

## Reports guidance for Parents – Key Stage 3

**Attendance** – the percentage attendance for each subject is given.

**Target Step** – At **Key Stage 3** students are set an end of year target.

**Tracking Step** – In each year, reports 2 and 3 will show a current tracking step alongside the previous tracking step. Report 1 will show the Target Step alone.

At **Key Stage 3**, targets and the progress of students is shown using a series of steps based on the new reformed GCSE (or equivalent) grades. These steps are on a scale (9 – 1) where 9 is the highest and 1 the lowest. This tracking step is a rounded judgment as to the student's current level of attainment. There are divisions within each step with, for example, 5+ higher than a 5, and 5 higher than 5-. Further information about the new KS3 assessment and tracking procedures can be found on our website.

The next columns of the report give an indication of how the student is performing in each subject in terms of Motivation/Organisation, Behaviour for Learning and Quality of Classwork/Personal Study. The table opposite should be used to interpret the meaning of the scores 1 to 5 in each area. A brief explanation of the concern column is given below.

Attendance	Poor <b>Attendance</b> is negatively affecting learning
Behaviour	The student's poor <b>Behaviour</b> is negatively affecting learning
Coursework/Controlled Assessment	<b>Coursework/Controlled Assessment</b> is not being completed at a level that allows for full progress to be made
Effort	Poor <b>Effort</b> is negatively affecting learning
Independence	The student is not working with appropriate <b>Independence</b>
Subject Knowledge	The student's poor factual <b>Subject Knowledge</b> is preventing them from achieving their potential
Organisation	Poor <b>Organisation</b> is negatively affecting learning
Personal Study	<b>Personal Study</b> is not being completed at a level that allows for full progress to be made
Subject Skills	There are specific <b>Subject Skills</b> which need attention for the student to achieve their potential
Written Communication	The quality of <b>Written Communication</b> is preventing the student from achieving their potential

	Motivation and Organisation	Behaviour for Learning	Quality of Classwork/ Personal Study
1	Shows enthusiasm and a high degree of interest in the subject Always well organised and arrives at lesson ready to learn	Always exhibits model behaviour Works well with peers and makes positive contributions Consistently demonstrates an aptitude to work well independently	Work is always at or above the standard expected from the student
2	Mostly well motivated Mostly well organised and arrives at lessons ready to learn	Mostly maintains a good standard of behaviour Contributes constructively when working with peers Mostly able to work independently	Work is mostly at the standard expected from the student
3	Generally well-motivated, needs encouragement on occasions Generally well organised and arrives at lessons ready to learn	Generally maintains a good standard of behaviour Sometimes makes relevant and valuable contributions when working with peers Generally able to work independently, although may sometimes require support	Work is generally at the expected standard, occasionally slipping below
4	Limited motivation. Needs to be prompted Sometimes well organised and sometimes arrives at lesson ready to learn.	Often falls below expected standard of behaviour Needs encouragement to stay on task when working with peers Often requires support to work independently	Work is completed but to a standard which does not reflect student ability
5	Rarely motivated. Disengaged from learning Rarely well organised and rarely arrives at lesson ready to learn	Rarely meets the expected standard of behaviour Rarely works effectively with peers and can be disruptive of group work Rarely works well independently and requires a lot of support	Serious concerns in relation to the quality of work

## Reports guidance for Parents – Key Stage 4

**Attendance** – the percentage attendance for each subject.

**Target Grade** – the target grade for the end of the GCSE or other course they are studying.

**Tracking Grade** – Reports in Year 10 and 11 will show a current tracking grade.

At **Key Stage 4**, the targets and the progress of students is shown using GCSE (or other course) grades. GCSEs are graded 9 – 1 where 9 is the highest and 1 the lowest grade. These tracking grades are a fine grade prediction of the student's result at the end of the Key Stage. The fine grading allows the teacher to indicate how confident they are in the student achieving this grade. For instance:

- 5a – this grade is secure. With intervention the next grade may be attainable.
- 5b – this grade is secure.
- 5c – this grade is not secure. Without intervention the grade below may be achieved.

The next columns of the report give an indication of how the student is performing in each subject in terms of Motivation/Organisation, Behaviour for Learning and Quality of Classwork/Personal Study. The table opposite should be used to interpret the meaning of the scores 1 to 5 in each area. A brief explanation of the word in the concern column is given below.

