



KEY STAGE 3 REPORTS A GUIDE FOR PARENTS

Reporting on student progress happens in two main ways:

a. **Summative**

This form of assessment involves the use of a range of evidence gathered over a period of time to show what learners can do, what they know and understand at key points after an extended period of study. They should refer to national standards such as National Curriculum levels or external exam grades. Summative scores are reported to parents nine times across Key Stage 4 in formal reports.

b. **Formative**

The vast majority of assessment in school is formative. Such assessment is often referred to as 'Assessment for Learning' and makes use of a range of 'snap shot' evidence often drawn from in-class activities as well as shorter practical or written tasks undertaken in class or as home learning. A key purpose of this kind of assessment is to support students in making further progress in their learning. As well as recording feedback on student work some departments make information available through INSIGHT (our online parent portal).

This guide concentrates on the school's formal reporting of **summative** information (traditional reports). For details on formative assessment refer to the School Assessment Policy and individual departments' Assessment, Marking and Feedback policies linked to Insight.

The school's reporting system is reviewed each year in consultation with staff, students and parents.

If you have any comments you would like to contribute, please do so to Glen Balmer, Vice Principal (gbalmer@newent.gloucs.sch.uk).

1. Report Dates 2014 / 2015

Across Key Stage 3 students receive four reports each year (every nine school weeks). Report dates for the academic year 2014.15 are outlined in the table below.

	Publication Date
Report 1	21 st November 2014
Report 2	30 th January 2015
Report 3	24 th April 2015
Report 4	2 nd July 2015

2. Data Used on Reports

Effort

A simple indication of attitude to learning, both in class and at home – scored on a 1 to 6 scale (see below for details). Students should only achieve a level of 4+ if they consistency work well.



- 6 Regularly exceeds expectations
- 5 Always meets expectations and sometimes exceeds them
- 4 Usually fulfils expectations**
- 3 Occasional lapses in meeting expectations, usually corrected
- 2 Frequently fails to meet teacher expectations and needs correcting
- 1 Cause for concern due to regular failure to meet expectations

Current Attainment Level

A judgement on current performance in each subject measured by Key Stage levels*. These are a summative judgement based on assessments carried out throughout the year. They are sublevelled, e.g. 5a - High Level 5, 5b.- Mid Level 5, 5c – Low level 5.

**Progress in Art is measured by GCSE grade (A*-U)*

Minimum Expected Level (MEL)

To help students set challenging targets they are provided with a “Minimum Expected Level” (MEL) for each subject. This level is calculated from a student’s Key Stage 2 test scores (or their CAT scores if they did not sit KS2 tests). We expect all students to make at least 2 full levels of progress in each subject across Key Stage 3. This rate of progress is well in excess of national average and keeps a student on track for excellent GCSE results later.

English MELs are calculated from KS2 Reading and Writing test scores, Maths MELs are calculated from Maths KS2 test sub-levels and most other subjects’ calculated from an average of Maths and English test sub-levels. As PE levels in Key Stage 3 are predominantly a measure of subject specific practical skills, MELs in these subjects are calculated from levels achieved in initial baseline testing performed in Year 7.

For most subjects students are considered to start with us in Year 7 at the level they reached in their Key Stage 2 tests. In these subjects they are therefore expected to make at least two sub levels of progress each year to make two full levels of progress across Key Stage 3.

In Drama, DT, Music and Languages students are considered to start at a lower point. In order to reach the same end point at the end of Key Stage 3 they must, therefore, make more progress each year.

Reports show the sub-level students are expected to reach as a **minimum** by the end of that academic year in each subject in order to make appropriate progress across Key Stage 3.

MELs are only our **minimum** expectation of a child’s progress. Students are encouraged to aspire to make more rapid progress than this in at least some subjects. They set their own “**Student Target**” for each subject.

Student Target

This is set by each student in conversation with their teachers, using current performance and Minimum Expected Levels as a guide. We expect students to be “realistically ambitious”. I would therefore expect that in many subjects students are expecting to exceed their MELs

On Track?

“On track” indicates whether a student is making the progress required to match their Minimum Expected Level (MEL) by the end of the year. It is calculated by comparing their Current Attainment Level with that MEL.



Intervention

Where a student is making below minimum expected progress additional written commentary is provided by the subject teacher. This “Intervention” comment outlines the steps a student should take in order to make better progress.

3. Accessing Reports

Reports are distributed to students to be taken home. Copies of all reports are also through INSIGHT, our Parent Portal for all student data. INSIGHT can be accessed through the Remote Access section of the school website (www.newent.gloucs.sch.uk).

In order to access student information a username and password is required. This is distributed at the start of Year 7. If a reminder is required, this can be requested by clicking on an icon on the website homepage. Reports can be found through the “Online Reports” toolbar (on the right hand side of a student’s INSIGHT homepage).

4. Following Up Reports

If you have concerns about issues arising from your child’s report the normal first port of call should be their Tutor.

The tutor may refer concerns about progress in an individual subject to the relevant Subject Leader. Concerns about general progress may be referred to your child’s Progress Leader.

If you wish to make contact with your child’s Progress Leader directly:

Year 9 Progress Leader, Miss Morgan can be contacted at hmorgan@newent.gloucs.sch.uk

Year 7 and Year 8 Progress Leader, Mrs Anker can be contacted at lanker@newent.gloucs.sch.uk