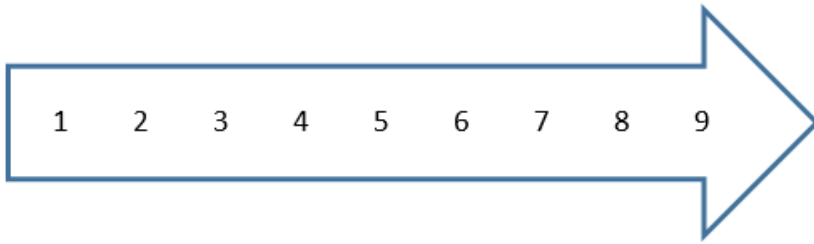


# Understanding Your Child's Key Stage 3 Report

## Progress groups



Progress Group 9 represents the students with the highest percentage score on the test in each subject.

Progress groups are allocated according to the rank order of percentage scores for students within a year group on the test in a particular subject.

The higher the percentage score a student achieves on their test compared to the rest of their year group, the higher the progress group.

## Expected progress

Key Stage 3 students have been placed in an **Expected Progress Group** for each subject according to the rank order of their Key Stage 2 attainment in English and Maths

Across all three assessment points over the course of the year a student making:

- Expected progress will remain in their **Expected Progress Group**
- Better than expected progress will move up one or more progress groups so they are above their **Expected Progress Group**
- Less than expected progress will move down one or more progress groups so they are below their **Expected Progress Group**

Progress is represented on your child's report using the colours below.

<b>Better than expected progress</b>	Student is in a Progress Group more than one above their Expected Progress Group
	Student is in a Progress Group one above their Expected Progress Group
<b>Expected progress</b>	Student is in a Progress Group which is equal to their Expected Progress Group
<b>Less than expected progress</b>	Student is in a Progress Group one below their Expected Progress Group
	Student is in a Progress Group more than one below their Expected Progress Group

## Percentage test scores

On the report, you will see the percentage score that your child achieved on the test in each subject as well as the year group average for the test. This should help you to understand your child's achievement on the test in relation to the rest of the students in their year group.

## Attitude to Learning Grades

	Attitude to learning	Attitude to homework
Outstanding	<p>I am able to solve problems without assistance and I independently overcome obstacles to learning.</p> <p>I remain on task for extended periods without assistance.</p> <p>I am able to reflect on my work and identify how to improve it.</p> <p>I actively support others with their learning.</p> <p>I always produce my best work.</p>	<p>I complete all my homework on time and to the best of my ability including set tasks from my 100% book.</p> <p>If I am finding my homework difficult, I go and ask my teacher for help before the homework is due. I do not give up on it.</p> <p>I reflect upon my homework when my teacher gives me feedback.</p> <p>I often show independent thinking and extended thoughts in my homework.</p>
Good	<p>I remain positive when attempting work which I find difficult.</p> <p>I am able to improve my work when I am given clear targets.</p> <p>I work well with others and do not disrupt their learning.</p> <p>I often produce good quality work.</p>	<p>I complete all my homework on time and it is usually to a good standard.</p> <p>I sometimes reflect upon my homework when my teacher gives me feedback.</p>
Needs Improvement	<p>I attempt to improve my work, even when it is difficult.</p> <p>I can remain on task most of the time.</p> <p>I am aware of how to improve my work.</p> <p>I try to produce good quality work.</p>	<p>I sometimes miss the deadline for my homework.</p> <p>I complete my homework and sometimes I put in effort but other times I don't.</p> <p>I do not always try my best on my homework and it can lack detail.</p>
Serious Concern	<p>I often give up when work is too challenging.</p> <p>I sometimes leave work unfinished.</p> <p>I do not attempt to meet targets.</p> <p>I disrupt other students' learning.</p> <p>I do not produce my best work.</p>	<p>I rarely complete homework and when I do complete homework it is usually not my best work.</p> <p>I often miss the homework deadlines.</p>

## Contact information

For further information about your child's progress, please speak to or email your child's Head of Year.

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