Understanding our Key Stage 3 Reports and
How to Make Best Use of Them

Mr GL Morris

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Pastoral Summary

- Fairly self-explanatory
- Covers attendance, punctuality and behaviour points.
- Remember that although **95% Attendance** seems really high it is the equivalent of **missing two full weeks** in an Academic Year!

Attendance and Punctuality Summary			
Attendance %	Authorised Absence	Unauthorised Absence	Late
95.8	5	0	3

Attitude to Learning Summary		
Achievement Points	Behaviour Points	Behaviour Balance
35	5	30

- Authorised Absence
  - E.g. A confirmed illness that has been agreed by the school
- Unauthorised Absence – this has not been agreed by the school
  - E.g. Family holiday
  - If you feel this is incorrect – please contact the school

Academic Summary of Progress

- Summarises how many subjects the student is achieving for each progress category.

- Remember these are based on the Progress your child is making in comparison to students with similar starting points from Key Stage 2.

- Colour scheme is the 'Key' for the report

Number of Subjects for Each Progress Category				
Outstanding	Accomplished	Meeting	Developing	Beginning
3	2	5	2	1

Key to Professional Judgements for Progress

Grade Descriptor	Criteria *These are based on the Progress your child is making in comparison to students with similar starting points from Key Stage 2. Our judgements will be based on a 'best fit'. Students do not need to meet all criteria in the chosen category.*
Outstanding *progress based on their starting point.*	• Exceeds the required standard in all areas. • Work shows evidence of precision and is entirely relevant. • Students can consistently apply the learning objective in a range of situations. • Students have a high rate of accuracy and show a high level of understanding of the work covered. • Students show a high level of independence.
Accomplished *progress based on their starting point*	• Exceeds the required standard in almost all areas. • Work is detailed, accurate and relevant. • Students can usually apply the learning objective in a range of situations. • Students show a good understanding of the work covered and almost always meet the success criteria in their work. • Students show a good level of independence.
Meeting *expected progress based on their starting point*	• Meets the required standard in almost all areas. • Work is accurate and relevant. • Students can apply the learning objective in a range of situations, sometimes with support. • Students understand the work covered and meet the success criteria. • Students can work independently but require support and guidance with more complex ideas.
Developing *their practices towards making expected progress*	• Meets the required standard in many, but not all, areas. • Some work contains limited information and is not always relevant. • Students apply the learning objective to a limited range of situations. • Students sometimes understand the work covered and occasionally meet the success criteria. • Students lack independence and often require support and guidance.
Beginning *to develop their practices towards making expected progress*	• Significantly fails to meet the required standard. • Work contains inadequate detail and is not relevant. • Students struggle to apply the learning objective. • Students struggle to understand the work covered and rarely meet the success criteria. • Students show no independence and consistently require support and guidance.

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Making Best Use of the Reports

- For the report to have the greatest impact, discussions are encouraged between
  - Student and Tutor
  - Student and Teacher
  - Student and Parent/Carer
- In school we are looking at ways for students to engage with their whole report before it comes home. This will make your conversations more meaningful too.
  - Students should take responsibility for their own learning; recognising what they do well, what they are aiming for and how best to get there.
- The reports are just one part of our integrated approach to assessment
- Discussions about school and looking at your child's books can happen at any time.
  - Try to make them regular to avoid the 'Dad leave me alone! I don't want to talk about my report' type of response (to quote my daughter)

Tips for having 'Report Discussions'

- Before the discussion – Read it alone. Absorb it.
    - Ask your child to do the same too – alone and before the discussion

- Take a break before having the discussion.
    - If the report is positive all around the discussion may be easier
    - If the report has some less than positive aspects you should consider how best to tackle these before you start

- Focus on the Positives
    - Praise the attitude grades as well as the subject grades
    - Remember 'Developing' is exactly that

- Avoid comparing your child to their siblings or to their friends

- These conversations are sometimes easier away from home. Consider going for a walk rather than chatting face to face
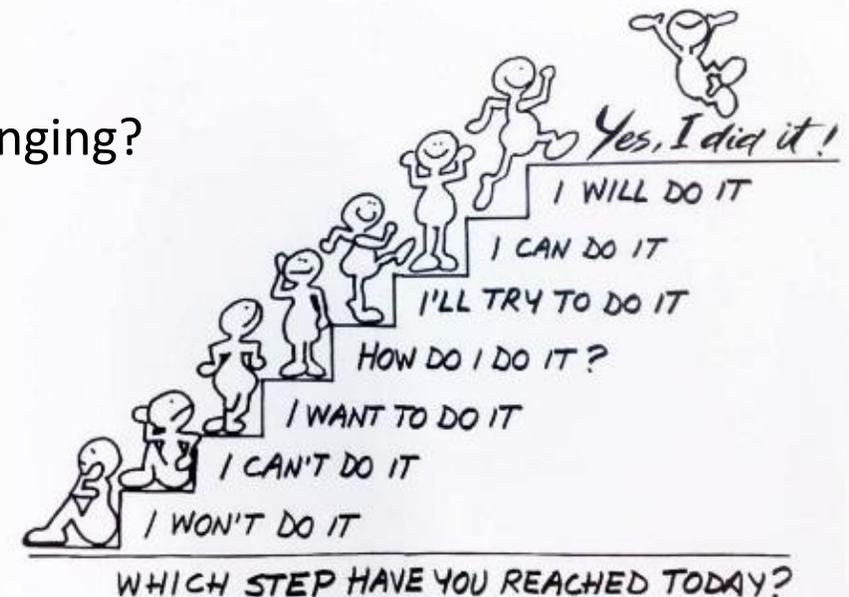
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Questions to help the discussion

