

Understanding your child's report: Key Stage 3

This table shows your son/daughter's attendance and behaviour data. The average data is included for reference.

In this example, Ryan's attendance and reward points are above average, but his average attitude to learning is slightly below average (see Attitude to Learning Descriptors for more guidance)

These are the subjects that your son/daughter is currently studying

Year 7 Report – November 2019							
Ryan James – 7ATE							
Attendance		REACH points					Average attitude to learning
96.2%		RESILIENCE 6	EMPATHY 1	ASPIRATION 4	CURIOSITY 4	HUMANITY 2	TOTAL 17
Our attendance target is 96%		The average total in Year 7 is 15					The average in Year 11 is 1.7
Subject	Attitude to Learning Score	Ryan's % score	Does the most recent summative assessment demonstrate expected progress from Ryan's Year 7 starting point?			Teacher	
English	1	40	Yes			Miss B Sharp	
Mathematics	3	56	Yes			Mr M Sturgess	
Science	1	60	Yes			Mr S Bhangal	
French	1	62	No			Miss N Newman	
Humanities	1	32	Yes			Mr N Royle	
ICT	1	36	Yes			Mr C Bateman	
Physical Education	3	62	No			Miss S Pell	
Religious Education	2	56	Yes			Mr A Stephenson	
Drama	2	50	Yes			Mrs N Bradbury	
Technology	2	41	Yes			Mr B Cousins	

Who to contact

If you have queries about progress or engagement in a single subject, please contact the teachers or Curriculum Leaders of that subject directly via the school website.

If you have concerns about a number of subjects, please contact your son/daughter's Progress Leader via the school website.

The Attitude to Learning score represents your son/daughter's engagement in lessons. A 1 or 2 represents a positive score, while a 3 or 4 would raise concerns.

In the example, Ryan's attitude to learning is high in English, and still positive in Drama. In Mathematics, his attitude to learning score is a 3 which means he sometimes requires prompts to work and can be slow to respond to instructions.

This column shows the percentage score that your son/daughter achieved in their most recent summative assessment (test) in each subject.

These columns indicate whether the most recent summative assessments completed by your son/daughter demonstrate that they are making progress expected by teachers from their Year 7 starting point. This is not the same as the 'expected standards' that are described in our orange sheets for formative assessment.

The percentage needed to be making expected progress may vary between subjects due to the challenge of the assessment or the topics previously taught. Therefore it is possible for students to achieve the same percentage in two subjects and only be making expected progress in one.

1	Students demonstrate an exemplary attitude and are <u>role models</u> for others. They are <u>eager to study</u> and <u>take responsibility</u> for their own learning. They <u>consistently behave</u> in a way which <u>helps themselves and others</u> learn.
2	Students are <u>proactive</u> in their approach to learning. They <u>respond quickly</u> to instructions and <u>actively participate</u> in lessons, which has a <u>positive impact</u> on their learning.
E x p e c t e d S t a n d a r d T h r e s h o l d	
3	Students may need <u>prompts</u> to work and can be <u>slow to respond</u> to instructions. They do what is required but can <u>lack engagement</u> in lessons and tend only to <u>participate with encouragement</u> .
4	Students need <u>frequent reminders</u> to focus on learning and often do not respond adequately to prompts to work. They <u>persistently behave</u> in a way that <u>prevents the learning</u> of <u>themselves and others</u> .