

UNDERSTANDING THE REPORTING SYSTEM – *A Guide for Parents*

OVERVIEW

The report is designed to inform you about your child's progress at the Academy.

This report will be updated on a half-termly basis to allow you to track your child's progress in each of their subjects throughout the year.

What the report shows

LH = Learning Habits

Learning habits have replaced the previous 'Attitude to learning' (A2L) grades on reports.

We have made this change to focus specifically on how your child is engaging in their learning and not purely focussing on their behaviour.

Teachers will use their judgement to determine whether a student is '**Proactive**' (P) or '**Reactive**' (R) in their subject. Students will always be encouraged to adopt a proactive approach to their learning in all lessons.

A '**Proactive**' learner will demonstrate the majority of the following habits:

- Always producing work to the best of their ability.
- Participating fully in all activities, sharing ideas and listening carefully to others.
- Willing to take a risk and step out of their comfort zone.
- Respond well to feedback and seek ways to improve.
- Curious in lessons.

Being '**Reactive**' does not mean that your child is misbehaving. It simply indicates that their teacher feels that they could be doing more to engage with their work or enhance their progress in that subject.

CA = Common Assessment Projection

Common Assessment projections are reported to parents twice throughout the academic year; after half terms 2 (Christmas) and 4 (Easter), following Trust assessments.

For students in year 9 onwards, the common assessment grade is a projection based on your child's grade in a recent Trust common assessment task, such as a test, an extended piece of work or a project. This grade indicates what your child is on track to achieve in their actual GCSE exam at the end of year 11, if they maintain their current progress in that subject.

A grade is not assigned to students in years 7 and 8. However, they will still sit Trust-wide assessments which will give an indication about whether they are on track to achieve their 'End of Year 11' target grade. (see P2T section below).



P2T = Progress to Target Indicator (based on Target Grade)

The 'Progress to Target' indicator is the difference between your child's 'common assessment projection' and their 'End of Year 11 target'.

The intention is that the indicator gives you a clear picture of how your child is progressing towards their targeted outcomes.

Above Target	On Target	Near Target	Below Target
At least one sub-level above their target.	Exactly meeting their target.	Within 3 sub-levels of their target.	More than 3 sub-levels below their target.

(NB: Whole grades are split into 3 sub-levels e.g. 5- / 5 / 5+)

End of Year 11 Target Grade

The 'End of Year 11 Target' grade is calculated based on a number of factors, including KS2 data and using data from The Fischer Family Trust. This generates the grade that your child is most likely to achieve in a school that is in the top 20% of schools nationally.

Therefore, it is not a prediction from the school. It is not the maximum that your child is capable of achieving, nor is it a guarantee that they will achieve this grade. It should be used as a guide, and provide a target for your child to aim for.

If you would like to discuss the target grades please contact your child's tutor.

Please note: The End of Year 11 Target grades are subject to change.

Using the report to help support your child

We would advise you to discuss the grades awarded with your child so that they can reflect on their recent performance and you can help coach and motivate them to further improvement. Students will have key assessment feedback in their exercise books for all subjects to support these conversations.

Below are questions parents have found useful in the past to support discussing learning habits and grades:

- Do you think the learning habits and grades given are fair? Why?
- Do any grades stand out from the others? Why?
- Does the work in your books vary in quality, detail or presentation? Can you find the best piece and produce this every time in the future? Can you keep your focus more and remain on task more during independent work?
- Do you have the confidence to participate fully in lessons? This may mean putting up your hand to answer questions more, playing a more active role in pair and group work, encouraging others to do the same or asking the teacher for help.
- Are there specific topics that you find difficult in class – can you push yourself to try it, even if you know it is not one of your strengths? Can you find the motivation to go beyond expectations for homework?
- Do you take all feedback as an opportunity for getting better?

If there are any queries about reports, students should, in the first instance, approach their teachers for subject specific advice. If you wish to get further subject specific advice, please contact the curriculum leader for that subject. If queries are of a more general nature please contact your child's tutor.

