

Making the most of this Progress Review

We are committed to giving parents and carers accurate 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

Curriculum Target Grade – the targets for the attainment at the end of Key Stage 4 (Summer Term of Year 11) are based on the typical trends shown by students with similar attainment in KS2 and KS3.

Current Performance Grade – teachers regularly assess the standards that pupils have achieved and this grade reflects the standard that has been achieved in the pupil's current work.

Current Predicted Grade – teachers use pupil's current/recent work and performance to predict their final grade. This is the grade that we expect your son/daughter to achieve if they maintain their current approach.

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 cooperate 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 frequently off-task, refusing to engage with the work and may cause significant disruption to lessons. They may give up rather than work through tasks, whether in class or as homework. They may show an uncooperative 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 make progress and move up to the next grade. 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'. You can also contact the school to speak with a member of staff.



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