



# 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

**Curriculum Target Grade** – the individualised 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 Predicted grade** is the grade the teachers expect the student to achieve at the end of the two-year GCSE cycle if they maintain their current standards and attitude.

Fine Grading: Teacher prediction is refined to show that:

- The student has shown evidence of working at this standard and should continue to respond to feedback in order to become secure at the grade.
- = The student is currently secure at the grade.
- + The student is close to achieving the grade above.

## **Behaviour and attitude**

1. Pupil responds consistently to high expectations with enthusiasm and demonstrates excellent attitudes to learning. Pupil is consistently engaged in all lessons.
2. Pupil responds to high expectations most of the time and shows good attitudes to learning. Pupil is engaged in most lessons.
3. Pupil has inconsistent attitude to learning and does not always engage in the lesson to the best of his/her ability.
4. Pupil demonstrates negative attitudes to learning and his/her engagement is poor.

## **Effort and resilience**

1. Pupil's work is completed thoughtfully with evidence of substantial effort in relation to the pupil's ability. Work is consistently presented to a high standard. He/she shows a desire to take responsibility for learning and seeks ways to make effective improvements from feedback given.
2. Pupil's work is completed well with evidence of good effort in relation to pupil's ability. He/she shows a desire to take responsibility for learning and seeks ways to make good improvements from feedback given.
3. Pupil's work is completed but effort is inconsistent in relations to pupil's ability. He/she shows an inconsistent desire to take responsibility for learning and response to feedback is not always used effectively.
4. Pupil's work is not completed well in relation to pupil's ability. He/she frequently gives up when work becomes challenging and does not respond to feedback given.

## **Homework**

1. Homework is consistently completed to a high standard and is regularly handed in on time.
2. Homework is frequently completed to a high standard and is usually handed in on time.
3. Homework is completed to the minimum expected standard and/or is not always completed on time.
4. Homework is poorly completed and/or is regularly not submitted.

**Achievement points** are awarded for a wide variety of reasons to reward pupils and are also used to highlight the important skills required for employability through the curriculum and wider school:

Number of achievement points	Award
Bronze	50
Silver	100
Gold	150
Platinum	200
Diamond	250+