

Year 8 Progress Reports

We publish two progress reports each academic year, in December and July. The reports are designed to help parents/carers and students track learning and progress through their time in school.

Your son/daughter will use the reports during morning tutor time and in their individual classes. They are shared so that teachers and students can use their attainment and progress 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 as well as the steps they could take to develop their knowledge, skills or understanding further. This is supported by learning conversations that take place in lessons, as written feedback and questions on classwork, and homework in Teams.

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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.

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, details of the criteria for each attitude to learning grade can be found below as well as in student planners.

Grade	Behaviour	Independent learning
A	Approaches lessons enthusiastically and engages positively in learning. Treats all individuals with respect; has high aspirations for self and is a role model for other students.	Homework tasks are always completed to a very good standard and additional extension tasks are usually completed. There is clear evidence of going beyond simply completing set and suggested tasks through additional reading, research etc.
B	Approaches lessons purposefully and engages positively in learning. Treats all individuals with respect and has high aspirations for self and others.	All set homework completed on time and to a good level and additional suggested independent work often attempted.
C	Usually approaches lessons purposefully and engages in learning. Responds positively to reminders to remain-on-task and has aspirations for self and others.	Homework is usually completed on time, but often only just to a satisfactory level. Independent work occasionally takes place, but is very sporadic.
D	There is a reluctance to engage with and contribute to lessons therefore becoming a barrier to learning. Their behaviour can prevent learning from taking place both for themselves and others.	Homework is often late or incomplete or of a very poor standard and there is very little evidence of any extra independent learning.

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>

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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 four types of reasoning skills: quantitative, verbal, non-verbal and spatial awareness. 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 an Achievement 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 may receive written warnings in line with the school behaviour policy. Once students accumulate a number of written warnings 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.