

## Parent / Carer Guide to Reports – Key Stage 3 (Y7-9)

### Dates

There will be at least 1 parents' evening and 2 written assessment reports provided each academic year for all year groups in Key Stage 3 Year 7-9. Reports sent home to parents could include attainment, achievement, attitudinal and attendance data.

### Rewards & Sanctions

The rewards and sanctions are taken from Arbor up to the date of the report. These can be benchmarked against the average of the year group which is also displayed on the report along with the number of 'choices' given. Please login into Arbor for further details. If you cannot access Arbor please contact the school for your parental login.

### Attitude / Commitment to Learning (ATL)

Attitude / Commitment to Learning will be recorded as follows:

<b>1</b> <b>Excellent</b>	<b>A student who is firmly committed to mastering their curriculum and how to learn. They:</b> <ul style="list-style-type: none"> <li>are a curious learner who shows a desire to know more by asking thoughtful questions and making links with prior learning</li> <li>demonstrate a firm commitment to developing effective learning and revision habits, so they become independent and self-motivated</li> <li>demonstrate courage and resilience when faced with challenge and hard thinking. embrace difficulty as key to learning</li> <li>take full responsibility for their own learning and set their own, well-considered goals for improvement</li> <li>take full advantage of opportunities to learn from others and are proud to articulate and share their knowledge with others</li> <li>are kind to themselves and understand that failure is essential on the road to success.</li> <li>are proud and celebrate their own success and the success of others • respect the learning of others</li> </ul>
<b>2</b> <b>Good</b>	<b>A student who is committed to mastering their curriculum and how to learn. They:</b> <ul style="list-style-type: none"> <li>are a curious learner who wants to know more by asking questions and making some links with prior learning</li> <li>demonstrate commitment to developing effective learning and revision habits, so they become independent and self-motivated</li> <li>demonstrate courage and resilience when faced with challenge and hard thinking.</li> <li>understand difficulty is key to learning</li> <li>take responsibility for their own learning and set their own goals for improvement</li> <li>take advantage of opportunities to learn from others and are proud to articulate and share their knowledge with others</li> </ul>
<b>3</b> <b>Inconsistent</b>	<b>A student who is inconsistent in their commitment to mastering their curriculum and how to learn. They:</b> <ul style="list-style-type: none"> <li>are sometimes a curious learner who wants to know more by sometimes asking questions and making some links with prior learning</li> <li>sometimes demonstrate commitment to developing effective learning and revision habits demonstrate some courage and resilience when faced with challenge and hard thinking, but this is inconsistent</li> <li>take some responsibility for their own learning and at times set their own goals for improvement</li> <li>don't always take advantage of opportunities to learn from others or to articulate and share their knowledge with others</li> <li>are not always kind to themselves and don't always recognise that failure is essential on the road to success. • I don't always respect the learning of others</li> </ul>
<b>4</b> <b>Minimal</b>	<b>A student who demonstrates minimal commitment to mastering their curriculum and how to learn. They:</b> <ul style="list-style-type: none"> <li>are not yet a curious learner and don't yet commit to knowing more by asking questions or linking to prior learning</li> <li>demonstrate minimal commitment to developing effective learning and revision habits • don't yet demonstrate courage and resilience when faced with challenge and hard thinking.</li> <li>don't yet take responsibility for their own learning or set their own goals for improvement</li> <li>don't yet take advantage of opportunities to learn from others or articulate and share their knowledge with others.</li> <li>are not yet kind to themselves and don't yet recognise that failure is essential on the road to success.</li> <li>don't respect the learning of others.</li> </ul>

## Attendance

The attendance is recorded as a percentage of the sessions available to attend up to the date of the report. A few days of absence, especially in the first term, can have a significant impact on the percentage.

Percentage Attendance	Notes:
100%	Excellent – well done on 100% attendance
97% and above but less than 100%	Well done for reaching the school target
93% and above but less than 97%	Needs to increase to reach the school target
Less than 93%	Needs to improve as too much learning is being lost

## Attainment Data (Not reported at all data collections)

At Key Stage 3 attainment data for EBacc subjects (maths, English, science, computing, geography and history) is reported as an assessment score, as a percentage, benchmarked against the class and year group average. This could be from a single assessment encompassing all the work studied in the year or made up of a series of topic tests taken throughout the academic year.

For Creative Arts & Technology (art, design technology, drama, food, music and textiles) students are assessed against multiple criteria to have either 'mastered', to be 'secure' in, 'emerging' in or 'not yet able' in each criterion. This is then shared as a percentage of each grading for each subject. The evidence used to make this judgement may take many forms including: observations of practical and oral work in the classroom; homework; written work completed in class; school examinations and tests. The level of control of previous assessments will be taken into account e.g. full exam conditions or open book classroom assessment.