

Guidance on Key Stage 3 Reports

Frequency of Reporting

Students will receive three reports in each academic year; two Progress Reports and one Full Report.

The information presented in both reports is identical, with one exception. The Full Report will contain a personalised comment from the Form Tutor.

The information is provided in sections as outlined below:

1. Expected Level

The Expected Level is an aspirational target for Key Stage 3. These targets are based on data provided by the Fischer Family Trust (FFT). They are dependent on a range of factors including expected progress and prior attainment at Key Stage 2. Based on this data your child has been allocated a flight path.

Band	
Mastered	Likely to achieve grades 7 to 8 at GCSE
Secure	Likely to achieve grades 5 to 6 at GCSE
Developing	Likely to achieve grades 3 to 4 at GCSE
Emerging	Likely to achieve grades 1 to 2 at GCSE

2. Current Level

Each subject has drawn up its own criteria to assess students' progress within a banding system.

There is an indication of your child's current level of attainment. This is according to the assessment regime operating on Key Stage 3.

Assessment Bands
Gifted
Mastered
Secure
Developing
Emerging
Working Towards
Not Assessed

3. Attitude To Learning

Your child is awarded an 'Attitude to Learning' grade. This grade encompasses all aspects of their approach to learning and its impact upon their academic performance. It is awarded at 4 levels; **Above, Meets, Improvement Required and Urgent Improvement Required**, in line with the descriptors below.

ATTITUDE TO LEARNING DESCRIPTORS Guidance

ABOVE EXPECTATIONS

1. The student consistently displays a good attitude towards their learning, leading them to make rapid academic progress which means they are likely to meet or exceed their expected level.

2. These students are tenacious learners who consistently show a hunger for learning.
3. They react to feedback and challenge themselves to improve their work, understanding and performance.
4. Their behaviour is exemplary and the quality of work is always reflective of their ability.
5. They take an active part in lessons and are able to work both independently and with other students without supervision.
6. They are well organised, punctual and always complete work set for the deadline.

MEETING EXPECTATIONS

1. The student's attitude to learning meets the school's expectation.
2. The student predominantly displays a good attitude towards their learning leading them to either be on course to achieve their target or making good progress towards their target at above the expected rate.
3. They react to teacher feedback and use it to improve their work and understanding.
4. Their behaviour is good.
5. They take full part in lessons and produce work of the expected quality. They are able to work independently and with other students without close supervision.
6. They are usually well organised, having the correct equipment and completing work to the required standard meeting the deadline.

IMPROVEMENT REQUIRED

1. The student's attitude to learning occasionally meets the school's expectation.
2. The student occasionally displays the correct attitude towards their learning leading them to either be on course to achieve their target or just under.
3. They occasionally react to teacher feedback and use it to improve their work and understanding.
4. Their behaviour is occasionally appropriate but does require prompting.
5. They occasionally take an active part in lessons and are occasionally able to work both independently and with other students with some supervision.
6. They are occasionally well organised, having the correct equipment and occasionally complete work to the required standard meeting the deadline

URGENT IMPROVEMENT REQUIRED

1. The student's attitude to learning rarely meets the school's expectation.
2. The student rarely displays a good attitude towards their learning leading them to either be below their target.
3. They rarely react to teacher feedback and rarely use it to improve their work and understanding.
4. Their behaviour requires continual prompting or monitoring.
5. They rarely take an active part in lessons and are rarely able to work both independently and with other students without supervision.
6. They are rarely well organised with the correct equipment and rarely complete work to the required standard by the deadline set.

4. Homework Level

Your child is awarded a 'Homework Level' grade. This grade reflects your child's homework record. It is awarded at 4 levels; **Above, Meets, Improvement Required and Urgent Improvement Required**, in line with the descriptors used in Attitude To Learning, point 4.

5. Area of Concern

In addition to Attitude to Learning and Homework teachers **may** choose to indicate a further area of concern that is impacting upon a student's ability to make academic progress. Concerns are only indicated where appropriate and according to the descriptors below:

	Area of Concern	Descriptor
1	Assessment Performance	The student's performance in assessments is not reflective of the level of understanding, skill or performance displayed through classwork and homework.
2	Behaviour	The student's behaviour in lessons is preventing them from realising their academic potential.
3	Classwork	Quality and/or quantity of work completed in lessons are below the expected level. This is having an impact upon the student's ability to make academic progress.
4	Deadlines	The student fails to produce work to the required standard by the deadline set. This includes the submission of completed work.
5	MRI: My Response Is	On marked work a teacher will prompt a response from a student. This is known as My Response Is; MRI. If selected this means that the student is not completing MRI tasks either to the standard required or by the deadline set.
6	Organisation	The student does not bring in the correct equipment to lessons (e.g. calculators, ingredients, P.E kit, correct books – text/ exercise/ workbook).
7	Punctuality	Student is late to lessons and their lack of punctuality is impacting upon their learning and that of others.
8	Response to intervention	The student is not responding to intervention organised by the teacher (e.g. not completing bespoke tasks, attending targeted sessions and/or not working on a particular strand concern).
9	Attendance	The student's attendance to lessons is preventing them from realising their academic potential.
10	Independent study	The student is not completing the required amount of independent study and this is preventing them from realising their academic potential.

6. Achievement Points and Behaviour Points

Achievement points are awarded by teachers to praise a particular aspect of work or contribution. Behaviour points are recorded when the school's expectations have not been met.

7. Attendance

There are 4 categories of attendance that are recorded: Authorised absences, Unauthorised absences, Possible Sessions and Percentage Attendance.

8. Form Tutor's Comment

In the case of a Full Report only, the Form tutor will provide a comment.