

## **St Laurence School**

### **Reporting on Student Progress and Achievement in KS4 2022-23**

Students in Key Stage 4 (Years 10 and 11) receive five reports during the Key Stage. The calendar showing when and how parents/carers receive these reports is found on the school's website.

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

#### **Learning Profiles**

These describe attitudes to study and are regularly referred to in lessons and tutorial work. The three profiles are described in **Appendix 1 "Learning Profiles"**. By trying to improve their approach to learning, students can make much better progress.

In lessons, students will reflect on their progress and with the help of teachers, they will set targets in their planners to help them improve their work. We encourage you to support your child in looking at these learning targets regularly.

#### **End of Key Stage 4 Indicator Grades**

The indicator grade is simply a rough guide based on national average progress for students starting at a similar point. What matters most is that students do their very best rather than aiming for a particular grade.

End of Key Stage 4 indicator grades are based on national progress measures from Key Stage 2 to 4, Cognitive Ability Tests (CATs), other relevant data including subject related information. These are generated and checked by teachers before being moderated by the Assistant Head Teaching and Learning in advance publication to parents and students. These indicator grades are written as GCSE grades.

#### **Year 10 and Year 11 Predicted Grades**

The predicted grade is an indication of what your son/daughter is likely to achieve at the end of the two-year course, based on how they are currently working in that subject. Obviously, if he/she puts in more effort in class and with homework, then this grade is likely to increase and the opposite would be true. In reality, different students make different rates of progress depending on attendance, motivation and effort. As a result, one student may make much better progress than another and achieve a higher end of year level/grade.

#### **Year 10 and Year 11 Mock Exam Grades**

At the end of Year 10 and after the mock exams in Year 11, there will also be an exam grade. This will effectively give you a snapshot as to where your son/daughter is currently working and will more than likely be lower than the predicted grade as there will still be several months of teaching left to complete the course.

#### **Other Information**

- Attendance data – expressed as a % attendance between the dates reported.
- Punctuality – number of late marks for each subject.
- Achievement Points – the number of positive behaviour points that have been awarded
- Behaviour points – the number of negative behaviour points that have been awarded

## Appendix 1 - 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. With certain reports during the year teachers will give students, parents and carers feedback on whether students:

- Are “Prepared for Learning”
- Have a positive “Attitude to Learning”
- “Engaged in Learning”

These judgements are reported as the ‘Learning Profile’ and described in more detail below.

### 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.

### Grades

For each aspect of learning, teachers will judge the consistency with which students display the behaviours described using the following terms:

- Always
- Usually
- Sometimes
- Rarely