

Making the most of this Progress Review

We are committed to giving parents and carers the most important information about pupils' progress three times each year, and enabling you to understand the information in the progress review so that you can discuss the details of the review with your child.

Glossary

End of KS3 Target Level – a target for each pupil's attainment at the end of Key Stage 3 has been set in each subject. This is based on a great deal of statistical information, and represents a challenging but realistic level which should be achievable by the end of KS3 (Year 9). It is possible for a pupil to achieve levels higher or lower than this target, and the target allows us to monitor whether pupils are on track.

Current Performance Level - reflects the pupil's performance in their most recent work. This has sub-levels, which allow us to track performance and progress more precisely:

- a** –the pupil is working towards the top end of their level and is preparing to move to the next
- b** - the pupil is working well within a level
- c** - the pupil is starting to work within a level

End of KS3 Predicted Level – is set by each pupil's class teacher, and is a prediction of the level pupils will attain if they maintain their current rate of progress. When this is lower than the End of KS3 Target Level, parents, pupils and teachers need to work closely to ensure support and guidance is in place.

Effort and Attitude to Learning - tells you how a pupil's behaviour is impacting upon their learning. The table below is what teachers use to guide their judgments about your child's behaviour for learning. When discussing behaviour for learning with your child, use these criteria as a guide.

- 1** Pupils are almost always on-task and work is completed thoughtfully. They show a desire to develop their skills and understanding, including through homework and additional work. In group work pupils interact well, showing skill, empathy and perhaps leadership skills.

- 2** Pupils are on-task most of the time and almost all work is completed to a high standard, including homework. In group work they co-operate well and are constructive in a variety of situations.

- 3** Pupils are slow to settle or complete tasks and may be distracted. They are not fully committed to learning new skills or knowledge, and this may include homework. Pupils do not always contribute positively to group work or interact with other members of the group.

- 4** Pupils are too often off-task or refusing to engage with the work. They may give up rather than work through tasks, whether in class or as homework. They may show an unco-operative or negative approach to learning in group situations.

Target - has been set by the class teacher and should be addressed by the pupil in the next module or piece of work, helping them to move up to the next level. It is important that these targets are recorded by pupils and parents so they can be a focus for your support over the coming term.

If you are in any way unclear about the information in this review, or would like any other information, please check the website – www.rushcliffe.notts.sch.uk. There is a section specifically designed to help in 'Parent Zone – Supporting Your Child – Progress Reviews and Reports'.