**Family Information Morning: Reporting and Tracking**

**Reporting**

There are two reports each year:

* Settling in Reports: October/ November.
* Full reports: At another designated time of the year.

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|  | **Full Reports** |
|  | **Issue Month** |
| **Year 7** | December |
| **Year 8** | July |
| **Year 9** | February |
| **Year 10** | February |
| **Year 11** | March |
| **Year 12** | March |
| **Year 13** | February |

* Teachers assess students in the following criteria:

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|  | **Progress** | **Attitude to Learning** | **Behaviour** | **Independent Study** | **Response to Feedback** |
| **Excellent** | - Exceeding target grade | - Approaches learning with active interest  - Seeks challenge  - Asks questions to extend thinking | - Shows kindness, consideration and respect  - Sets an example  - Takes responsibility | - Meets all deadlines  - Takes opportunities to extend own learning | - Reviews own progress, acting on the outcomes  - Invites feedback and responds positively |
| **Good** | - Meeting target grade | - Completes all work to a high standard  - Answers questions  - Rarely off-task | - Follows all instructions  - Listens carefully  - Understands views of others | - Rarely misses a deadline  - Seeks help when needed | - Acts on feedback given  - Shows a desire to improve |
| **Below Expectations** | - Struggling to meet target grade | - Does as little as possible  - Avoids challenging tasks | - Requires supervision to ensure instructions are followed  - May distract others | - Often misses deadlines  - Requires close supervision to attempt tasks | - Does not actively engage with feedback |
| **Poor** | - Significantly under-performing | - Work often incomplete or inadequate  - Disrupts the classroom | - Regularly disrupts the classroom environment | - Misses most deadlines  - Does not engage in learning | - Responds negatively to praise or critique  - Shows no interest in progressing |

There is one review day each year:

* First full year of ‘Student Led’ review days.
* Students complete a self-assessment and do a presentation to tutor and parent before feedback is given by the tutor.
* Based on current educational theory to support students’ skills development and target setting.

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|  | **Month of Review Day** |
| **Year 7** | June |
| **Year 8** | February |
| **Year 9** | February |
| **Year 10** | April |
| **Year 11** | October |
| **Year 12** | January |
| **Year 13** | November |

Please see the calendar on the school website for exact timings.

**Tracking**

* Tracking occurs by subject teams after every assessment. Every term or half term.
* Teachers identify underperforming students.
* Interventions are implemented to support progress, this often includes contact with parents.
* Attitudinal tracking occurs, by tutors, after every report.
* Students who are having problems with behaviour, progress or attitude to learning in multiple subjects identified by form tutor and/ or Head of Year.

**Target Grades**

* Initial target grades set from Key Stage 2 data for core subjects, geography, history, RE.
* Target for applied subjects set through initial assessment period.
* Languages target grade set from KS2 using a specific formula as students have not studied languages before.
* Targets change as students move through Key Stage 3 and 4 to support students to make expected progress each year.
* Key Stage 5 targets set through average GCSE points score.

SAFER SCHOOLS APP- Mr Corrin demonstrated the new app which will be launched in the next half term for all families, students and staff.

Next communication morning is on TUESDAY 26th NOVEMBER at 9.30am.

Theme is Student Services and Support and what we can offer.