

Understanding Your Report

We encourage you to discuss your child's report with them. They should be able to explain to you the assessment descriptors and the reasons for them.

We feel it is important you are aware of the data a student arrives with at the start of their secondary school career. KS2 data and national benchmarks are used to create an estimate of what grade a student is capable of achieving in a particular subject. The Core Subjects of English and Maths are used to provide you with an average of this estimated grade, so you are aware of what your child's data estimates as a possible final grade at the end of Key Stage 4. This is just an estimate that increase or decrease depending on a student's progress throughout their time at Secondary School. A student's overall attitude to learning and their ability to work independently to develop their knowledge and skills will also directly impact this progress, which is why we regard these 2 areas as significantly important at each data entry point.

ACADEMIC PROGRESS REPORT #1

This interim report for Firstname contains information on his **current progress**, **assessment**, **attitude to learning** and **independent learning** score for each subject taken this year. Based on KS2 data and national benchmarks, Firstname's estimated GCSE average grade is: **5**

Subject	Progress assessment	Attitude to Learning Score	Independent Learning Grade
English	Not making Expected Progress	2	2
Maths	Working towards Expected Progress	3	3
Science	Making more than Expected Progress	4	4
Design & Technology	Making Expected Progress	4	4
Drama	Making more than Expected Progress	4	4
French	Making significantly more than Expected Progress	5	4
Geography	Making Expected Progress	4	3
History	Making Expected Progress	4	4
ICT	Making Expected Progress	4	4
Music	Making Expected Progress	4	4
Physical Education	Working towards Expected Progress	3	n/a
Citizenship	n/a	5	n/a
Student Average		3.75	3.6
Year group average		4.09	4.02

In Key Stage 3, Progress assessments are based on class assessments and end of topic tests. We use 5 progress descriptors throughout Key Stage 3 and 4 to judge a student's progress in a subject. The requirements of each descriptor are explained to students in subject lessons and are referred to throughout a scheme or work, so that students can track their own progress and can identify areas where they can make improvements. In subjects where discrete skills are looked at in separate schemes, an average will be reported.

We want all students to be making expected progress or above. If an assessment judgement shows them working towards this point, there are various reasons why this could be the case. Sometimes it is due to the specific skills and knowledge that were considered in that assessment. Other times it highlights an area where we can support the student in their learning to make improvements. Students should be able to identify these areas and explain what they need to work on to achieve 'expected progress' in the next assessment.

If a subject has an N/A for an assessment it is because we do not assess academic progress in this subject, or due to another circumstance the assessment information is not available at the time of reporting.

Level	ATL Meaning	ILG Meaning
5 OUTSTANDING	The student never disrupts learning and makes an excellent contribution to the culture in the classroom. These attitudes will have an impact on the student making good progress in their learning.	A highly motivated student who exceeds expected effort. They demonstrate a keen interest in developing skills and knowledge outside of lessons to advance their learning. They act on feedback, always complete homework to a high standard, and catch up on missed work where necessary.
4 GOOD	The student is well behaved and is engaged in the learning. They tackle more challenging tasks with focus and confidence and show some resilience and independence.	A committed student who consistently completes homework and rarely misses deadlines. They respond well to feedback and develop areas of their skills and knowledge independently.
3 REQUIRING IMPROVEMENT	The student is sometimes involved in low level disruption in class and is usually, but not always, engaged in learning. They comply with expectations but do not show enough resilience or independence.	A student with the potential to achieve more, but where lack of commitment to independent learning and homework often hinders their progress. Homework is often completed but is handed in late.
2 CAUSE FOR CONCERN	The student is disengaged from learning in class and is involved in persistent low level or more serious disruption in lessons. They do not engage positively with routines or with other students.	A poorly motivated student who frequently fails to attempt independent tasks and homework, which is impacting on their overall progress.
1 AT RISK	The student's behaviour is often so poor as to cause serious disruption to their own learning and that of other students. The student lacks independence and resilience and does not engage in learning.	A student who rarely attempts homework / independent learning tasks. They do not meet deadlines and reject support and guidance on how to develop their independent learning skills.
Colour Key		
Making significantly more than Expected Progress		
Making more than Expected Progress		
Making Expected Progress		
Working towards Expected Progress		
Not making Expected Progress		

ATL = Attitude to learning.

It focuses on work and behaviour in the classroom. Progress leaders use this information to reward students who are consistently showing an excellent attitude.

ILG = Independent learning grade.

It focuses on homework tasks and contributions to the subject outside the classroom environment.

Descriptors are shown on the report and are also accessible in the student planner.

For both judgements we calculate an average score, that is comparable against the whole year group average. We use both sets of data to identify where we can support students individually for their specific needs, be that in building resilience in the classroom, support with homework, or individual needs.

PASTORAL REPORT

In addition, please find below a breakdown of their **positive** and **negative** stamps and the number of **detentions** and **missed homework**:

POSITIVES	NEGATIVES
29	6
DETENTIONS	MISSED HOMEWORK
% ATTENDANCE	NUMBER OF LATE SESSIONS
67.9	3

On the reverse of the report is the pastoral information. This is a summary of data up to a specific point in time, usually 2 weeks previous to the issue date of the report. Up to date information can be accessed via our School App.

Positives: the total number of individual incidents where a member of staff has awarded a positive comment

Negatives: the total number of individual negative behaviours that have been dealt with by any member of staff

Number of Late Sessions: the number of times a student has arrived at school late, before 10am.

% Attendance: all students should aim for 100% attendance. A key figure for 'good attendance' is 95%

Our School App, the Weduc App is crucial for accessing up to date information regarding positive and Negative comments and attendance. We encourage all families to check this regularly.

Further Key Stage 3 information about assessments, descriptors and curriculum is also on our school website.

<https://josephrowntree.co.uk/parents/ks3-information-evening>

If you have specific questions regarding the report information, please contact the relevant member of staff named on the 2nd page of the report.