



# The Bishop of Hereford's Bluecoat School

## Key Stage Four Full Report Example

**Student's Name:**

ULN:

**Form:**

Exam no:

The Target Grade is derived from Year 9 Midyis assessment. It is linked to GCSE grading 1-9 (or Entry level if a student is working below Grade 1).

The predicted GCSE grade may have a + or - symbol next to it. A plus symbol indicates that the student could potentially achieve the grade above. A minus symbol tells you that this is an insecure grade and that the student is just as likely to achieve the grade below.

To find out more about your child's report please visit our school website page: [School Reports](#)

If you have queries about this report please do contact your child's teacher - e mail addresses can be found [here](#).

Form Tutor:							
Attendance:	Sessions Late:	No. of Rewards:	No. of Sanctions:	Uniform	Punctuality	Contribution to Form/Assembly	Overall Commitment
From 03.09.2025 to 19.01.2026							
95.0%	0	49	0	Excellent	Excellent	Excellent	Consistent
Comment:		There is a comment from the form tutor in the full report, once a year.					

**Target Grade** – what the student is aiming for at the end of Year 11.

**Mock Grade** – grade achieved in the last mocks including any practical/NEA Work.

**Predicted Grade** – the grade teachers think they will achieve in their final exams.

	Target Grade	Mock Grade	Predicted Grade	Classroom Learning	Quality of Classwork	Independent Learning
<b>LANGUAGE:</b>	6	5	5	Consistent	Consistent	Consistent
<b>LITERATURE:</b>	7	6	6			
<b>GEOGRAPHY:</b> Mrs J. Williams	7	6	7-	Consistent	Consistent	Consistent
<b>HISTORY:</b> Mrs L. Hill	7	8	7	Consistent	Consistent	Consistent
<b>MATHS:</b> Mr N. Hoon	7	6	6+	Consistent	Consistent	Excellent
<b>PHYSICAL EDUCATION (General):</b>	n/a	n/a	n/a	Excellent	Excellent	n/a
<b>RELIGION &amp; LIFE:</b>	6	4	4-	Consistent	Consistent	Consistent
<b>SPANISH:</b> Mrs P. Navarro-Moreno	6	6	6-	Consistent	Consistent	Consistent
<b>TRIPLE SCIENCE:</b> Mr J. Foggo				Consistent	Consistent	Consistent

Teachers will also assess their 'classroom learning', 'quality of classwork' and 'independent learning' see descriptors below.

