

UNDERSTANDING YOUR CHILD'S REPORT @ CCA 2024-2025

PROGRESS / ASPIRATIONAL TARGETS

Baselines – Each September, pupils' baselines are determined. Staff use a variety of methods to set the most appropriate baseline, ranging from prior data from this and previous schools, GL or in-class assessments.

Progress – If a pupil is making expected progress they will remain at the same grade throughout the year. This is because the academic content is getting harder as time progresses and our expectations are increasing with the pupil continuing to meet them. Should there be a change in grade upwards, a pupil will have made exceptional progress. If the change is downwards, the pupil has not continued to make the progress which they were previously making.

Targets - Targets set are as follows and are extremely aspirational:

Baseline Attainment	Aspirational Target
G or R	G
E	R
A or T	E

ATTENDANCE

There are two pieces of information on the report regarding **attendance**. Firstly, your child's actual % attendance from the school year starting September. Our target for every child is to be above 96%.

Outstanding Attendance	95% -100%
Worrying Attendance	90.01% - 94.99%
Serious Concern	Below 90%

Secondly, the number of unauthorised absences your child has received.

Please note, this is indicated in the number of sessions (am/pm) as opposed to full days.

GL ASSESSMENT DATA

GL data shows the results from external national tests which provide age appropriate tests. These results are benchmarked against all pupils nationally who sit them.

A score of:

<100	Working towards age-related expectations
100	Meeting age-related expectations
120+	Exceeding age-related expectations

ATTAINMENT

Letter	Description	Explanation
G	Greater Depth	Pupils who achieve 'Greater Depth' are those who successfully grasp the most complex aspects of the curriculum and can use their general knowledge and understanding to create links between ideas, knowledge and skills which have been taught or they have acquired in this area. They are working at a level well beyond the standards expected for their age.
R	Reaching Beyond	Pupils who achieve 'Reaching Beyond' are those who have moved beyond a solid knowledge and skill base in the subject and they are able to use what they have been taught to create links between all aspects of the subject. They have exceeded the standard expected for children of their age.
E	Established	Pupils who achieve 'Established' in a subject have demonstrated that they have a solid understanding of the knowledge and skills which have been taught in the subject throughout the year. They have achieved the standard expected for children of their age.
A	Approaching	Pupils who are 'Approaching' have gained some sound knowledge and skills in the subject but they have not yet reached the standards which we expect for pupils of their age.
T	Tackling	Pupils who are 'Tackling' can understand the basic ideas and concepts which have been covered. They are currently unable to link the knowledge and skills to demonstrate the age appropriate standards. Therefore, these pupils may be working at a level below their current year.
NGA	No Grade Available	Pupils have not been given a grade due to exceptional circumstances.

In KS2 English and Maths, pupils are now being assessed as:

'WTS' – Working Towards the Expected Standard

'EXS' – Working at the Expected Standard

'GDS' – Working at Greater Depth

This is in line with the National End of Key Stage Two Assessment Framework.

Please note that as this is a summative judgement for the end of Year 6, the majority of pupils will be 'WTS' working towards the expected standard as they progress through the academic year. You will be able to see their progress towards achieving the expected standard by looking at their assessment results.

ATTITUDE TO LEARNING

Pupils are awarded an **Attitude to Learning** grade. On previous reports this has been a separate grade for both Effort and Behaviour. This grade includes their Home Learning.

As before, our expectation is a grade 2. Not every pupil will be awarded a certificate. A bronze certificate is an excellent achievement as it means that the pupil has met or exceeded our high expectations in every single subject. The majority of certificates awarded are at bronze level.

Certificates are awarded in recognition of pupils' positive approach to learning which will be emailed home following the reports.

Platinum	Pupils who achieve a grade 1 for Attitude to Learning in every subject.
Gold	Pupils who achieve a grade 1 in most subjects with a very small number of grade 2s and no grade 3s or 4s.
Silver	Pupils who achieve a mix of grade 1 and small number of grade 2, and no grade 3s or 4s.
Bronze	Pupils who achieve a mix of grade 1 and 2s, and no grade 3s or 4s.

The full descriptors for the grades are available on the following page, or are displayed on our website.

EXTERNAL ASSESSMENT DATA

This data shows the results of the **external assessments** which have been taken.

KS1 SATs at the end of Year 2

KS2 SATs at the end of Year 6

INTERNAL ASSESSMENT

We are pleased to be including more information on the reports for you and each term, alongside pupils' overall attainment, you will also receive individual assessment grades/percentages for most subjects. In Science, at KS2, you will see that the assessment is recorded as 'met' or 'unmet'. This represents your child's current progress towards the KS2 Teacher Assessment Framework for Science.

These **internal assessments** have taken place in the assessment fortnights.

Please look out for a guide from Mrs Nicholson-Ward with further information about how to best support your child with assessment preparation at home.

There are knowledge organisers on Teams for each topic and subject which are available to your children to support their revision.

