

## Year 8 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 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 scores are used to generate an expected GCSE grade. This is an aspirational grade and is reviewed periodically 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.

**Intervention:** If your child is currently receiving any additional support in literacy, numeracy or from our SEN team, brief details will be provided here. A full guide to the support offered by our SEN team is available on the school VLE.

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**Subject/Unit:** The units that your child has studied most recently in each subject area are shown. You can find more information about these units by accessing the Year 8 Subject Information Booklet which is available on the school website.

**Grade:** One of four attainment grades is used to describe how well your child understands the knowledge or skills required by each subject, based on the most recent unit covered. The grades are Emerging, Developing, Secure and Excelling:

- **Emerging** A student who is graded as emerging has not yet shown the signs of working at the level expected of a child their age in the most recent units covered.
- **Developing** A student who is graded as developing has shown some evidence of working at the level expected of a child their age in the most recent unit, but was not consistently doing so.
- **Secure:** A student who is graded as secure, was working consistently at the level expected of a child of their age by the end of the most recent unit
- **Excelling** A student who is graded as excelling was working well above the level expected of a child their age in the most recent units covered.

**NB:** In English only, the grade reflects student performance against **end of year** expectations. Students are therefore less likely to be graded Secure or Excelling until their spring or summer assessments.

**Strength and Development Focus:** One particular area of strength for your child is given by their teacher, as well as one area for development. By focusing on their areas for development, students can improve their attainment in each subject.

**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.

**Overall Progress:** By reviewing all the work produced by students in a unit, and based on their Key Stage 2 scaled score and expected GCSE target grade, teachers will provide an overall judgement of progress.

Students who are working at, or close to the standard expected by teachers will be given a grade of 'Expected'.

'Above' means a student is currently working at a level which is beyond what would be expected based on their scaled score and GCSE target.

'Below' suggests a student is not performing at the expected level, and is unlikely to reach their GCSE target without some improvement in that subject.

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

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