

Year 10 Progress Reports

We publish three progress reports each academic year, in December, March and June. The reports are designed to help parents/carers and students track learning and progress through the academic year.

Your son/daughter will use the reports during morning tutor time. They are shared with form tutors to help support the students in their groups, and students themselves will use their teacher assessments alongside their attitude to learning grades to set subject-specific targets.

Subject teachers provide regular, accurate and personalised feedback about the standard of the work that they see during lessons, and it is important that your son/daughter knows the areas they are confident in, and the steps they could take to develop their knowledge, skills or understanding further. This is supported by learning conversations that take place in lessons, where students and teachers discuss the next steps students can take to continue to develop.

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Name, House and Form group: Please check the spelling of your child's name and inform us of any errors, as this is how their name will appear on any reports and certificates. For your information, your child's house and form group are also provided.

Prior Attainment:

- **Key Stage 2 Scaled Scores:** Your child's Key Stage 2 scores from Year 6 are provided. These are expressed as a number that will range from 80 to 120. A score of 100 is the national 'expected standard' for students at the end of Year 6. The scores have been provided by your child's primary school and are used to help set Key Stage 4 targets.
- **Key Stage 2 Teacher Assessments:** Teacher assessments draw on everything a child has undertaken or achieved in primary school, including tests, marking, observations and any formal or informal assessments. Teacher assessment is not a 'snapshot' in the way that tests are. Teacher assessment focuses more on achievement over time.
- **CAT Score:** Your child's scores from their Cognitive Ability Tests (CATs) are provided. CATs are nationally standardised scores based on a sample of 25,000 UK pupils. They test three types of reasoning skills: quantitative, verbal, and non-verbal. Scores range from 70 to 141, with the national average being 100. These scores are not used to set targets in school but they are used to give a broader perspective on student ability.

Expected GCSE Grade: Each student's key stage 2 score allows us to calculate an expected GCSE grade. This is an aspirational grade, which is reviewed annually as your child moves through school. Any change in the target will reflect national changes in expected outcomes for students.

Attendance: Your child's attendance for the current academic year to date is shown. Authorised absences are times when a valid reason has been given for an absence from school. The figures quoted are in sessions or half days i.e. 2 absences means your child was absent for two sessions, often one morning session and one afternoon session, totalling one full day. Unauthorised absences are sessions where your child has not been at school, and a valid reason has not been provided.

Behaviour:

- The school uses a House Points system as a positive behaviour reward for students. Students earn rewards once they have gained more than 10 House Points. Rewards include stationery, sports equipment, charity donations and vouchers for local attractions.

- Students who receive sanctions are given Behaviour Points. Once students accumulate a number of these points, a member of our pastoral team will contact you to discuss any issues.

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Target: This is the grade that your son/daughter is expected to achieve based on their prior attainment and statistical evidence. Results from Key Stage 2 assessments are used to generate this aspirational target, using methodology from the Department for Education. These are reviewed annually as your child moves through school, with any changes reflecting national changes in the expected outcomes for students.

Estimate: This is the teacher estimate of the grade that your son/daughter is likely to achieve at the end of the GCSE course. The grades are in the new 9 and 1 format, with 9 being the highest achievable grade.

- All GCSE subjects have been revised and now use the 9 – 1 grading system.
- BTEC and Cambridge National Courses are graded L2D* (Level 2 Distinction Star), L2D (Level 2 Distinction), L2M (Level 2 Merit) or L2P (Level 2 Pass). If the pass is at Level 1 (L1D, L1M or L1P) this is equivalent to GCSE grades E, F and G.
- Some college courses are graded 1 or 2 indicating a level 1 pass (equivalent to GCSE grades 3-1) or a level 2 pass (equivalent to GCSE 9-4).

Colour Coding: We have simplified our colour coding system for reports. Any subject where students are felt to be working at a level that means they will not meet their target is shaded blue. Teachers and tutors will be working to support students in these subjects, and we would encourage you to discuss progress in these subjects at home.

Attitude to Learning Grades: These are graded A, B, C or D, with an A grade indicating that your child has adopted a very positive and pleasing attitude to their school life. Full details of the criteria for each attitude to learning grade can be found in the 'Attitude to Learning Grades' guidance on the VLE, SLG and in student planners.

Science Trilogy

All students in Years 9 and 10 have a Science Trilogy target and estimate. These are expressed as two grades e.g. 77 or 76. A grade of 76 means that the student is performing above the standard expected at grade 6 but not reaching the full standard expected at level 7.

A guide to our curriculum can be found on the school website here:

<http://www.southhunsley.org.uk/secondary-school/curriculum>