needs Attention	Engagement is inconsistent. May lack focus or motivation, and does not always meet expected standards
1	Urgent Improvement	Frequently disengaged or disruptive. Immediate intervention required to support learning

Independent/Home Learning ATL

5	Exceptional	Independently completes work to a high standard, often going beyond requirements. Shows initiative and excellent time management.
4	Strong Standard	Consistently completes homework and independent tasks on time and to a good standard.
3	Expected Standard	Completes most tasks as required. Shows adequate organisation and responsibility.
2	Needs Attention	Work is often incomplete, late, or lacks effort. Needs support to improve independent learning habits.
1	Urgent Improvement	Rarely completes tasks. Shows little commitment to learning outside of lessons. Urgent action needed.

Mentoring (Tutor Time) Engagement

5	Exceptional	Fully engaged in tutor time. Always punctual, contributes positively to activities and discussions, actively engages with pupil voice opportunities, and demonstrates excellent relationships with their tutor and peers.
4	Strong Standard	Engages well in tutor time. Usually punctual, participates in activities and discussions, contributes to pupil voice opportunities, and works positively with their tutor and peers.
3	Expected Standard	Attends tutor time regularly and engages at a basic level. Participates when encouraged, contributes occasionally to activities and pupil voice discussions, and maintains appropriate relationships with their tutor and peers.
2	Needs Attention	Engagement in tutor time is inconsistent. Participation in activities and discussions is limited, punctuality may be an issue, and encouragement is often needed to contribute to pupil voice opportunities and form activities
1	Urgent Improvement	Frequently late, absent, or disengaged during tutor time. Rarely participates in activities or discussions, shows little interest in pupil voice opportunities, and requires immediate support to improve engagement and relationships within the form group.

Engagement with Life After Emmbrook Plans (Tutor Report)

5	Exceptional	Proactively explores future pathways. Engages with opportunities, research, and planning with enthusiasm
4	Strong Standard	Shows clear interest in future plans. Participates in relevant activities and makes informed choices
3	Expected Standard	Has a general idea of future options. Engages with planning when prompted
2	Needs Attention	Uncertain or passive about future plans. Limited engagement with available support or opportunities
1	Urgent Improvement	No clear direction or interest in post-18 options. Avoids planning and support. Urgent intervention needed

Community Service

For community service, our expectation is for students to complete 30 hours of community service across the year.

Exceptional	Consistently goes above and beyond expectations. Already far beyond the 20-hour midpoint and making outstanding progress toward, or exceeding, the 30-hour yearly requirement (often 50+ hours). Shows initiative, seeks additional opportunities independently, and contributes meaningfully to the school or wider community. A role model for service commitment.
Strong Standard	On track or slightly ahead of expectations. Close to or above the expected 20-hour mark for this point in the year. Regularly participates in community service, demonstrates reliability, and completes hours without needing reminders. Positive and proactive attitude.
Expected Standard	Engagement meets the minimum expectation. Has completed some community service and is progressing toward the 20-hour point, though may need occasional prompts to stay on track. Participates when opportunities are provided and is likely to complete the 30-hour requirement with continued effort.
Needs Attention	Engagement is below expectations for this stage of the year. Has completed very few hours and is not close to the expected 20-hour benchmark. Often passive in seeking opportunities and may require support or reminders to meet the Sixth Form service commitment. Needs to increase participation to avoid falling behind.
Urgent Improvement	No meaningful engagement with community service. Has completed 0 hours , despite the expectation to be progressing toward 20 by now. This is a required element of the Sixth Form programme (part of Guided Learner Hours). Immediate action is needed: without engagement, continuation in Sixth Form may be at risk.

Additional Studies Result

Students sat an assessment to gauge their engagement with and understanding of the curriculum delivered. The maximum mark available was 30/30. Their results are reported using the following criteria:-

Assessment Score	What this means
Outstanding (26–30)	Demonstrates an excellent understanding of all topics. Applies knowledge accurately and consistently, with clear confidence in key concepts and decision-making.
Secure (20–25)	Shows a good understanding of most topics. Applies knowledge appropriately, with only minor gaps or occasional inaccuracies.
Developing (13–19)	Shows some understanding of key topics, but with noticeable gaps. Application of knowledge is inconsistent and requires further consolidation.
Limited (1–12)	Shows a basic understanding of some topics, but with significant gaps. Would benefit from further support and consolidation of key concepts.

Did not complete	The student did not complete the assessment and so we have no record of their progress. We will add them to our pastoral watch list in year 13
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End of KS5 Target Grades

Each student has been assigned subject-specific target grades for the end of Key Stage 5. These are based on their **GCSE Average Point Score (APS)**, which is also shown on the report. Targets are mapped using national benchmark data from the Department for Education. For example:

- **APS 3.5–4.5** → Typical KS5 outcome: **EEE or below**
- **APS 4.5–5.5** → Typical KS5 outcome: **DDD**
- **APS 5.5–6.0** → Typical KS5 outcome: **CCC**
- **APS 6.0–6.5** → Typical KS5 outcome: **BBC**
- **APS 6.5–7.0** → Typical KS5 outcome: **ABB**
- **APS 7.0–7.5** → Typical KS5 outcome: **AAB**
- **APS 7.5–8.0** → Typical KS5 outcome: **AAA**
- **APS 8.0+** → Typical KS5 outcome: **A*AA or similar**

These targets are intended to be aspirational yet achievable, based on national performance data.

The Emmbrook Sixth form repeatedly outperforms the national standards.