

Key Stage 3 Reports

Information for Parents and Carers

Introduction

This booklet explains the key reporting areas or 'criteria' for students in Key Stage 3 and the grades that teaching staff may give under each criteria.

The five reporting criteria in KS3 are:

- Attainment – Predicted (End of Year) Grade
- Commitment to Learning (at school and at home)
- Organisation
- Behaviour
- Quality of Written Communication (QWC)

Each of these four areas is described in detail in order that every student can have a clear understanding of how well they are progressing and how, with appropriate support from home and school, they can go on to achieve their potential in all aspects of their school life.

Attainment and Progress

Predicted (End of Year) Grade

As students progress through Key Stage 3 they are assessed according to how well they have 'mastered' each subject's learning for that year.

In Year 7 students are graded from 7.1 up to 7.9, where 7.9 indicates a total mastery of the year's work. In Year 8, students are graded from 8.1 to 8.9 and in Year 9 students are graded from 9.1 up to 9.9. Each year the grading reflects how secure they are in the knowledge and skills for that year's work.

During the course of each year, teachers will report the grade they feel the student is most likely to attain at the end of the year given the student's current performance (attitude and effort) in the subject.

Note - Other Codes

Sometimes it is not possible to award a level for a student in which case one of the following codes will be displayed:

- A – The student has a very high rate of absence which has meant that the teacher has been unable to make a judgement about their current working level
- W – The student has not reached the level required to be awarded a full grade, but is working towards it
- N – The teacher does not have sufficient information to make an accurate judgement about their working level (e.g. because they are new to the school)

For Year 7 Predicted Grades are reported in the Spring and Summer only.

Commitment to Learning at school and at home; Organisation & Behaviour

For each of these three areas a student is typically awarded a grade on a 4-point scale.

The main grades are 'Excellent' and 'Good':

- 'Excellent' – this is for those students who go beyond our expectations of what is reasonably required of them on a day-to-day basis. It is reserved for those who drive forward their own learning and do all they can to support and encourage the learning of others;
- 'Good' – this is for those students who, consistently and without exception, do all that is expected of them in regard to the given criteria.

'Occasional Inconsistencies' and 'Cause for Concern' are the other two grades and are used where we are concerned that students are failing to achieve the high standards expected of them:

- 'Occasional Inconsistencies' – this is for those students who in the main do what is expected of them, but fail to do so consistently: there are still areas where they can make improvements;
- 'Cause for Concern' – this, as the name suggests, indicates that there are some significant concerns that need to be addressed as a matter of urgency.

Where a student is awarded one of these lower grades, teaching staff will provide a brief comment about the MAIN area of concern.

Commitment to Learning (at school and at home)

This grade indicates the extent to which the student is actively committed to and positively supporting their own learning.

This takes into account:

- the student's attitude towards learning (including their levels of motivation, engagement, participation, perseverance and enthusiasm);
- the level of effort the student consistently expends on their learning;
- the extent to which the student cooperates with the teacher and other students in the group to further their learning.

| Grade | Descriptor | Notes |
|--------------|----------------------------|--|
| Excellent | Excellent | Outstanding commitment is shown at all times. |
| Good | Good | Good commitment is shown to their learning at all times. |
| Inconsist | Occasional Inconsistencies | Positive commitment is shown to their learning at most times, but there is room for improvement. |
| Concern | Cause for Concern | There are concerns about the student's commitment. |

Organisation

This grade indicates the extent to which the student accepts personal responsibility for his/her learning by organising their time and resources so that:

- tasks (whether in class or at home) are satisfactorily completed by set deadlines, with or without the supervision of an adult;
- time is appropriately prioritised to meet competing demands and pressures (personal and work-related);
- necessary equipment is always available to meet the demands of set tasks.

| Grade | Descriptor | Notes |
|--------------|----------------------------|---|
| Excellent | Excellent | Organisation is consistently outstanding at all times. |
| Good | Good | Organisation is good at all times. |
| Inconsist | Occasional Inconsistencies | Organisation is positive at most times but there is room for improvement. |
| Concern | Cause for Concern | There are concerns about the student's organisation. |

Behaviour

This grade indicates the extent to which the student's behaviour positively supports their own learning and that of other students.

| Grade | Descriptor | Notes |
|--------------|----------------------------|--|
| Excellent | Excellent | Behaviour is consistently outstanding at all times. |
| Good | Good | Behaviour is good at all times. |
| Inconsist | Occasional Inconsistencies | Behaviour is positive at most times but there is room for improvement. |
| Concern | Cause for Concern | There are serious concerns about the student's behaviour. |

Quality of Written Communication

Our aim is for all students to be able to write accurately in all their subjects when completing written tasks. We have therefore identified 4 key literacy aims for every student. These aims are that they should:

- Write in complete sentences, using full stops and capital letters.
- Spell accurately, particularly homophones, high frequency words and subject specific words.
- Organise extended writing into paragraphs using a range of connectives, making use of sub-headings and bullet points as necessary.
- Make accurate use of a wide range of punctuation including commas, colons, apostrophes and speech marks.

Each subject area will assess how well students are meeting these aims and then give a grade according to the student's level of consistency. These grades will be pooled to arrive at an overall picture of how well the student is doing. This information will be shared with you on each report in the form of an overall statement about the quality of written communication.

For Year 7 QWC is reported in the Spring and Summer only.