WHO TO CONTACT ABOUT YOUR CHILD'S REPORT

Heads of Department:

Art: Miss D Fares
 Computing: Mr G Coulson
 English: Mrs K Howard
 French: Mrs S Taylor
 Maths: Mr H Rudd
 Music: Mr K Harrison
 PE: Mr C Bailey
 PSHE: Mrs C Thomas
 RE: Mrs L Nicholson-Ward
 Science: Mrs E Miller
 Technology: Miss L McKenzie

Heads of Year:

Year 5: Mr M Hodson
 Year 6: Mr M Hodson
 Year 7: Mr G Coulson
 Year 8: Mrs E Miller

Principal:

Mrs T Thorn

Wider Team:

Pupil support: Mrs D Stangroom
 SENCO: Mrs W Holdcroft
 Assistant Principals:
 Behaviour and Welfare: Mrs H Dawson
 Teaching & Learning: Mrs L Nicholson-Ward
 Data: Mr S Curzon

All of our email addresses follow the same format – initial.surname@cca.staffs.sch.uk



Christ Church Academy: Am I a Good Learner?

"All things are possible through Christ" Philippians 4:13



ATTITUDE TO LEARNING

	Ready	Respectful	Responsible	Resilient
1	<ul style="list-style-type: none"> I am well-prepared for lessons, arriving with a positive attitude and all the correct equipment. I am always punctual to lessons. 	<ul style="list-style-type: none"> I enjoy and seek out ways of working collaboratively with my peers, supporting the learning of others. I always behave very well; my manners can always be relied upon and I often offer to help my teacher. I discuss and debate issues in a considered way, showing respect for others' ideas and points of view. 	<ul style="list-style-type: none"> I am enthusiastic about my learning and am ambitious, often exceeding expectations. I always take great pride in the quality and presentation of my work and I respond to all teacher feedback, often without prompting. I use my initiative to work responsibly, often encouraging and coaching my peers. I always treat my environment with care and consideration, using my initiative. 	<ul style="list-style-type: none"> I always keep going when things are challenging and I am very determined. I seek out challenges and embrace 'mistakes' because this will help me to learn more. I may support and coach others in an encouraging and challenging way, showing a positive mindset. I respond very well to feedback, often seeking additional constructive criticism, and I push myself to constantly improve. I don't allow distractions to affect my learning.
2	<ul style="list-style-type: none"> I arrive at lessons ready to learn with all the correct equipment. I am punctual to lessons. 	<ul style="list-style-type: none"> I am happy to participate in lessons and support the learning of others. I behave well, using good manners. I help my teacher when asked. I listen to my peers respectfully and I speak politely. 	<ul style="list-style-type: none"> I have a positive approach to learning and try my best. I take pride in the presentation of my work and respond to teacher feedback. My classwork is completed to the best of my ability and I work responsibly. I treat my environment with care and consideration. 	<ul style="list-style-type: none"> I try my best to keep going when things are challenging and I stay focused on my learning. I am willing to take on challenges and try to learn from 'mistakes'. I respond positively to feedback and I am keen to improve. I try my best to avoid distractions that could affect my learning.
3	<ul style="list-style-type: none"> I sometimes arrive to lessons without the correct equipment. I am often on time to lessons, but I can be late sometimes. 	<ul style="list-style-type: none"> I sometimes participate in lessons. I can be focussed in class when supported or reminded. I sometimes need reminders about how to listen to my peers respectfully or about speaking politely to others. 	<ul style="list-style-type: none"> My approach to learning can be good but I sometimes need support and reminders to do my best. I will answer questions when asked, but I don't often volunteer answers. I occasionally lack pride in my presentation. My classwork is usually completed, but with areas I could improve. I sometimes need a prompt about how to behave in lessons, how to speak to those around me or about how to look after the school environment. 	<ul style="list-style-type: none"> I sometimes give up when things are challenging or try to avoid challenges. I don't always try to learn from 'mistakes'. I do not always respond positively to feedback. Sometimes I allow my choices outside of the classroom to have a negative impact on my learning.
4	<ul style="list-style-type: none"> I often forget the correct equipment for the lesson and need help to be ready to learn. I am often late to lessons. 	<ul style="list-style-type: none"> I rarely participate in lessons. I often do not use my listening skills when staff are giving an instruction and this affects my work. I need lots of reminders about how to speak to those around me. 	<ul style="list-style-type: none"> Often, I don't like to engage with the lesson. I need lots of support and reminders to do my best. I don't like to answer questions. My presentation is messy sometimes. The standard of my classwork is not always what I am capable of. There are often lots of areas incomplete or to improve. I need lots of reminders about looking after equipment/environment. I am easily distracted in class. I often distract others from their work. 	<ul style="list-style-type: none"> I often give up when things are challenging or try to avoid challenges. I can be reluctant to try again when I make mistakes. I often respond to feedback negatively or do not often engage with the feedback I am given. This can stop me from improving my learning and understanding. I often allow my choices outside of the classroom to have a negative impact on my learning.

Grades run from 1-4, with 1 being the highest and 4 being the lowest; 2 is our expectation.