

## St Laurence School

### Reporting on Student Progress and Achievement in KS3 2018-19

Students in Key Stage 3 (Y7, Y8 and Y9) receive a variety of reports during the three years. The calendar showing the timing and nature of each report is outlined in **Appendix 2: Report Calendar 2018-19**. More detail about the nature of each report will be sent in a letter to accompany the report when it is issued.

The overall purpose of our reports is to provide regular information on each student's development as a learner (through the learning profiles) and an indication of the progress they are making in each subject area. Not all information is reported on at every round of report writing or for every subject.

#### **Learning Profiles**

To make the best possible progress students need to be ready to learn, resilient and determined and willing to take an active part in lessons and learning. At each KS3 reporting cycle, teachers will provide feedback on whether students:

- are prepared for learning;
- have a positive attitude to learning;
- engage in their learning.

This feedback will generate the *Learning Profile RAG Rating* that you will see on the report. The **Red-Amber-Green** (RAG rating) judgement provides an indication of how effectively students are demonstrating these positive learning behaviours in each subject area. Dark green highlights an exceptional Learning Profile. Where a student is not yet GREEN in all aspects of the learning profile, a specific area of concern will be identified by the teacher. The three areas of the learning profile are described in more detail in **Appendix 1: Learning Profiles**.

#### **Measuring Progress**

Teachers use assessment in a variety of forms to measure how well an individual is doing and this progress measure will be reported to you in each subject area via a RAG (Red/Amber/Green) rating. The RAG progress measure is not given in relation to the other members of the class, or against an 'average' expectation for all students within a year group, but is instead calculated in relation to your son/daughter's **individual starting point**. An explanation of how we calculate individual starting points can be found later in this document.

The RAG rating measures *progress in subject knowledge, skills and understanding towards expected achievement at the end of the academic year*.

GREEN:	Making good progress; currently likely to achieve or exceed end of year expectations
AMBER:	Making some progress; currently less likely to achieve end of year expectations
RED:	Making limited progress; currently unlikely to achieve end of year expectations

More detailed information about our KS3 assessment framework can be found in the Assessment Booklets which are located on the school website by clicking on the School Life tab and selecting KS3 from the drop down menu. The documents will be found in the download section at the bottom of the page.

#### **Starting Points and Progress Flight Paths**

Each student's starting point will be calculated using information from both the cognitive ability tests (CATs) that we administer in school in September of Year 7, your child's prior attainment from KS2 test results and any other individual needs to create *indicators of likely performance in subject areas at GCSE* for each individual student.

The starting point is **specific** to your child but is holistic, indicating **potential** for attainment across all subjects at the end of Year 11. As the indicator is not subject specific, you can expect to see particular strengths or areas for development emerging in certain areas of the curriculum and it is very likely that students will exceed these indicators in some subjects and struggle to meet them in others.

We use this identified starting point to map a ‘progress flight path’ for each student through Key Stage 3 based on a challenging expectation of each child’s potential destination in Year 11 and this is illustrated in the grid below.

Starting Group		End of Y7 Position on Assessment Grid	End of Y8 Position on Assessment Grid	End of Y9 Position on Assessment Grid	GCSE Indicator Grades Range	
					Old GCSE Grading	New GCSE Grading
<b>VHS</b>	Very High Starter	Secure	Confident	Exceptional	A* - A	9-7
<b>HS</b>	High Starter	Consolidate	Secure	Confident	A – B	7-6
<b>MS</b>	Mid Starter	Establish	Consolidate	Secure	B – D	6-3
<b>LS</b>	Low Starter	Acquire	Establish	Consolidate	D – F	3-1

The GCSE indicators are identified for you here as they underpin our flight paths for students based on their starting points and will initially be a much more familiar language for parents and carers than our own KS3 assessment language. It is important to note that at KS3 we do not measure progress against the GCSE indicator grades but using our KS3 assessment grids.

