



10/10/2022

Dear Parent/Carer

This term we are slightly altering our reporting process, moving to a more numerical system across KS3 and 4. Our purpose in introducing this change is to rationalise the existing teacher comments system and allow certain specific criteria to be measured and analysed more easily. This will ensure students and parents receive more regular, focused information about progress and enable rapid identification and intervention where progress is not at the rate we would hope.

We have also introduced a more specific focus on the behaviours needed for successful learning, reinforcing our high expectations and explicitly setting out what these learning behaviours look like in practice. The new system will also bring us in line with the practices at other local schools and allow tracking between schools to occur more easily.

The new reporting system will provide more regular reports three times a year and will allow staff to spend more time planning lessons, assessing work and interacting with students.

The adapted process will continue to assess progress based on national KS2 assessments and the route students are following, as it does currently. The report will also assess the two elements of behaviour for learning and academic progress.

- Behaviour for learning will be assessed in specific areas; students' attitude to studies in class, their attitude in independent learning and their conduct in the classroom.
- Behaviour for learning will be assessed in four categories - above and beyond, expected, below expected and poor - and the reports set out what behaviours each of these categories consist of.
- This will allow parents and teachers to intervene explicitly and quickly where these behaviours are not up to expectations and are therefore affecting academic progress
- Academic progress will be assessed by providing the route and academic level expected to be attained at current progress by the end of the course..

An example of the new report is set out below.

Our intention is that the updated reporting system will encourage frequent conversations between staff, students and parents where issues are identified and maintain the high expectations we have at SNHS around learning behaviour and conduct.

If you have any questions please do contact the school on office@mynhs.net

Yours faithfully

J Davis



New Progress Grades Reporting system Updated for Working Party Feedback

1. Key Report Headings

KS3

	Behaviour for learning			Academic Progress	
	Conduct (<i>in classroom</i>)	Attitude(<i>to studies</i>)		Level	Route
		Classroom	Independent learning		
English					
Maths					

KS4

	Behaviour for learning			Academic Progress	
	Conduct (<i>in classroom</i>)	Attitude(<i>to studies</i>)		Predicted Grade	Target
		Classroom	Independent learning		
English					
Maths					

KS5 (Working party in favour of Consistency with other years)

	Behaviour for learning			Academic Progress	
	Conduct (<i>in classroom</i>)	Attitude(<i>to studies</i>)		Predicted Grade	Target
		Classroom	Independent learning		
English					
Maths					

2. Reporting values

Behaviour for learning		
Conduct (<i>in classroom</i>)	Attitude(<i>to studies</i>)	
	Classroom	Independent learning
Above and Beyond	Above and Beyond	Above and Beyond
Expected	Expected	Expected
Below Expected	Below Expected	Below Expected
Poor	Poor	Poor

3. Definition of Behaviour for Learning Expectations

a. Conduct

Above and Beyond	Expected	Below Expected	Poor
Seeks solutions to difficulties	Follows all instructions	Requires supervision to ensure instructions are followed	Does not listen
Sets an example to others	Shows kindness and consideration to others	May distract others	Distracts others
Takes Responsibility	Listens carefully	May be off-task	Disrupts the classroom or school environment

Always respectful and understanding of others	Shows respect and understanding to all	Reluctant to understand the views of others	Rarely takes responsibility for their own behaviour
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b. Classroom and Independent Learning

Above and Beyond	Expected	Below Expected	Poor
Excellent focus	Consistently good focus	Variable focus	Shows little focus
Consistently on task	Responds positively to challenging activities	Avoids Challenging tasks	Disrupts the classroom
Requests additional challenges	Completes all work set to a good standard	Passive in the classroom	Work often incomplete or inadequate
Perseveres	Asks questions to extend thinking	Does the minimum possible	Rarely comes prepared for the lesson
Consistently asks pertinent questions to extend thinking	Comes prepared for the lesson	Does not always complete class work set	Does not attempt to act on feedback
Always interested in learning	Shows a desire to improve	Sometimes comes prepared for the lesson	Responds negatively to praise or critique
Invites feedback	Is resilient	Sometimes attempts to act on feedback	Normally requires close supervision to attempt learning tasks
Embraces and welcomes praise and constructive criticism	Responds positively to praise and constructive criticism	Needs direction to rectify errors or learn from mistakes	May refuse support

Is responsible for own learning	Takes action based on feedback	Makes little progress over time	Misses most deadlines
Learns from mistakes or setbacks	Shows good progress over time	Requires supervision to attempt tasks	
Makes clear and strong use of feedback	Reviews own progress, acting on outcomes and feedback	May give up easily	
Starts learning readily	Shows good application	Misses some deadlines	
Seeks solutions to own problems	Seeks help where needed	Homework often lacks effort	
Organise time effectively	Homework shows consistently good effort		
	Meets deadlines		