



# **Student Termly Reports 2018-19**

**Supporting information  
for students and parents**

**Year 9**

## 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
9	Late November (skills assessment*)	Late March	Late June Parents Evening: 2nd May


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

## Key Stage 4, Year 9

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

## Key Stage 4 Assessment

Over the past few years there has been a considerable change to the GCSE grading system and all Key Stage 4 students will receive number style grades when they receive their GCSE results. The grading scale runs from 9-1 with 9 being the highest. The diagram below provides guidance on how the new number grades relate to the old letter style grades. The table on the right gives the percentages of each GCSE grade achieved from the 2018 GCSE examinations.

  
Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5 <small>STRONG PASS</small>	
4 <small>STANDARD PASS</small>	C
3	D
2	E
1	F
	G
U	U

Grade	% of grades
9	14
8	19
7	23
6	23
5	13
4	7
3	2
2	0
1	0
U	0

## Report Terminology

## Definition

Personal Target	<p>This is a realistic Personal Target set with students for each subject by their teacher(s) using national baseline data, which is based on the progress of thousands of similar (for example gender, birth month, Key Stage 2 Results) students and our knowledge of each student. Student progress will then be tracked to these Personal Targets.</p> <p>Personal Targets will be set for Year 9 in the Summer Term and will appear in reports from Year 10 onwards.</p>
Working At Grade	<p>To arrive at the current working at grade the subject teacher is, depending on subject, likely to take into account a number of assessments to support their decision. These assessments might include informal assessments made throughout lessons, topic tests, homework exercises, work ethic and so forth. A Working At Grade will not appear in all reports; in some it may be replaced for example by an Internal Exam Result</p>
Internal Exam Result	<p>In Year 9, this will be the result of the Year 9 Exam in each subject, which will take place in the Spring Term; results will be included in the summer term report.</p>
Progress Indicator	<p>This progress indicator should give both parents and students a quick and easy way of identifying whether students are on track (O) in each subject.</p> <p>O = On track (Appropriate progress is being made)</p> <p>R = Requires improvement (Progress <b>is not</b> satisfactory).</p> <p>Please note that if attitude to learning and homework is not sustained to at least a good level it is highly unlikely that progress will remain on track.</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: <b>4</b>- Outstanding, <b>3</b>- Good, <b>2</b>- Variable, <b>1</b>- Unsatisfactory. The descriptors are detailed at the end of this section.</p> <p>Organisation will only be assessed in the Autumn Term of Year 9 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: <b>4</b> - Outstanding, <b>3</b> - Good, <b>2</b> - Variable, <b>1</b> - 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: <b>4</b> - Outstanding, <b>3</b> - Good, <b>2</b> - Variable, <b>1</b> – 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"><li>- Always fully prepared for every lesson (exercise book/folder/textbook/pencil case/specific kit...etc), always sets out work to expectations.</li></ul>
3	<ul style="list-style-type: none"><li>- Usually prepared for lessons, usually sets work out to expectations.</li></ul>
2	<ul style="list-style-type: none"><li>- Sometimes prepared for lessons, the layout of work often falls short of expectations.</li></ul>
1	<ul style="list-style-type: none"><li>- Rarely prepared for the lesson, the layout of work does not meet expectations.</li></ul>

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

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

September 2018