

Year 12 Monitoring Grade Explanation Sheet 2025/2026

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.

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 Engagement (Tutor Report)		
5	Exceptional	Consistently attends tutor time and contributes positively and proactively. Fully completes community service expectations to a high standard. Engages thoughtfully in tutor activities, supports peers, and shows leadership and initiative.
4	Strong Standard	Regularly attends tutor time and participates well in activities. Completes community service requirements reliably. Contributes appropriately, shows maturity, and engages with tutor discussions and tasks.
3	Expected Standard	Generally attends tutor time with satisfactory participation. Completes community service to the basic required level. Engagement is steady, though contributions may be limited or inconsistent.
2	Needs Attention	Attendance at tutor time is inconsistent, and engagement is minimal. Community service requirements may be incomplete or require prompting. Rarely contributes unless directed and needs encouragement to participate.
1	Urgent Improvement	Frequently absent or disengaged during tutor time. Community service is incomplete or not attempted. Shows little interest in participating in tutor activities. Immediate support or intervention required.
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

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.