



Student Termly Reports 2018-19

**Supporting information
for students and parents**

Year 7

Introduction

This document gives the key definitions and supporting information to assist parents/guardians and students in understanding the termly reports. This replaces the information that used to be produced on the reverse of student reports.

Depending on the term not all of the criteria included in this booklet will be included in some reports. Any information relating only to specific reports will be included in letters sent to parents/guardians to accompany each report. Those letters and this supporting information should be used together.

Approximate dates by which reports will be issued to students/parents are shown in the table below.

Year Group	Autumn Term	Spring Term	Summer Term
7	Late November (skills assessment*)	Early April	Mid July Parents Evenings: BDN: 16th May RSV: 23rd May

* The skills assessment will assess pupils against the criteria of Organisation, Attitude to Learning and Homework.

Key Stage 3, Year 7

All House points, Behaviour strikes and Percentage Attendance figures are reported cumulatively from the start of the academic year.

Key Stage 3 Assessment

Our Key Stage 3 Assessment process is based on five descriptors; for each subject these are:

	Generic Criteria
Mastered	Has mastered all concepts and skills and can apply to all new contexts.
Confident	Is confident with concepts and skills and can apply to new contexts.
Secure	Is secure in their understanding of the concepts and use of skills when applied to familiar contexts.
Embedding	Is embedding their understanding of the concepts and use of skills.
Beginning	Is beginning to understand concepts and develop skills.

These are generic level descriptors and are not subject specific. Subject specific descriptors can be found in the Document section of the Parent Portal.

Report Terminology	Definition
Working At Grade	<p>The 'Working at Grade' is a snapshot at each assessment point. It takes into account work completed since the previous assessment point. It may be based on a test score, an assessed piece of work/homework or a substantial piece of work/homework in line with the school marking policy, as determined by each department.</p> <p>As each assessment point is now stand-alone, each department has written subject specific descriptors for each of the criteria; these are available on the parent portal. The 'Working at' is not a progressive score and students may move up or down over the course of Key Stage 3.</p>
Organisation	<p>Each subject score is the overall judgement made by teacher(s) on the student's organisation so far this term.</p> <p>The key is: 4- Outstanding, 3- Good, 2- Variable, 1- Unsatisfactory. The descriptors are detailed at the end of this section.</p> <p>Organisation will only be assessed in the Autumn Term of Year 7 as part of the Skills Assessment.</p>
Attitude to Learning	<p>Each subject score is the overall judgement made by teacher(s) on the student's attitude to learning so far this term. The key is: 4 - Outstanding, 3 - Good, 2 - Variable, 1 - Unsatisfactory. The descriptors are detailed at the end of this section.</p>
Homework	<p>Completing work independently outside of the lesson is essential to develop and reinforce understanding. Homework should be submitted in accordance with the deadline set and of an appropriate standard to the student's ability.</p> <p>The key is: 4 - Outstanding, 3 - Good, 2 - Variable, 1 – Unsatisfactory. The descriptors are detailed at the end of this section.</p>

2018-19 Descriptors for Organisation, Attitude to Learning and Homework

Organisation	
4	<ul style="list-style-type: none">- Always fully prepared for every lesson (exercise book/folder/textbook/pencil case/specific kit...etc), always sets out work to expectations.
3	<ul style="list-style-type: none">- Usually prepared for lessons, usually sets work out to expectations.
2	<ul style="list-style-type: none">- Sometimes prepared for lessons, the layout of work often falls short of expectations.
1	<ul style="list-style-type: none">- Rarely prepared for the lesson, the layout of work does not meet expectations.

Attitude to Learning	
4	<ul style="list-style-type: none">- Often exceeds expectations in class.- Completes all classwork to a high standard.- Consistently shows high motivation and seeks challenge.- Actively listens and regularly makes valuable contributions.- Is an independent, proactive learner.- Works effectively with others, often providing support/leadership.
3	<ul style="list-style-type: none">- Completes all classwork to a good standard.- Is motivated and accepts challenge.- Actively listens and often makes valuable contributions.- Works independently.- Works effectively with others.
2	<ul style="list-style-type: none">- Sometimes completes classwork to a good standard.- Is motivated at times.- Listening skills are developing and sometime makes appropriate contributions.- Needs some reminders to stay on task.- Has difficulties working with others effectively.
1	<ul style="list-style-type: none">- Usually needs support to complete classwork to a good standard.- Lacks motivation in most lessons.- Rarely listens or contributes appropriately.- Needs regular reminders to stay on task.- Can be disruptive to the learning of others.

Homework	
4	<ul style="list-style-type: none"> - Homework pieces often show significant effort that exceeds expectations. - All homework deadlines are met. - Homework quality is always of a standard appropriate to ability. - Teacher feedback from homework is always responded to.
3	<ul style="list-style-type: none"> - Most homework deadlines are met. - Homework quality is regularly of a standard appropriate to ability. - Teacher feedback from homework is regularly responded to.
2	<ul style="list-style-type: none"> - Some homework deadlines are met. - Homework quality is sometimes of a standard appropriate to ability. - Teacher feedback from homework is sometimes responded to.
1	<ul style="list-style-type: none"> - Rarely meets homework deadlines. - Homework quality is not of a standard appropriate to ability. - Teacher feedback from homework is rarely responded to.

September 2018