

Mr Mitchell Head of School

Faith

Learning

Respect

Mrs Ritchie Deputy Headteacher Teaching and Learning

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Learning

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The modular structure of the year

Module 1

Learning
Assessment
Review

Module 2

Learning
Assessment
Review

Module 3

Learning
Assessment
Review

Measuring progress

Key Tasks:

We assess progress throughout each module using key tasks. These are teacher marked. Key tasks are cumulative across the year.

Homework:

Each subject will set homework – details are in the leaflet.

End of year exams:

All pupils will sit end of year exams for each subject.

Mr McGuinness Acting Assistant Headteacher Data and Curriculum

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Target Setting

Where are they from

We use information from the The Fischer Family Trust, a non-profit organisation which provides data, estimates and analyses to all schools and LAs in England and Wales.

How we use targets

- Using the start point of where they were at in Key stage 2 (Maths and Reading)
- Targets are for the end of each academic year (5 Way points to year 11)
- Increasing a target for a subject when students start to work at their target



How the new grades compare with the old ones

Old grades	New grades
A*	9
Α	7
В	6 5 STRONG PASS
С	4 STANDARD PASS
D	3
Е	0
F	2
G	1
U	U

Reporting

When will you receive a report

- At the end of each of the 3 modules you will receive a report
- Once a year this will include a written report from the form tutor

What will the report include

- A working at grade for each subject (w, 1-, 1, 1+, 2-, 2, 2+,, 9, 9+)
- An end of year target grade for each subject (w, 1-, 1, 1+, 2-, 2, 2+,, 9, 9+)
- An attitude to learning grade for each subject. (E A)
- A class work for each subject (E A)
- A homework grade for each subject (E A)

	Attitude
Code	Meaning
А	 A conscientious learner who wants exceed the target grade. Very interested and highly engaged in learning and has the confidence and curiosity to raise questions that help to move learning forward. Very committed to learning and carries out a high level of independent research. A range of skills are developing at a consistently high level. Enjoys being challenged to go into more depth, and "stick at it" when learning gets harder.
В	 A keen learner who wants to achieve and possibly exceed the target grade. Is mostly interested and engaged in learning and is developing the confidence to raise and answer questions to expand their thinking and learning. Good commitment to learning most of the time and carries out additional independent research. Is developing a range of skills to help move learning forward. Is quite good at "sticking at it" when learning gets harder.
С	 Shows some enthusiasm for learning and is working towards the target grade. Interest and engagement in lessons is satisfactory and questions are answered in class and group work situations. Commitment is shown in some lessons and occasionally independent research is carried out. Is beginning to develop a range of skills to help learning. Sometimes finds it hard to "stick at it" when learning gets harder.
D	 Not always enthusiastic about learning and this is affecting working towards the target grade. Interest and engagement in learning is not satisfactory and is inconsistent with questions in class answered only occasionally. Commitment to learning is inconsistent and the ability to work independently needs to improve. A basic level of skills <u>have</u> been developed. Finds it hard to "stick at it" when learning gets harder.
E	 Not very enthusiastic about learning and this is having a noticeable impact on working towards the target grade. Interest and engagement in learning is unsatisfactory and questions in class are answered solely when prompted by the teacher, therefore time needs to be spent thinking about how to learn more effectively. A lack of commitment hinders learning at both an individual and whole class level, with no independent work carried out. Does not always pay attention in class and requires frequent reminders to remain on task due to their learning attitude. Rarely, if ever, "sticks at it" when learning gets harder.

	Classwork					
Code	Meaning					
Α	Work is always completed to the best of their ability					
В	Work is mostly completed to the best of their ability.					
С	Work is often satisfactory and there needs to be a greater amount of focus upon completing it to the best of their ability					
D	Work often has missing or incomplete parts as they are not completing it to the best of their ability and this needs to be addressed t immediately					
E	Class work is often of an unsatisfactory standard with many incomplete or missing parts. This needs to be addressed immediately and repair work should be requested from the teacher.					

Homework						
Code	Meaning					
A	Homework is always completed to the best of their ability. They are very organised with homework.					
В	Homework is mostly completed to the best of their ability. They are organised with homework.					
С	Homework is often satisfactory and they need to focus upon completing it to the best of their ability. They need to become more organised with homework as it is sometimes late.					
D	Homework often has missing or incomplete parts as it is not completed to the best of their ability and this needs to be addressed immediately Homework is disorganised and it is often late.					
E	Homework is often of an unsatisfactory standard with many incomplete or missing part. This needs to be addressed immediately and repair work should be requested from the teacher. Homework is very organised and it is very often late					

KS3 Academic Progress Profile



Key Information					
Name	1000 20 20 100 100 100 100 100 100 100 1				
Tutor Group					
Attendance					
Credits					
Debits					
Parent's					
Evening Date					
Key dates					

Subject	WAG	Target	Criteria 1 Attitude	Criteria 2: Class work	Criteria 3: Homework
Art					
English					
French					j.
Geography					j.
History					
Mandarin					
Mathematics	1	3			
Music	1				
Physical Education	1				
Religious Education	*				
Science					
Technology					