

## GUIDE TO PROGRESS REPORTS – YEAR 9

### **Key Stage 3 - End of Year Target and End of Key Stage Target**

The end of year target is the grade that GMS believe your child ought to attain by the end of Year 9 based on their KS2 results. There is an expectation that students should achieve two sub grades of progress each year, and two full grades of progress across the key stage. It is important to note, however, that students do not always make linear progress in this way.

### **Working At Grade (WA)**

This grade is the one your child is currently working at for each individual subject.

GMS have divided each grade into three fine grades.

3+ means attainment at the upper end of Grade 3, attaining close to Grade 4.

3 means working consistently at Grade 3.

3- means attainment at the lower end of the Grade 3 range.

Grade	1			2			3			4			5			6		
STAGE	1-	1	1+	2-	2	2+	3-	3	3+	4-	4	4+	5-	5	5+	6-	6	6+
YEAR 7																		
YEAR 8																		
YEAR 9																		

The shaded areas represent the range of achievement at nationally expected standards for each year group.

### **A O B**

A = Above At the present time producing work that, if maintained, would lead to a higher grade being achieved.

O = On At the present time producing work that, if maintained, would lead to the target grade being achieved.

B = Below At the present time producing work that, if maintained, would lead to the target grade not being achieved.

### **Areas For Development (AFD):**

A teacher may use up to two of the following AFD codes to help a student identify where specific improvements need to be made with their learning. These codes will also help parents identify areas to work on with their child. The school will use these codes to support and develop achievement.

### **Areas For Development: (KS3)**

<b>A</b>	Attendance in lessons	<b>K</b>	Kit and equipment
<b>B</b>	Behaviour	<b>L</b>	Listening
<b>C</b>	Coursework or controlled assessment and non-exam assessment (NEA)	<b>N</b>	Non participation
<b>E</b>	Effort	<b>O</b>	Organisation
<b>H</b>	Homework	<b>R</b>	Revision
<b>D</b>	Contribute to class discussion		
<b>G</b>	Greater depth of written analysis		
<b>I</b>	Independent learning		
<b>S</b>	Incorporate more subject specific terminology in work		
<b>X</b>	Examination technique/ practice examination questions		

## **GUIDE TO PROGRESS REPORTS – YEAR 9**

### **Classroom Teacher: Attitude To Learning (ATL)**

(4) EXCELLENT	Always on task with high levels of commitment. Follows instructions speedily and with courtesy. Well organised. Classwork and homework are always completed to the best of his/her ability.
(3) GOOD	Nearly always on task and has books and equipment. Instructions are followed willingly. Homework is handed in, usually to the best of the student's ability. Classwork is generally of a high standard but there are areas that could be improved.
(2) INCONSISTENT	The student is usually engaged with the work but sometimes needs re-direction from the teacher. Homework activities are not always completed and only sometimes are they completed to the best of the student's ability.
(1) POOR	The student shows a lack of interest in the subject in general and the activities that they are required to do. The student rarely has the correct equipment and is often slow to follow instructions and can be discourteous and/ or disruptive to learning. Homework is rarely attempted and completed to the ability that is expected.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance (less than 50%) to lessons in this subject makes it impossible to comment. Student is new to the school and has not attended many lessons.

### **Form Tutor: Attitude To Learning (ATL)**

(4) EXCELLENT	The student voluntarily contributes to form/ house activities and always has high standards in respect of their uniform. There is a high level of attendance and he/she is always punctual to form time.
(3) GOOD	The student will contribute to form/ house activities if requested to. Occasionally needs to be reminded about standards in respect of uniform. Attendance is good and the student is normally punctual to form time.
(2) INCONSISTENT	He/she shows little engagement towards form/ house activities. The student regularly needs to be reminded about the quality of their uniform. Attendance is below the school average and the student is often late to form time or does not attend at all.
(1) POOR	There is no engagement in form/ house activities. He/ she regularly, does not comply with school standards with respect to uniform. Attendance is poor and the student is regularly late to form time or does not attend at all.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance to school makes it impossible to comment.

### **Areas For Development:**

<b>A</b>	Attendance to school
<b>P</b>	Punctuality
<b>F</b>	Contribute to form/ house activities
<b>U</b>	Uniform

If you wish to discuss the progress of your child, please contact the subject teacher concerned. If you need any clarification on the meaning of the report, or further information, please contact the Director of Learning for your child's year group.