The GCSE indicator grades for each starting group indicates the **range of grades** for students in that identified group. For example, this means that some students in the HS group might be expected to achieve an A grade across all subjects, some a B grade across all subjects, some with a mix of A grades and B grades across all subjects and so on.

### Other Information on the Reports

**a) Current Attendance**

This is expressed as a % and shows your child’s current overall attendance between the specified dates.

**b) Late to Lesson**

This shows the number of times your child has been late to each subject lesson between the specified dates.

**c) Behaviour Points**

This shows the number of negative behaviour points that your child has been awarded between the specified dates.

**d) Reward Points**

This shows the number of positive behaviour points that your child has been awarded between the specified dates.

## **Appendix 1: Learning Profiles**

### **Learning Profile Descriptors**

Please find below further details about the learning behaviours we are expecting to see in each of the three learning profile areas.

#### **Prepared for Learning**

##### **Students are organised and take responsibility:**

*they bring the correct equipment, including the planner and home learning; they understand and use their own targets to inform their future work*

Students are punctual; they have the 'right tools' for the work they have to complete in their individual lessons. Students use the planner and other documentation to record targets; these are referred to and reflected on regularly in order to improve work. Students complete home learning to a good standard with purpose and pride; it is handed in on time. Students catch up on work they have missed through absence.

#### **Attitude to Learning**

##### **Students are determined and exercise self-control:**

*they take pride in achieving the best they can; they work hard to solve problems and overcome difficulties*

Students contribute to the learning in the lesson by listening carefully, modelling appropriate behaviour for learning and supporting others. Students are not afraid to make mistakes. They demonstrate persistence and resilience, and value the mastering of skills. Students present work to the best of their ability.

#### **Engaged in Learning**

##### **Students are independent and show interest:**

*they participate positively in a variety of ways and demonstrate curiosity*

Students actively seek to extend their knowledge, skills and understanding, and show that they derive pleasure from this. Students demonstrate that they see the relationships between different subjects; they enjoy finding out about viewpoints other than their own. Through their thoughtful contributions, including offering opinions and asking questions, students enhance learning; they try to reflect on why or how learning takes place.

### **KS3 Reporting of the Learning Profile**

For each aspect of learning, teachers will judge the consistency with which students display the behaviours described and this will be reported as an overall RAG (Red/Amber/Green) rating where all students are aiming to achieve a Green rating in each subject area.

If the student's overall RAG rating is Amber or Red, subject teachers will identify a specific area of concern that needs to be addressed for the rating to improve to Green.

**Appendix 2: Reporting Calendar 2018-19**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Term 1</b>		<b>20<sup>th</sup> September 2018</b> <b>Start of Year Report Issued</b>	<b>20<sup>th</sup> September 2018</b> <b>Start of Year Report Issued</b>
<b>Term 2</b>	<b>15<sup>th</sup> November 2018</b> <b>Tutor Review Evening</b> <b>Interim Report Issued</b>	<b>6<sup>th</sup> November 2018</b> <b>Interim Report Issued</b>	<b>22<sup>nd</sup> November 2018</b> <b>Interim Report Issued</b>
<b>Term 3</b>	<b>10<sup>th</sup> January 2019</b> <b>Progress Expectations Report Issued</b>		<b>26<sup>th</sup> January 2019</b> <b>Options Evening</b>  <b>7<sup>th</sup> February 2019</b> <b>Subject Consultation Meetings</b>
<b>Term 4</b>	<b>28<sup>th</sup> February 2019</b> <b>Subject Consultation Meetings</b>	<b>21<sup>st</sup> March 2019</b> <b>Full Report Issued</b>	
<b>Term 5</b>		<b>9<sup>th</sup> May 2019</b> <b>Subject Consultation Meetings</b>	<b>9<sup>th</sup> May 2019</b> <b>Full Report Issued</b>
<b>Term 6</b>	<b>11<sup>th</sup> July 2019</b> <b>Full Report Issued</b>		<b>17<sup>th</sup> July 2019</b> <b>End of Year Report Issued</b>