

# KEY STAGE 3: YEAR 7 and 8 PROGRESS REVIEW INFORMATION OVERVIEW

The school has five Progress Reviews each year (PRs 1-5). Attainment is reported twice each year for all subjects (at PR3 and PR5). During each review period, teachers are asked to assess the student's 'Attitude to Learning' (ATL) and indicate any areas for development. Below is a guide which should make your child's Progress Review report easier to understand.

## ATTAINMENT

### 1) BANDED DESCRIPTORS

#### All Subjects except Maths

Students will receive a band descriptor, describing their performance in different skill areas. Alongside this, we are providing a sense of what these descriptors actually mean in terms of what students know and are able to do.

Band	What does the band mean?	Likely 'heading towards' GCSE grade at end of Year 11 (Current grading system)
Working Beyond	Suggests an excellent grasp of all aspects of core curriculum content.	A*/A
Secure	Suggests a secure grasp of core curriculum content, and a solid preparation for GCSE.	B / C
Developing	Suggests some grasp of core curriculum content; revision and improvement are needed in some areas.	D / E
Emerging	Suggests an emerging grasp of core curriculum content, with several areas which need revision and improvement.	F / G

Of course, it's difficult to make firm predictions so far in advance of studying GCSE courses, so the above should be used as a general indication only. In many cases, students will show different levels of performance in different skill areas. This is to be expected, and should help students, parents and carers see exactly where things are going well and where improvements can be made.

### 2) REPORTING PERCENTAGE SCORES vs TEST AVERAGES

#### Mathematics

Maths reporting is based on the tests taken by all students in December. We are reporting a Class Average percentage score and an Individual Student percentage score. This shows how well the student performed

in the context of what they have been taught, as well as giving a sense of performance versus the average for that test.

It is important to note that different classes have sat tests of different levels of difficulty. Please see the accompanying booklet for more information about the content of the different tests.

### ATTITUDE TO LEARNING (ATL)

ATL grades are reported on a five point scale shown below:

Grade	Description
Excellent	Outstanding effort. Works above and beyond that which is asked. Always engaged in lessons and can work independently. Works with enthusiasm and perseverance.
Good	Good effort. Does all that is asked. Usually engaged in lessons and can work independently with a bit of support. Aims to perform well and succeed. Needs to make sure they know exactly what to do and ask for help if necessary.
Needs development	Minimum expected effort. Usually does what is asked but needs support to maintain engagement. Needs to develop organisation and the ability to work independently.
Concerns	Below acceptable effort. Often does not do what is asked and the quality of work is below that expected for the student's ability. May be involved in low level disruption. Needs to develop concentration, organisation and the ability to work independently.
Serious concerns	Well below acceptable effort. Rarely engaged and often involved in disruptive behaviour. Work is not of an acceptable standard for the students' ability. Needs to develop concentration, organisation and the ability to work independently.

#### Areas for development

If there are any specific areas for development, these will appear at the bottom of the report. If this section is blank it means teachers have not highlighted these areas as specific development needs at this Progress Review.

Development may be needed in the following areas:

Behaviour

Engagement

Equipment

Homework

Punctuality

If development needs are highlighted in a number of subjects these will be followed up by your child's Tutor or Year Leader. If development is needed in just one subject, this will be followed up by the relevant subject teacher.