

Key Stage 3 (Years 7-9) 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 child 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 child 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.

Report Content:

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

At the end of Year 6 (the final year of Key Stage 2 or primary school), students take national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling. Students scoring 100 or above in these tests have met the required standard to be considered 'secondary ready'. The average of these tests scores is shown in the prior attainment section of your child's report as their KS2 scaled score average where they are available.

Some students may not have a KS2 scaled score average:

- In 2020 and 2021 the national curriculum Key Stage 2 tests did not take place due to the pandemic.
- If your child completed their primary education outside of England they are unlikely to have completed the assessments that would allow them to be awarded KS2 scaled scores.

The Cognitive Abilities Test (CAT) is an assessment of a range of reasoning skills. The tests look at four different types of reasoning: verbal (using words), quantitative (numerical), spatial (solving problems in 3D) and non-verbal (pictures and diagrams). The average of your child's tests CAT scores are shown on the report. The average CAT score is 100 with scores ranging from 59 to 141.

Attendance

Attendance data and a short guide is included in your child's report. In order to fulfil their potential, we aim for all students to achieve 100% attendance at school. Our minimum expectation is that students are present for more than 96% of all possible sessions.

Since September 2020 the Department for Education has asked schools to record absence due to Covid-19 isolation as an authorised absence. This means that any student who has been absent due to Covid-19 isolation will have a lower overall attendance figure, which the school will already be aware of.

Behaviour

We are always keen to celebrate and reward positive behaviours, and operate a Positive Discipline policy in support of this. The total number of achievement points or 'stamps' is highlighted on your child's report. Students can use these points to exchange for a range of rewards, ranging from our ever-popular 'Queue Jumper' lunch time pass through to vouchers for shops and experiences.

Written warnings are issued to students as reminders of our behavior expectations. Where a student collects more than 5 written warnings in a week, a detention will be issued and you will be made aware separately.

Achievement

The achievement section of the report starts by giving an indication of the chances of your child achieving the range of GCSE grades, based on their prior data. We no longer issue individual target grades for our students as these are sometimes perceived as a ceiling and can become demotivating. Instead, we are sharing with students their approximate chance of achieving each grade at GCSE based on their Key Stage 2 Scaled Score or CAT average. These are shown in the table and chart shown on each report. These 'chances' are based on historical data at both national and school level.

They are meant to be used as an approximate guide only as students have different strengths and will perform better in some subjects than others. As they are based on Key Stage 2 Scaled Score or CAT averages, stronger performances in some areas of the assessments would indicate stronger performances in some subjects. For example, a strong performance in the quantitative CAT would indicate a stronger performance in maths-based subjects.

Student performance can be affected by a number of factors such as attendance, attitude to learning and behaviour. Students may feel they underperformed in their Key Stage 2 or CAT assessments and the chance charts may therefore be less accurate for them. All the percentages are rounded to the nearest whole number so even though the chances of achieving some grades might be zero, this does not mean your child can not achieve these grades.

Students should not feel limited by their prior data, and in presenting these chance charts we hope every child feels they are capable of the very best outcomes, regardless of their starting point.

Current performance in each subject, assessed by your child's teachers, is shown on the second page of the report. Teachers will determine whether students are working above expected, expected or below expected, based on their prior data and current work. Attitude to Learning grades are also presented for each subject. More detail on our Achievement data and Attitude to Learning grades can be found on the school website.

Attitude to Learning Grades

In each report, teachers will use Attitude to Learning grades (A2L) to indicate whether a student's attitude and habits are supporting their learning. Attitude to learning grades are split in to attitude in the classroom (Attitude towards learning) and attitude to independent learning and homework (Independent learning).

The A2L grades are differentiated as follows:

- A** Approaches the A2L strands positively and to a high personal standard.
- B** Usually approaches the A2L strands to a good personal standard.

- C** Occasional reluctance to engage with some of the A2L strands but usually responds positively to reminders to remain on-task or to complete missing work.
- D** Reluctance to engage with the A2L strands and contribute to lessons or independent learning, which is therefore creating a barrier to learning.

The full descriptors for the A2L strands are provided below, and teachers use a best-fit model when applying these. This means that a student who is awarded an Attitude to Learning grade of 'C' will display many, but not necessarily all of the characteristics given in the descriptors. For example a student that has been awarded a C grade for Attitude to Learning may consistently bring the correct equipment to lessons, but could still be awarded a C grade because their approach to their books and folders means that they are not well organised.

	Attitude towards Learning	Independent Learning
A	Arrival at class is punctual, and lessons are always approached enthusiastically. Quick to settle to tasks and activities. Always correctly equipped and fully prepared for lessons. Exercise books/folders are well cared for and well-organised, with detailed lesson notes. Thoughtful responses are given to teacher questioning and prompting, both verbally and in books.	Homework tasks are always completed on time, and to a high standard. Additional tasks or extension materials are consistently completed. Where appropriate, there is clear evidence of wider reading, research or investigation, in addition to the tasks set in lessons.
B	Arrival at class is punctual, and lessons are approached enthusiastically. Quick to settle to tasks and activities. Always correctly equipped for lessons. Exercise books/folders are generally well cared for and well-organised, with detailed lesson notes. Thoughtful responses are given to teacher questioning and prompting, verbally or in books.	Homework tasks are completed on time, and to a good standard. Additional tasks or extension materials are often completed. Where appropriate, there is some evidence of wider reading, research or investigation, in addition to the tasks set in lessons.
C	Arrival at class is usually punctual, and approach to lessons is generally positive. Responds positively to reminders to remain on-task. Usually equipped for lessons. Some support is needed to organise exercise book/folder correctly. Some responses are given to teacher questioning and prompting, verbally or in books.	Homework tasks are usually completed on time. The standard of homework may be lower than expected. Additional tasks or extension materials are sometimes completed, but this is not consistent. There is little evidence of wider reading, research or investigation, other than the tasks set in lessons.
D	Arrival at class may be late. Approach to lessons is not always positive, with a reluctance to engage with tasks and activities, creating a barrier to learning for themselves and for others. Often without correct equipment. Exercise books/folders are disorganised and lack useful lesson notes and materials. Responses to teacher questioning do not help learning.	Homework is often late or incomplete, or of a poor standard. Additional tasks or extension materials are not attempted. There is very little evidence of any extra independent learning taking place.