

# **The Astley Cooper School**



## **Key Stage 3 Assessment without Levels**

**October 2018**

## A Quick Guide for Parents and Carers

Reporting is an integral part of our communication and collaboration with parents. Our reporting system is carefully coordinated with Parents' Evenings to ensure that information is useful, relevant and timely. Our aim is to provide information which enables you to understand how your child is performing at school and to enable you to help and support your child to improve.

The progress report is a one-page profile which summarises your child's current attainment in each subject. We also report on your child's effort in classwork, homework and their behaviour. Furthermore, we also provide your child's current reading age, a breakdown of rewards, consequences and attendance data so that you have a complete overview of your child's performance in school.

Parents' Evenings are important because they give you an opportunity to discuss what your child is learning at school and how they are getting on. Children do better when information about their learning is shared between everyone involved in their education. By attending Parents' Evenings you can make a real difference to your child's learning.

### **Attainment**

In Years 7 and 8 we use the Doodle software to track your child's progress in hundreds of different skills across all subjects. This database records students' achievement using the new 9-1 GCSE grades.

Your child's attainment is reported against a pre-determined flight path based on their individual KS2 outcomes and various other sources of data and information.

The terminology that we will use to summarise your child's current attainment against their individual flight path is shown below.

Developing	The student is working towards the standard of knowledge, skills and understanding expected for their personalised flight path
Secure	The student is working at the standard of knowledge, skills and understanding expected for their personalised flight path
Exceeding	The student is advancing beyond the standard of knowledge, skills and understanding expected for their personalised flight path

## Attitude to Learning

At Key Stage 3 all students will be assessed on their attitude to learning across three main areas: Classwork, Homework and Behaviour. The following chart defines the higher standard we want all students to aim for. We believe that great learning happens when students challenge themselves to work hard and aim high.

	<b>Classwork/Effort</b>	<b>Homework</b>	<b>Behaviour</b>
<b>Excellent</b>	Displays high levels of enthusiasm for learning. Is an independent learner. Shows great resilience, and perseveres with all challenges, even when they are difficult.	Manages their time and work effectively, completing homework to an excellent standard. Responds positively to additional optional challenge tasks.	Consistently displays exemplary behaviour. Actively participates in the lesson and is fully engaged and focused. Always arrives to lessons well equipped for learning (with appropriate equipment/kit/books)
<b>Good</b>	Is motivated to learn and make the most of every opportunity. Asks questions to extend his/her learning. Shows the ability to work independently.	Organises time effectively and meets all deadlines. Completes homework to a good standard.	Consistently displays a positive attitude in lessons. Their good behaviours supports their effective learning. Always arrives to lessons well equipped for learning (with appropriate equipment/kit/books)
<b>Coasting</b>	Often lacks the motivation to learn. Can be reluctant to participate. Has a tendency to give up easily.	Homework is completed to a satisfactory standard although not all deadlines are met.	Although behaviour can be good it is inconsistent. Sometimes arrives to lessons unprepared to learn (without appropriate equipment/kit/books)
<b>Unsatisfactory</b>	Shows little interest in improving his/her understanding of the subject. Quickly put off by failure Has a 'can't do' attitude and is reluctant in responding to teacher support.	Rarely completes homework. Homework completed is of an unacceptable standard.	Often displays disruptive behaviour, which impacts on learning. Often arrives at lessons ill-prepared to learn (without appropriate equipment/kit/books)

### **Attendance definitions**

Regular attendance at school is vital to help children achieve and get the best possible start in life. Children who frequently miss school often fall behind with their work, and there is a strong link between good school attendance and achieving good results. The table below is our interpretation of a range of attendance percentages and how your child's attendance will be defined in their school report.

98%+	Excellent
96-97.9%	Good
94-95.9%	Risk of underachievement
Below 93.9%	Very strong risk of underachievement

### **Reading age**

We also report on current reading age, which is calculated using the Accelerated Reader Programme. This is an ongoing programme that links to the books read by students in their library lessons and their daily private reading time.