

KS3 Termly Reports: Explanatory Notes & useful information

The following notes are intended to help you understand the information in the SA Report for your child and data tracking at JCoSS.

Prior Attainment at KS2	<p>This is based on attainment in the Key Stage 2 SATS (if taken) and the CAT tests done on arrival at JCoSS.</p> <p>There are roughly three bands of prior attainment at KS2: Higher, Middle and Lower. The progress grade is based on expected progress for each band.</p>
Progress	<p>+ means this student is on track to achieve more highly than expected.</p> <p>= means this student is on track to achieve as expected.</p> <p>- means this student is not on track to achieve as expected.</p>
Engagement Grades	<p>Students receive a grade out of 5 for:</p> <p>Effort Home Learning Behaviour</p> <p>1 is the highest grade which can be achieved, 5 the lowest.</p> <p>Please see the Engagement table for further detail of these criteria.</p>
Average Engagement Grades for your child	<p>Your child will receive an average of all their engagement grades at the bottom of their report. This is their average grade for effort and behaviour, across all subjects. 1 being the highest and 5 being the lowest score.</p> <p>There is no average grade for Home learning as some practical subjects do not set home learning.</p>
Average Engagement Grades average for your child's year group	<p>Underneath your child's average grade, you will find the average grade for the year group as a whole. Should you wish to, you can contextualise the grade your child has received in relation to their year group.</p> <p>E.g.</p> <p>Example 1: Student A receives an average effort grade of 1.33. The rest of their year group have an average effort grade of 1.86, therefore Student A has achieved a higher than average effort grade compared to the rest of their year group.</p> <p>Example 2: Student B receives an average Home Learning grade of 2.83. The rest of the year group has an average grade for Home Learning of 1.66. therefore, student B has received a lower than average Home Learning grade compared to rest of their year group.</p>
Attendance	<p>The statistics given are current at the date of printing.</p> <p>A 90% figure would mean on average, one day's lost learning per fortnight. It is worth reflecting that if continued throughout all 5 years to GCSE this figure would represent 1½ terms off school in total.</p> <p>Government statistics show that the further attendance drops below 95%, the more significantly student attainment is impacted at KS4.</p>
WWW Year 7 – SA2 Year 8 – SA2 Year 9 – SA1	<p>This is a comment from teachers on 'what went well' for your child and appears on one SA Report annually .</p>
EBI Year 7 – SA2 Year 8 – SA2 Year 9 – SA1	<p>This is a comment from teachers based on what they could do to progress in the subject and stands for 'even better if'. It appears on one SA Report annually.</p>

What grade should my child be on?

There is of course no such thing as an "average child" and at JCoSS we understand all our young people are all individuals and a computer generated grade cannot encompass their multifaceted selves. Even if there

was, he or she would be achieving different grades in different subjects. What matters is not a student's grade relative to anyone else, but that they know and understand what grade they are on and how they can make progress in line with their potential.

JCoSS Reporting Process – *What happens in school with the data on this report? How is it used?*

There are 3 Student Achievement ('SA') cycles per year, each following the same process:

- Teachers input grades using their professional judgment. This information is collated and sent to parents. Within school it is scrutinised rigorously by Heads of Subjects, Faculties, Years and Key Stages, and by Senior Leaders, to build up a picture of individuals, departments and cohorts.
- Actions are implemented as necessary following this process of analysis.
 - Students who consistently demonstrate that they are working at, or above targets may be issued with new targets.
 - Students identified as underachieving are directed to interventions which may include an Engagement Report, catch up work, Faculty catch-up sessions, class teacher interventions, etc.
- Students and their form tutors discuss reports during 'SA Weeks' (coinciding with when reports are sent home). Students review and reflect upon their own progress and set themselves aims and goals for the period up to the next 'SA Week'. This is documented in writing.
- The impact of any interventions is analysed ready to inform next steps.

Please contact us if you have any queries regarding the report or need further information. A chart showing who is best to contact was included in the email to which this letter and report were attached.