



Key Stage 3 (Years 7, 8, 9) Reporting System

Overview

The system has 4 main grades throughout years 7 to 9. These are:

- Platinum
- Gold
- Silver
- Bronze

The next few slides will talk you through how to read your son/daughter's progress reports.

Further details on target-setting can be found in the next box.

Emerging Grades

- Targets are set for the end of the year.
- The 'Emerging Grade' tells us the grade a student is on track to achieve by the end of the academic year.
- Every subject has drawn up assessment criteria for each grade, for each year group. Students are assessed against these criteria.
- When entering emerging grades, teachers look at all the work produced, including classwork (verbal and written), homework and other assessments. They then make a professional judgement about where they think a student is most likely to be by the end of the year.
- An emerging grade with '+' indicates that they may reach the grade above.
- An emerging grade with '-' indicates they are at risk of dropping to the grade below.

Report Layout

Overall Target:

This is set for the end of the academic year and can be one of 4 targets:
Platinum, Gold, Silver or Bronze, or a split target, e.g. Silver/Gold

Year 8 Progress Report 2

Name – Form
Attendance - %

Based on [his/her] prior attainment and our high expectations as a school, [name] should be aiming to achieve Silver/Gold grades in most subjects.

| SUBJECT | STAFF | Emerging Grade | Attitude to Learning | Concerns | | | | |
|---------|-----------------|----------------|----------------------|-----------|--------|-----------|----------|-------------|
| | | | | Behaviour | Effort | Equipment | Homework | Punctuality |
| English | Miss T. Stewart | Gold+ | Outstanding | | | | | |
| Maths | Mr M. Ruddy | Silver | Outstanding | | | | | |
| Science | Dr F. Dodds | Silver | Outstanding | | | | | |

Emerging Grades:

These tell you the grade your son/daughter is currently on track to achieve by the end of the year.

- Emerging Grades that match the overall target at the top of the report indicate that they are on track, but it is important to remember that the overall target will not fit perfectly with every subject – your child might have made particularly strong progress in some subjects meaning they are above target, and may find another more difficult and be just below target.
- An Emerging Grade with a ‘+’ indicates that they are on track to meet the criteria for that grade (in this case Gold), but may also meet the some of the criteria for the grade above (Platinum). They are most likely to achieve ‘Gold’, but have a chance of achieving ‘Platinum’.
- An Emerging Grade with a ‘-’ indicates that they are most likely to meet the criteria for that grade, but are at risk of slipping to the grade below.

Attitude to Learning and Concerns

Our expectation is that every student should have at least a good ‘Attitude to Learning’, enabling them to make good progress. Your son/daughter will receive an Attitude to Learning for each subject according to the following criteria:

| | |
|---------------------------|---|
| Outstanding: | Behaviour, effort, homework completion, punctuality and approach to learning are exemplary in most or all areas, and not less than good in any one area. |
| Good: | Behaviour, effort, homework completion, punctuality and approach to learning are good in all areas. |
| Not meeting expectations: | Behaviour, effort, homework completion, punctuality and approach to learning are satisfactory in most areas – there are one or two areas which are causes for concern. |
| Serious Concern: | Behaviour, effort, homework completion, punctuality and approach to learning are less than good in most areas – significant changes in attitude are expected in order to improve progress and engagement in a student’s learning. |

| Attitude to Learning | Concerns | | | | |
|--------------------------|-----------|--------|-----------|----------|-------------|
| | Behaviour | Effort | Equipment | Homework | Punctuality |
| Outstanding | | | | | |
| Good | | | | | |
| Not meeting expectations | | X | | X | |

To clarify which areas may be of concern or needing improvement, there are additional columns. If a teacher has concerns regarding a specific area, this is indicated by an ‘X’ in the relevant box. If all boxes are blank this indicates that there are no specific concerns.

The teacher for this subject (on the left) has concerns relating to the student’s effort and homework. This student is not meeting expectations in these areas.

If your child is ‘Not meeting expectations’ or has any specific concerns indicated on their progress report, please speak to them about it and agree what they can do to rectify the situation.

Looking at a Progress Report with your child

- Look at how your son/daughter's emerging grades compare with their overall target:
 - If your child's emerging grade **matches their overall target**, then they are on track to meet the relevant assessment criteria and hence make good progress this year in the subject.
 - If your child's emerging grade is **above their overall target or matching but with '+'** then they should be encouraged to continue to work hard to potentially exceed their overall target.
 - If the grades match but the **emerging grade also has a '-'** then they are at risk of achieving just below their overall target. Please explore the reasons for this with your child – one or two subjects in this situation is not an automatic cause for concern; very few students have consistent abilities across all their subjects and most will find particular strengths in certain areas.
 - If your child's **emerging grade is below their overall target**, then this is again worth exploring with your child – again it is not an automatic cause for concern, but if more than 1 or 2 subjects are in this category, it is certainly something worth discussing with your child, individual subject teachers and potentially their Head of Year.
- If your child has more than 1 or 2 subjects in the red category above, please cross reference with their Attitude to Learning grades and discuss with them how they might improve. For example, they might review the teacher's FAR marking comments, speak to their teacher, ask for extra homework and/or look at the school website for guidance on topics and resources.
- They should also use the information provided on the website to begin preparations for their next set of exams – i.e. either the January examinations in English, Maths and Science or for their summer examinations in English, Maths, Science, Humanities and Languages. Information is usually posted at least 2 weeks before the examinations.

Flight Paths

- Our expectation is that students will make at least good progress, which would be demonstrated by them meeting their overall target grade in the majority of their subjects each year and remaining on the expected 'flight path' (see next slide).
- The criteria for each grade become increasingly harder/more complex each year.
- Because of this, if a student has an overall target grade of 'Gold' and achieves that target by the end of the year, they will still have a target grade of Gold for the following year. However, the criteria for them to achieve Gold the following year will be more difficult.
- ***Students who make good progress throughout years 7 to 9 are therefore likely to have the same target grade and a matching emerging grade throughout years 7 to 9.*** The table on the next slide illustrates this.

This illustration is provided as a general guide. It is important to remember that a wide variety of factors can affect progress and a great deal can change over five years; therefore this should not be taken as a firm prediction.

KS4

**KS2 and
Baseline
Data**

