

## Reporting on your daughter as a successful Learner

There will be three reports in the academic year. One of these will a written comment by your daughter's Head of Year on their performance in learning, how successfully she has developed the habits of learning and her wider contributions to school life. The new report will give us an opportunity to give greater value to the attitudes and classroom skills that students develop and which research shows are a more precise indicator of their success in their study than other factors like intelligence and natural ability. This part of the report will also give you a much clearer idea of the kinds of conversations about learning you can have with your daughter and help you can give to support her in a much more precise way. Here is an example of how that will be reported to you:



**St Catherine's Catholic School: Year 7: Report 1:**

1. Always/Most of the time	
2. Sometimes	
3. Very occasionally/Rarely	

**Habits to support learning**

Any category colour coded **red** is cause for concern and will need to be remedied as soon as possible. Support, where needed is available.

Description	English	Maths	Science	RE	Art	Computing	DT	Drama	Geography	History	French	Music	PE
Maintains positive working relationships with class teacher and students.													
Settles to work promptly, no time wasted.													
Classwork is completed with care taken over presentation and organisation.													
Maintains concentration and applies herself to tasks independently.													
Always willing to try, even if the task or objective seems challenging.													
Consistently completes homework to a high standard and meets deadlines.													
Acts on feedback regularly which leads to improvements in subsequent work.													
Shows curiosity/ interest in her learning.													

## Reporting on your daughter's Progress in learning

In order to measure your daughter's learning and ensure that she is progressing through her studies, we will put students into what will be known as a 'Threshold'. A threshold is not a statement of her attainment but informs teachers of a student's starting points on entry to St Catherine's and the potential targets for expected progress across five years. This provides an insight into what will constitute 'stretch and challenge' in each curriculum unit, ensure that teacher expectations are sufficiently high, and will be monitored through formal assessments to ensure progress towards the aspirational end of KS4 goals at GCSE.

<b>Polaris</b>	<b>KS2 Fine points score could lead to attainment of Grades 7-6 and above at GCSE. Reading ages and CATS scores provide assistance for fine judgements at the boundaries.</b>
<b>Sirius</b>	<b>KS2 Fine points score could lead to attainment of Grades 6-5 and above at GCSE. Reading ages and CATS scores provide assistance for fine judgements at the boundaries.</b>
<b>Capella</b>	<b>KS2 Fine points score could lead to attainment of Grades 4+ at GCSE and above at GCSE. Reading ages and CATS scores provide assistance for fine judgements at the boundaries.</b>
<b>Arcturus</b>	<b>KS2 Fine points score could lead to attainment of Grades 9-7 at GCSE. Reading ages and CATS scores provide assistance for fine judgements at the boundaries.</b>

The report shifts the focus of assessment to checking that the teaching students encounter in each unit or topic of work translates into real, long term learning. There will be more focus on mastering content and skills. Three key

assessment periods/exams in the year enable us to formally assess students as well as preparing them for the future method of examination under timed conditions. This means that the report on current attainment is indicated by the colour codes:

**Above expected**, **Expected**, **Below expected**, **Significantly below**

These colours indicate the level of mastery and performance under test conditions your daughter is achieving and whether her performance is enough to progress sufficiently in her KS3 studies to ensure success at GCSE. This means that the judgement about 'attainment' is directly related to your daughter's journey or pathway to GCSE and beyond. **Above expected** will only happen occasionally as your daughter is being measured against her threshold and not the whole year group; **Expected** tells you that your daughter is making progress at a high level of challenge and mastering the content of her curriculum; **Below expected** would suggest there is need for some support; and **Significantly below** would be a cause for concern and merit both intervention and support to get your daughter back on track.

### **Marking and feedback in books/work in folders**

Feedback and dialogue through the books/folders is still of utmost importance in terms of the ongoing feedback process. Students and parents need to use the feedback to support their weekly improvements and learning. The reports and exams that take place to inform them are only one part of the overall picture of progress and attainment but they are important in terms of ensuring that it is robust and can be confidently taken into KS4 studies.

### **How is a Threshold determined?**

We have used the Government Attainment 8 progress tables to set the threshold. The threshold is both recognition of your daughter's KS2 attainment and projects the potential outcomes for her at St Catherine's. Other data and information such as CATs scores and reading ages may also inform the threshold. However, we must remember that the threshold is not a statement of what has been attained – it just sets the expectations we should have based on KS2 achievement and give us a clear idea of where a student could be in terms of their attainment when they leave in Year 11.

Having a particular threshold neither guarantees outcomes at GCSE nor limits a student where there is a particular aptitude in the subject. Thresholds will help the Heads of Department and teachers to really ensure that they encourage relevant, detailed learning of the curriculum in each topic and support girls in developing long term retention of the content of their learning for future use. Levels could never really be that precise as they were general in nature and were only meant to measure the end of a key stage.

### **Literacy across the Curriculum**

All teachers understand the value of high standards of literacy and all departments are committed to supporting your daughter in having the necessary written and oral skills to thrive in the world. This will be reported as Secure, Developing or Emerging. There will be descriptions on reports to help you to identify the next steps your daughter can take to improve literacy.

### **Parental Reply Slip**

There will also be a space for a parental reply and comment on the report where you can express your own views on your daughter's progress or learning attitudes and where you can identify any concerns you would like to be addressed. It is hoped that the nature of the reports will make it more evident where your daughter deserves praise for her efforts and application to study and where there are areas you can support her to improve. The colour coding is easily interpreted by all involved in the process.