

Attendance – the percentage attendance for the year to the date given.

Attainment Target for KS4

To generate the targets the school uses data from the Fisher Family Trust (FFT). The FFT analyse national assessment data of students and provide a grade that students with a similar academic profile are likely to achieve in Year 11. We use targets in the top 5% of national performance, as we aspire for our students to make the most of their potential. Targets will be regularly reviewed by subject teachers and can change as targets should in no way act as a limit to progress. Target ranges are developed using the data detailed above in conjunction with professional judgement.

These target ranges are used as a guide from which teachers will comment on a student's progress towards achieving the targets at the end of Year 11. It is worth reiterating that targets can change year on year and should not be seen as a ceiling of achievement in any way.

KS3 Progress Current Term

Key Stage 3 reports now comment on a student's progress within each subject. Whereas previously we provided a 'step', based on GCSE grades, the progress is now judged according to the progress made towards the Key Stage 4 attainment target range. Progress will be assessed and determined by teachers through both summative and formative assessment and reported as Inconsistent, Secure or Exceptional.

Inconsistent	Currently, the student is unlikely to make expected progress within our curriculum and is not yet working towards their potential.
Secure	Currently, the student is making expected progress within our curriculum, working securely towards achieving grades in the grade range provided.
Exceptional	Currently, the student is exceeding expected progress within our curriculum, working towards achieving grades at the top of the grade range or above.

This approach allows for all students, of all abilities, to be judged to be making Inconsistent, Secure or Exceptional progress throughout Key Stage 3.

Attitude to Learning and Quality of Work

	Attitude to Learning	Quality of Work
1	Always exhibits model behaviour. Works well with peers and makes positive contributions. Consistently demonstrates an aptitude to work well independently.	Class work and personal study is always at or above the standard expected from the student.
2	Mostly maintains a good standard of behaviour. Contributes constructively when working with peers. Mostly able to work independently.	Class work and personal study is mostly at the standard expected from the student.
3	Often falls below expected standard of behaviour. Needs encouragement to stay on task when working with peers. Often requires support to work independently.	Class work and personal study is completed but to a standard which does not reflect student ability.
4	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 class work and personal study.

Cause for Concern Codes

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