



Student Termly Reports 2021-22

**Supporting information
for students and parents**

Year 8

Introduction

This document gives the key definitions and supporting information to assist parents/guardians and students in understanding the termly 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 |
|------------|---------------|---|-------------|
| 8 | Late December | Options Evening: 6th January Options Selection: 27th Jan - 3rd February Parents Evenings: BDN: 13th January RSV: 27th January | Early July |

It is our intention to work to the dates indicated, but we will remain flexible in our approach due to the potential for further disruption from the COVID-19 pandemic.

Key Stage 3, Year 8

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 Key Stage 3 Curriculum information on the [Curriculum section of our website](#).

| Report Terminology | Definition |
|----------------------|--|
| Working At Grade | <p>The 'Working at' 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> <p>The Working At Grade will be replaced by the End of Year Grade for the summer term report (see below).</p> |
| End of Year Grade | At the end of Year 8 a grade (Mastered, Confident, Secure, Embedding or Beginning) will be given for each subject by the subject teacher. This will be the teacher's assessment of the student's overall level of working at the end of Key Stage 3. |
| Attitude to Learning | Each subject score is the overall judgement made by the 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. |
| 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> |

2021-22 Descriptors for Attitude to Learning and Homework

| 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 sometimes 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. |