



Termly Progress Report

Term 1: Foundations of DJing

Autumn Term 2026

SAMPLE REPORT. This is an example of the termly report your school receives. All student names and data shown are fictional.

Programme details

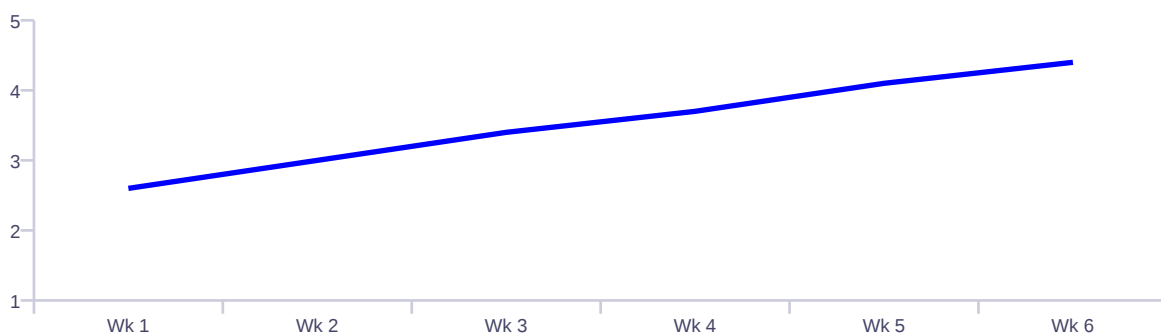
School	Sample Academy
Group	Year 8 enrichment cohort (12 students)
Cohort focus	Pupil Premium and SEND Support
Sessions delivered	12 of 12 (2 per week over 6 weeks)
Instructor	Oliver Greaves (Enhanced DBS, Level 1 Safeguarding, Prevent)
School staff present	Yes, all sessions
Report date	18 December 2026

Headline outcomes

Measure	Result	Detail
Attendance	94%	Group average across 12 sessions
Engagement	2.6 to 4.4	Group average score, week 1 to week 6 (scale of 1 to 5)
Confidence	+49%	Group average self-rated confidence, week 1 to week 6
Completion	12 of 12	All students completed and received a Foundations Certificate
Performance	12 of 12	All students performed a DJ set in front of the group

Group engagement over the term

Engagement is scored 1 to 5 by the instructor after every session, tracking participation, focus and willingness to try new tasks. The chart shows the group average per week.



Engagement rose steadily from week 1. The largest single jump came in week 3, when students first successfully beatmatched two tracks unaided.

Individual attendance and skills

Each student is assessed against the Term 1 plan and rated emerging, developing or confident for each core skill. Ratings reflect what the student can do independently by the end of term.

Student	Attend.	Equipment handling	Beat- matching	Blending and transitions	Performing a set
Student A	12/12	Confident	Confident	Confident	Confident
Student B	11/12	Confident	Confident	Developing	Confident
Student C	12/12	Confident	Developing	Developing	Confident
Student D	10/12	Confident	Developing	Emerging	Developing
Student E	12/12	Confident	Confident	Confident	Confident
Student F	9/12	Developing	Developing	Emerging	Developing
Student G	12/12	Confident	Confident	Developing	Confident
Student H	12/12	Confident	Developing	Developing	Developing
Student I	11/12	Confident	Confident	Confident	Confident
Student J	12/12	Confident	Developing	Developing	Confident
Student K	10/12	Developing	Developing	Emerging	Developing
Student L	12/12	Confident	Confident	Confident	Confident

Students are identified by initial only in this sample. Your report uses full names.

Confidence survey: before and after

Students complete the same short questionnaire in week 1 and in the final week. Each question is scored 1 to 5. The table below shows the group average for each question.

Question	Week 1	Week 6	Change
How confident do you feel right now?	2.8	4.1	+46%
How much do you enjoy coming to sessions?	3.4	4.7	+38%
How comfortable are you trying new things in front of others?	2.4	3.9	+63%
How proud are you of what you have learned?	2.9	4.5	+55%
Do you feel like you belong in this group?	3.1	4.6	+48%
Group average	2.9	4.4	+49%

The largest shift was in willingness to try new things in front of others, which rose 63%. This reflects the weekly performance element built into every session.

Written summaries

A short individual comment for every student covering strengths, progress and next steps. Written in plain language so it can be shared with parents or added to a student record without rewriting. Three examples are shown here. Your report includes a summary for every student in the group.

Student	Summary
Student A	Picked up beatmatching quickly and spent the second half of term helping others in the group. Performed a confident four-track set in week 6 and handled a mistake mid-set without stopping. Next step: harmonic mixing and key matching in Term 2.
Student D	Started the term reluctant to touch the equipment and did not speak in the first two sessions. By week 4 was volunteering to demonstrate to the group. Attendance dipped in weeks 3 and 5 but engagement was high when present. Performed a two-track set in week 6, which was a significant step. Next step: consolidating blending with more practice time.
Student F	Attended 9 of 12 sessions. Strongest on equipment handling and clearly enjoys the technical side. Found beatmatching by ear difficult and would benefit from extra one-to-one time on this. Contributed well to the group mix in week 6. Next step: repeat beatmatching practice early in Term 2 before moving to production.

Instructor notes for school staff

What worked well. The group responded strongly to the weekly performance element. Having every student play something in front of peers each week normalised it early, which made the week 6 showcase far less daunting than it would have been as a one-off.

Points to note. Two students had attendance below 85% (Students F and K). Both were more disengaged in the sessions immediately following an absence. Flagging absences to the instructor in advance would help us plan a short catch-up at the start of the next session.

Recommendation for Term 2. This group is ready to progress to Sampling and Production. Students F and K would benefit from 15 minutes of additional beatmatching practice in the first two weeks. We suggest keeping the group composition unchanged for continuity.

How to use this report

- **Pupil Premium impact evidence.** Attendance, engagement and the before-and-after confidence data give you measurable outcomes to present to governors.
- **Ofsted personal development evidence.** Supports DfE Enrichment Framework Benchmark 5 (tracked and evidenced).
- **Parents' evenings.** Individual written summaries can be shared directly with parents.
- **SEND reviews.** Skills ratings and written summaries can be added to review paperwork.
- **Your own reporting format.** If you need this data as a spreadsheet or in a specific format for your systems, tell us and we will match it.

DJ Club CIC

oliver@djclub.org.uk | djclub.org.uk

Community Interest Company No. 16691288
248 Pettits Lane North, Romford, RM1 4PJ