Here are a number of questions you could ask. Try to follow them up with 'Why do you think that is? Talk to me further about that… or similar questions to keep the conversation flowing.
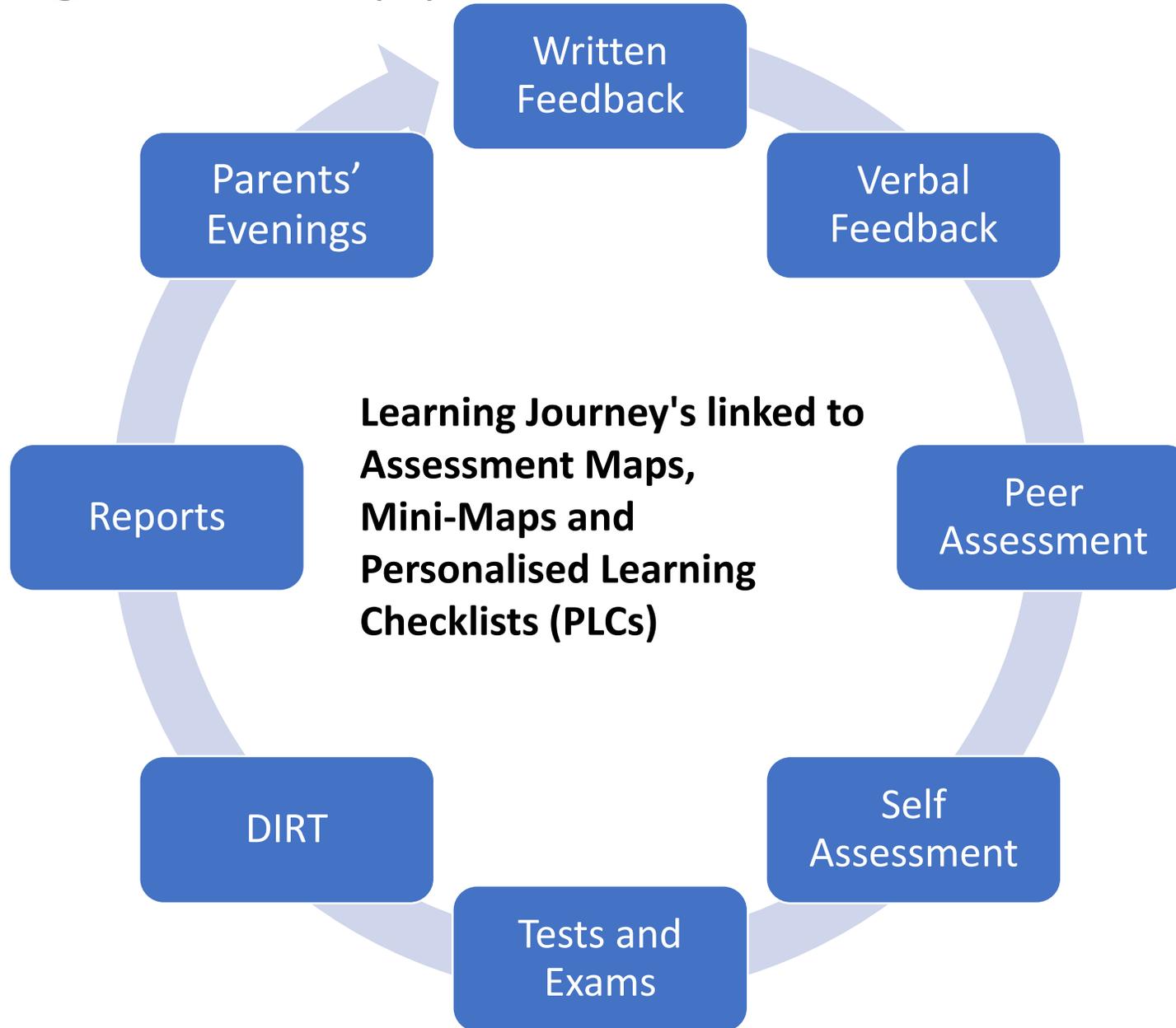
- How do you think you have done? What do you think about the report?

- What are the most positive parts? Which parts are you most pleased with?

- Why do you think you have done well in this subject?

- Tell me what you understand by the progress grades and the colour coding?

- What is stopping you from getting more positive Attitude to Learning Grades?

- What is stopping you from moving to the 'next stage' of progress?

- What can we do to get you up to the 'next stage' of progress?

- What lesson has been the most fun? What has been the most challenging?

- How do you feel in class? How can you get more involved?

- What can we do together to help you improve?

- What could we do together to make it more enjoyable?

Think Positive

- **Not 'I can't' – But 'I can't YET!'**
- **Not 'I am no good at that!' – But 'I am no good at that YET!'**

An Integrated Approach to Assessment

Written Feedback

Verbal Feedback

Peer Assessment

Self Assessment

Tests and Exams

DIRT

Reports

Parents' Evenings

Learning Journey's linked to Assessment Maps, Mini-Maps and Personalised Learning Checklists (PLCs)

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DIRT is Dedicated Improvement and Reflection Time – Work is usually completed in Green Pen