Attendance	Poor <b>Attendance</b> is negatively affecting learning
Behaviour	The student's poor <b>Behaviour</b> is negatively affecting learning
Coursework/Controlled Assessment	<b>Coursework/Controlled Assessment</b> is not being completed at a level that allows for full progress to be made
Effort	Poor <b>Effort</b> is negatively affecting learning
Independence	The student is not working with appropriate <b>Independence</b>
Subject Knowledge	The student's poor factual <b>Subject Knowledge</b> is preventing them from achieving their potential
Organisation	Poor <b>Organisation</b> is negatively affecting learning
Personal Study	<b>Personal Study</b> is not being completed at a level that allows for full progress to be made
Subject Skills	There are specific <b>Subject Skills</b> which need attention for the student to achieve their potential
Written Communication	The quality of <b>Written Communication</b> is preventing the student from achieving their potential

	Motivation and Organisation	Behaviour for Learning	Quality of Classwork/Personal Study
1	Shows enthusiasm and a high degree of interest in the subject Always well organised and arrives at lesson ready to learn	Always exhibits model behaviour Works well with peers and makes positive contributions Consistently demonstrates an aptitude to work well independently	Work is always at or above the standard expected from the student
2	Mostly well motivated Mostly well organised and arrives at lessons ready to learn	Mostly maintains a good standard of behaviour Contributes constructively when working with peers Mostly able to work independently	Work is mostly at the standard expected from the student
3	Generally well-motivated, needs encouragement on occasions Generally well organised and arrives at lessons ready to learn	Generally maintains a good standard of behaviour Sometimes makes relevant and valuable contributions when working with peers Generally able to work independently, although may sometimes require support	Work is generally at the expected standard, occasionally slipping below
4	Limited motivation. Needs to be prompted Sometimes well organised and sometimes arrives at lesson ready to learn.	Often falls below expected standard of behaviour Needs encouragement to stay on task when working with peers Often requires support to work independently	Work is completed but to a standard which does not reflect student ability
5	Rarely motivated. Disengaged from learning Rarely well organised and rarely arrives at lesson ready to learn	Rarely meets the expected standard of behaviour Rarely works effectively with peers and can be disruptive of group work Rarely works well independently and requires a lot of support	Serious concerns in relation to the quality of work

## Reports guidance for Parents – Key Stage 5

**Attendance** – the percentage attendance for each subject.

**Target Grade** – the target grade for the end of the A level, BTEC or CTEC course they are studying.

**Tracking Grade** – reports in Year 12 and 13 will show a current tracking grade.

At **Key Stage 5**, the targets and the progress of students is shown using A level or BTEC grades. The A level qualifications are graded A\* - E, the BTEC and CTEC qualifications are graded Pass – Distinction\*. These tracking grades are a fine grade prediction of the student's result at the end of the Key Stage. For instance, the student in the example below has a prediction of a B grade. The number indicates how confident teachers are in the student achieving this grade:

- B1 – this grade is secure. With intervention the next grade may be attainable.
- B2 – this grade is secure.
- B3 – this grade is not secure. Without intervention the grade below may be achieved.

The next columns of the report give an indication of how the student is performing in each subject in terms of Motivation/Organisation, Behaviour for Learning and Quality of Classwork/Personal Study. The table opposite should be used to interpret the meaning of the scores 1 to 5 in each area. A brief explanation of the concern column is given below.

Attendance	Poor <b>Attendance</b> is negatively affecting learning
Behaviour	The student's poor <b>Behaviour</b> is negatively affecting learning
Coursework/Controlled Assessment	<b>Coursework/Controlled Assessment</b> is not being completed at a level that allows for full progress to be made
Effort	Poor <b>Effort</b> is negatively affecting learning
Independence	The student is not working with appropriate <b>Independence</b>
Subject Knowledge	The student's poor factual <b>Subject Knowledge</b> is preventing them from achieving their potential
Organisation	Poor <b>Organisation</b> is negatively affecting learning
Personal Study	<b>Personal Study</b> is not being completed at a level that allows for full progress to be made
Subject Skills	There are specific <b>Subject Skills</b> which need attention for the student to achieve their potential
Written Communication	The quality of <b>Written Communication</b> is preventing the student from achieving their potential

	Motivation and Organisation	Behaviour for Learning	Quality of Classwork/Personal Study
1	Shows enthusiasm and a high degree of interest in the subject Always well organised and arrives at lesson ready to learn	Always exhibits model behaviour Works well with peers and makes positive contributions Consistently demonstrates an aptitude to work well independently	Work is always at or above the standard expected from the student
2	Mostly well motivated Mostly well organised and arrives at lessons ready to learn	Mostly maintains a good standard of behaviour Contributes constructively when working with peers Mostly able to work independently	Work is mostly at the standard expected from the student
3	Generally well-motivated, needs encouragement on occasions Generally well organised and arrives at lessons ready to learn	Generally maintains a good standard of behaviour Sometimes makes relevant and valuable contributions when working with peers Generally able to work independently, although may sometimes require support	Work is generally at the expected standard, occasionally slipping below
4	Limited motivation. Needs to be prompted Sometimes well organised and sometimes arrives at lesson ready to learn.	Often falls below expected standard of behaviour Needs encouragement to stay on task when working with peers Often requires support to work independently	Work is completed but to a standard which does not reflect student ability
5	Rarely motivated. Disengaged from learning Rarely well organised and rarely arrives at lesson ready to learn	Rarely meets the expected standard of behaviour Rarely works effectively with peers and can be disruptive of group work Rarely works well independently and requires a lot of support	Serious concerns in relation to the quality of work