

## **Reports Explanations**

This document gives guidance on how we report your child's progress at Sir William Romney's.

### **Year 7**

Students are placed on a pathway of Emerging, Novice, Secure, Confident or Excelling. However, here at SWR we prefer to concentrate what skills a child of their ability is expected to be demonstrating. At this stage we think it is most important to review the strengths and weaknesses of a child rather than giving a grade.

### **Year 8**

Students will continue along their allocated pathway. Reports will show whether students are working below their pathway, working towards, meeting or above.

### **Tracking Progress**

Detailed tracking in all year groups will be kept **behind the scenes** – whilst it will be reported to students as Above, Meeting, Toward and Below, as teachers we will input a grade that indicates how securely a student meets expectations so we can track how secure they are in their current pathway.

### **Year 9 - Move to graded pathways**

At the end of Year 8, teachers will look at a bank of evidence over the two years to decide on a **Minimum GCSE Grade** a pupil should be aiming for by the end of Year 11. This will ensure students and parents are able to make informed choices for GCSE subjects and that they are aware of their stronger and weaker subjects. They will then begin Year 9 on a pathway to one of the 9 grades. At interims, parents will continue to be informed of progress using the terminology Above, Meeting and Below.

### **Key Stage 4**

In Year 10 and 11, progress will be reported by comparing student targets to Internal Projections. This will generate a statement of meeting, above or below target on reports for each subject.

Student Target	This is an <b><u>aspirational target</u></b> set by the teacher at the start of the course in Year 10. It indicates the grade students should be aiming for.
Internal Projection (IP)	At each interim teachers will need to input the grade you feel is the most likely outcome <b><u>at the end of the course</u></b> for each student based on all the evidence you have gathered. This takes into consideration in class performance, formal assessments, mocks, attitude to learning and attendance when deciding on this grade.

In addition to this, we will also report Mock Grades following the calendared mock windows. Teachers should use the published grade boundaries for the specific paper sat to arrive at this grade. It is perfectly possible for a student to have a mock grade that is different to the Internal Projection as a mock is purely based on performance in that one assessment.

### **Other data gathered and shared with parents:**

In all Year groups, we also report on Attitude to Learning and Homework. Both of these columns will be a comment of Unacceptable, Inconsistent, Satisfactory, Good or Outstanding. In some cases where there is no data available you will see N/A. The tables below give further details of what these definitions mean.

**Descriptors for these grades:**

**SWR Interim Report – Attitude towards Learning Grades**

Grade	Title	Definition	What this looks like
1	<b>Outstanding</b>	Always works to the best of their ability whilst aspiring to exceed their potential.	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Persistently demonstrate SWR Core Values in the completion of their work.</li> <li>• Actively respond to whole class and directed questions with extended answers, demonstrating an enquiring mind.</li> <li>• Actively participate in group work, often taking a lead role where they demonstrate effective qualities in working with their peers. They are an excellent example to their peers and have a positive impact on the lesson.</li> </ul> <p><i>The result of this attitude to learning will be students at least reaching their full potential with the likelihood of exceeding targets.</i></p>
2	<b>Good</b>	Always works to the best of their ability.	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Complete work to the best of their ability.</li> <li>• Respond to whole class and directed questions with extended answers.</li> <li>• Actively participate in group work, often taking a lead role where they demonstrate effective qualities in working with their peers.</li> </ul> <p><i>The result of this attitude to learning will be students reaching their full potential with the possibility of exceeding targets.</i></p>
3	<b>Satisfactory</b>	Completes all tasks.	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Complete work set.</li> <li>• Respond to directed questions.</li> <li>• Participate in group work.</li> </ul> <p><i>The result of this attitude to learning will be students possibly reaching their potential.</i></p>
4	<b>Inconsistent</b>	Presents a varied approach to tasks.	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Sometimes complete work to the best of their ability; at other times they will produce limited work.</li> <li>• Sometimes ask/answer questions; at other times they will avoid participation.</li> <li>• Sometimes participate in group work; at other times they will 'opt out' or allow others to complete the work.</li> </ul> <p><i>The result of this attitude to learning will be students failing to meet their potential.</i></p>
5	<b>Unacceptable</b>	Fails to maintain an acceptable attitude.	<p>The Student will:</p> <ul style="list-style-type: none"> <li>• Often produce incomplete, rushed or limited work for their ability.</li> <li>• Avoid responding to directed questions or be reluctant to engage.</li> <li>• Hamper the progress of group work.</li> </ul> <p><i>The result of this attitude to learning will be detrimental to student progress meaning they will underachieve.</i></p>

### SWR Interim report – Homework Grades

Grade	Title	Definition	What this looks like
<b>1</b>	<b>Outstanding</b>	Always completes homework on time and to an exceedingly high standard.	The student will: <ul style="list-style-type: none"> <li>• Meet the deadline.</li> <li>• Exceed the expectations of the teacher and demonstrate initiative in the completion of tasks.</li> <li>• Always produce work which is of exceptional and exemplary quality and which shows clear progress has been made.</li> </ul>
<b>2</b>	<b>Good</b>	Homework is handed in on time and to a good standard	The student will: <ul style="list-style-type: none"> <li>• Meet the deadline.</li> <li>• Produce work which is in line with their expected progress and shows good effort.</li> <li>• Always work to a good standard and to the best of their ability demonstrating evidence of thought and planning, with all parts attempted.</li> <li>• Always contact the teacher if they have difficulties with the homework or are unsure about any aspect of a task before the deadline.</li> </ul>
<b>3</b>	<b>Satisfactory</b>	Homework is usually handed in on time and to a satisfactory standard.	The student will: <ul style="list-style-type: none"> <li>• Meet the deadline.</li> <li>• Complete the task set and produce work which is in line with their expected progress.</li> <li>• Usually contact the teacher if they have difficulties with the homework or are unsure about any aspect of a task before the deadline.</li> </ul>
<b>4</b>	<b>Inconsistent</b>	Presents a varied approach to homework.	The student will: <ul style="list-style-type: none"> <li>• Sometimes produce work that is below expected progress and shows signs of poor effort.</li> <li>• Sometimes complete work but not always on time.</li> <li>• Sometimes produce work which shows evidence of being rushed or not reaching the standard of which the student is capable</li> </ul>
<b>5</b>	<b>Unacceptable</b>	Fails to reach an acceptable standard of homework with regard to timing and standard.	The student will <ul style="list-style-type: none"> <li>• Rarely complete work on time.</li> <li>• Produce incomplete, rushed or limited work for their ability.</li> <li>• Make little or no progress through homework tasks</li> </ul>
<b>0</b>	<b>No data available</b>	No homework has been set	