

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 pupils 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 pupils 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), pupils take national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling. Pupils 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 pupils 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 pupils to achieve 100% attendance at school. Our minimum expectation is that pupils are present for more than 96% of all possible sessions.

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. Pupils 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 pupils as reminders of our behaviour expectations. Where a pupil 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 gives 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 pupils as these are sometimes perceived as a ceiling and can become demotivating. Instead, we are sharing with pupils 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 pupils 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.

Pupil performance can be affected by a number of factors such as attendance, attitude to learning and behaviour. Pupils 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.

Pupils 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 pupils 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 Attitude to Learning grades and Frequently Asked Questions about reports can be found below.

Attitude to Learning Grades

In each report, teachers will use Attitude to Learning grades (A2L) to indicate whether a pupil'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 pupil 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 pupil 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.

	Behaviour	Independent Learning
A	<ul style="list-style-type: none"> • Arrive to lesson on time • Lessons are always approached enthusiastically, showing respect for all members of our community. • Follows instructions first time, every time, engages fully with learning and listens carefully. • Often attempts extension tasks. • Questions are thoughtfully answered and asked. • Always has the right equipment and fully prepared for lessons with presentation of work to a high standard. 	<ul style="list-style-type: none"> • Homework tasks are completed on time, every time, and to a high standard. • Where appropriate additional reading and research is consistently completed which enhances understanding of the subject.
B	<ul style="list-style-type: none"> • Arrive to lesson on time • Shows respect for all members of our community. • Follows instructions first time, every time, engages with learning and listens carefully • Questions are thoughtfully answered. • Always has the right equipment and fully prepared for lessons with presentation of work to a high standard. 	<ul style="list-style-type: none"> • Homework tasks are completed on time, every time and to a good standard. • Revision is completed ahead of assessments where appropriate.
C	<ul style="list-style-type: none"> • Usually arrives to lesson on time • Usually engages with learning, and listens. • Responds well to reminders to follow instructions and be respectful to all members of our community. • Some responses are given to teacher questioning. • Usually has the right equipment and prepared for lessons with some support needed for presentation of work to be of a high standard. 	<ul style="list-style-type: none"> • Homework tasks are usually completed on time, but to a lower standard than expected. • Some evidence of revision for assessments being completed.
D	<ul style="list-style-type: none"> • Often arrives to lesson late • Does not engage fully with learning and often does not listen. • Reminders to follow instructions and be respectful to all members of our community are not always positively received. • Responses to questioning are minimal. • Often without the right equipment and presentation requires improvement. 	<ul style="list-style-type: none"> • Homework is often late or incomplete, or of a poor standard. • There is very little evidence of any extra independent learning taking place, particularly in terms of revision.

KS3 Report – Frequently Asked Questions

As we have changed the way that our reports look, please find below some answers to frequently asked questions which will hopefully explain the reasons for some of the changes we have made.

What are the different Cognitive Abilities Tests (CATs)?

There are four different CAT tests: non-verbal (problem solving using pictures and diagrams), quantitative (numerical skills), spatial (solving problems in 3D and verbal (reasoning using words). The scores of each test contribute to the CAT average.

What are chances tables and chances graphs?

We have looked at what historically, pupils with similar prior attainment to your child has gone on to achieve at GCSE, both at a national and school level. We have then calculated approximate percentage chances of your child achieving each grade at GCSE and represented these in a table and a graph.

Why are you sharing these chances tables and graphs with us?

To give parents and pupils an approximate indication of what pupils are likely to achieve at GCSE. A pupil with higher prior attainment is more likely to achieve higher grades at GCSE. However, we hope that these graphs and charts show what is possible through hard work and that all pupils can achieve well. We hope that they are more motivational than individual target grades.

How accurate are the chances tables and graphs?

They are purely an approximate guide, and the chances of achieving different grades at GCSE can be affected by a number of factors, including attendance, attitude to learning and behaviour. These chances will vary from subject to subject too (for example, a strong performance on the quantitative CAT would indicate a stronger performance in maths-based subjects). Also, if your child felt like they under performed on the CATs, the chances tables and graphs will be less accurate for them. We recognise that pupils are individuals and these chances are based on historical data and are to be used as a rough guide only.

I've noticed that the percentage chances for some of the grades are zero. Does this mean that my child cannot achieve these grades? Does it mean that no pupils with a similar prior attainment have achieved these grades?

No. The percentage chances are rounded to the nearest whole number, so although the number of pupils historically achieving these grades is small, it is still possible for your child to achieve these grades.

What does the achievement table show for individual subjects?

This shows how your child's teachers think they are currently achieving, based on their prior attainment. It shows if they are achieving as expected, better than expected or below expected, in each subject.