## Behaviours for Learning – Criteria

	<b>Excellent</b> Examples may include: Home contact, postcard home, subject award nominations	<b>Consistent</b> Examples may include: House Points, verbal and written praise	<b>Inconsistent</b> Examples may include: Behaviour C1 warnings	<b>Cause for Concern</b> Examples may include: Home contact, C2 sanction set
<b>Classroom Learning Behaviours</b>	<ul style="list-style-type: none"> <li>Shows a high level of dedication and enthusiasm for learning in lessons.</li> <li>Relentless perseverance leads to resilient learning behaviours in all lessons.</li> <li>Regularly works towards extension tasks.</li> <li>Demonstrates a respectful attitude through attentively listening and engaging with other learners and the teacher.</li> <li>Constantly responsible for personal learning, and the learning of others.</li> <li>When learning is challenging, a resourceful approach is taken to solve problems.</li> <li>Actively engaged with group discussion, responsive to all questions and feedback provided.</li> <li>Never needs to be reminded of school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Shows enthusiasm towards learning within lessons.</li> <li>Learning tasks are completed in a resilient manner, even when challenging.</li> <li>High level of task completion within the lesson.</li> <li>A respectful mindset is demonstrated through positive learning behaviours that enable others to learn.</li> <li>Regularly responsible for personal learning, always producing excellent work.</li> <li>Resourceful learning makes use of a range of available tools for success.</li> <li>Positively responsive to questions and feedback to improve and develop understanding.</li> <li>Rarely needs to be reminded of school expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Enthusiasm towards learning can vary between lessons and activities.</li> <li>A resilient attitude is lacking so work is left incomplete or below expectations.</li> <li>Passive attitude leads to lower progress.</li> <li>Through poor engagement in learning tasks and low-level disruption, respectful behaviour is not demonstrated.</li> <li>Opportunities to be responsible for learning are missed.</li> <li>A limited resourceful attitude means opportunities for success are reduced.</li> <li>Seldomly responsive to questions and feedback with little or no development of ideas.</li> <li>Needs to be reminded of school expectations, including punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>Apathy for learning presents an obstacle for the student and teacher.</li> <li>The learner is not resilient due to negative learning attitudes.</li> <li>Creates a negative effect on the learning environment for others through a lack of respectful behaviour.</li> <li>Regularly shows a lack of care and are not responsible for their learning.</li> <li>Unable to demonstrate resourceful learning behaviours.</li> <li>Unwilling to demonstrate responsive attitudes, even when called upon by the teacher.</li> <li>Requires regular reminders of school expectations, including punctuality</li> </ul>
<b>Quality of Classwork</b>	<ul style="list-style-type: none"> <li>All tasks are completed regularly, including taking on extension work.</li> <li>Exceptional concentration is demonstrated with all aspects of the lesson.</li> <li>Positive role modelling benefits others in group and independent work.</li> <li>Pride and purpose are consistently evident within learning tasks so that progress is regularly above expected levels.</li> <li>Presentation of work is exceptional and above expected standards.</li> </ul>	<ul style="list-style-type: none"> <li>Completes all work set in lessons so that progress is made.</li> <li>Concentration remains high through all tasks set.</li> <li>Rarely requires reminders to remain on task with group and independent tasks.</li> <li>Time and care are given to work so that opportunities to develop understanding lead to expected progress.</li> <li>Presentation of work meets the expected standards.</li> </ul>	<ul style="list-style-type: none"> <li>Completes most of the work set in lessons but does not always make progress.</li> <li>Easily loses concentration in lesson which can affect the learning of others.</li> <li>Occasionally needs reminders to stay on task during group and independent tasks.</li> <li>Work is rushed so it is 'finished' but lacks the detail required to make expected progress.</li> <li>Presentation of work is below expectations</li> </ul>	<ul style="list-style-type: none"> <li>Often fails to complete work in lessons leading to little or no progress.</li> <li>Regular lack of concentration has a negative impact on the learning of others.</li> <li>Regular prompts to stay on task take the attention of the teacher away from others.</li> <li>The quality of work is poor and shows a disinterest in learning, so progress is below what is expected by the teacher.</li> <li>Presentation of work falls well below the expected standards.</li> </ul>

<b>Independent Learning</b>	<ul style="list-style-type: none"> <li>• Completes homework ahead of the deadline set by the teacher.</li> <li>• The standard and quality of homework is consistently above expected standards.</li> <li>• Regularly seeks to further knowledge and understanding through requesting additional work.</li> <li>• Takes opportunities to complete wider research and reading around a topic regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Always meets deadlines for homework set by the teacher.</li> <li>• Homework tasks meet the standards expected of the student.</li> <li>• Takes a keen interest in the learning tasks provided and recognises the importance of consolidation and research tasks.</li> <li>• May occasionally undertake additional reading and research to improve understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually meets deadlines for homework set by the teacher.</li> <li>• Homework standard is acceptable but demonstrates a lack of care and effort.</li> <li>• A rushed approach to homework means that opportunities to consolidate learning are not maximised.</li> <li>• Only ever completes the minimum expectation of tasks that are set.</li> </ul>	<ul style="list-style-type: none"> <li>• Often misses homework deadlines set by the teacher.</li> <li>• The presentation and quality of work is poor or insufficient, feeling rushed.</li> <li>• A lack of effort and engagement in homework results in a lack of progress in lessons.</li> <li>• Often parts of the homework task are not attempted.</li> </ul>
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	<b>Uniform</b>	<b>Punctuality</b>	<b>Form / Assembly</b>	<b>Overall Commitment</b>
<b>Excellent</b>	Always smartly dressed – fine role model	Always punctual	Goes the “extra mile”	Excellent commitment to all aspects of school life
<b>Consistent</b>	Smart and well presented	Very odd lapse in punctuality	Always willing to contribute	Good attitude to studies and school life
<b>Inconsistent</b>	Can need reminders warranting sanction	Can sometimes be unpunctual warranting sanction	Can sometimes be willing to contribute when requested	Reasonable attitude to studies and school life
<b>Cause for Concern</b>	Often poorly presented / wearing incorrect uniform / unwilling to adhere to guidelines warranting sanctions / further	Punctuality warrants frequent sanctions / further guidance	Often unwilling to contribute	Improved commitment to learning and school life is a priority