



# Parental Guide to Progress Reporting

# 2020

The purpose of this document is to give Parents the information they need to understand the Progress Monitoring Reports that are sent out during the Academic Year.

**By working together  
as a partnership, we  
can help our pupils  
make the progress  
they are capable of**

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## Our Mission Statement

As a Catholic school we intend to put Jesus Christ at the centre of everything we do.

***'I have come that they have life and have it to the full' John 10:10***

Therefore we will strive:

- To live the Gospel.
- To promote excellence and achievement for all.
- To nurture partnerships.

This will be done by;

- proclaiming and living out the faith of the Catholic Church, supporting each other in the shared endeavours of teaching and learning, prayer, worship and charitable works,
- promoting and practising just and caring attitudes and actions towards all persons,
- respecting the unique value of each individual and seeking therefore to respond to the talents and needs of all its members in an environment of praise and celebration, nurturing self-esteem and mutual encouragement,
- ensuring that the most effective opportunities for the education of Pupils are established in all areas of the curriculum,
- pursuing the highest Standards in all we do and by constantly seeking improvements,
- developing and maintaining close co-operation with the Parents who entrust their children to us, with the parishes who also seek the spiritual and religious formation of our young people, with our local associated schools and colleges and with the wider community.

## Target Setting

All pupils will be set challenging GCSE targets for the end of year 11. These targets are set based upon their Key Stage 2 prior attainment.

These GCSE targets are then used to set challenging end of year targets for years 7 to 10. These targets will be in the form of the new GCSE grades, i.e. 9 to 1, with 9 being the highest target and 1 being the lowest. These targets are laid out in a Learning Journey which is derived separately within each subject.

Further down the school, these targets will be set with a qualifier of either:

- +
- = or
- -

Thus:

A target of 3+ means that the pupil is targeted to reach a high grade 3 by the end of the year;

A target of 3= means that the pupil is targeted to reach a solid grade 3 by the end of the year and

A target of 3- means that the pupil is targeted to reach a low grade 3 by the end of the year

For pupils with no KS2 data, for example the 2020 and 2021 cohorts, this process will be similar, however in place of the KS2 SATs data, we will use the results of a series of Cognitive Ability Tests (CAT4), which pupils will sit soon after they start here at Harrytown. The results of these tests are then statistically analysed and used to set targets equivalent to those set using the KS2 data as outlined above.

## Progress Monitoring

Under normal circumstances, Progress Monitoring Reports will be sent home three times each Academic Year for years 7, 8, 9 and 11 and four times a year for year 10.

Achievement and Progress will no longer be reported on the Progress Monitoring Reports but in each subject pupils will be classed as one of three categories as follows:

- Working Above - for these subjects, the pupils will currently be working at a grade which is above their Target Grade.
- Working At - for these subjects, the pupils will currently be working at a grade which is in line with their Target Grade.
- Working Towards – for these subjects, the pupils will currently be working at a grade which is below their Target Grade.

These classifications are based upon a pupil's progress towards their target grade for the end of the year. Staff using the results of assessments taking place at various points during the academic year to measure pupils' progress. Grades that pupils achieve are compared to the expected progress within that particular subject, which is what informs the judgement as to whether a pupil is Working Above, At or Towards.

The purpose of the report is to inform parents and pupils of progress made so far towards targets, and to give actions pupils can take to improve in subjects where they are not making sufficient progress.

For any subjects where a pupil is judged as “Working Towards”, he or she will also have a reason given by the teacher concerned plus a brief comment in the Action box. This comment may be a specific target for the pupil, or intervention that their teacher plans to/has started to put in place.

### **Behaviour for Learning:**

Behaviour for Learning includes the following areas:

- Attitude and Effort in Class,
- Presentation of Work,
- Interaction with others in Class
- Independent study
- Punctuality and Preparedness

Pupils are then awarded a score from 4 to 1 as follows:

- 4 – Outstanding BfL
- 3 – Good BfL
- 2 – Needs Some Improvement
- 1 – Needs Significant Improvement

Detailed criteria for these grades are given in Appendix 1.

Staff have been advised that if a pupil is given a 2 or 1, this should not come as a surprise to a parent when they receive the report. If a pupil is exhibiting this level of Behaviour for Learning, it would be normal to have a discussion with parents to inform them so that we can work together to address the issue.

**Form Tutor Comment:** For the end of year report, Form Tutors will enter a comment about the pupil. This will comment on Attendance and Punctuality, organisational skills, contribution to school life, etc. (A diagram showing attendance information is given in Appendix 3.)

An Example Report is given in Appendix 2

## Appendix 1 - Behaviour for Learning Criteria for Reporting

Apply a 'best fit' approach when using the grade descriptors below to evaluate the pupil's 'Behaviour for Learning'.

### 4 – Outstanding Behaviour for Learning

You show **outstanding learning behaviour** because: -

- You are **positive** and work with excellent **effort** in lessons
- You take **pride** in your learning and the **presentation** of your work
- You are **resilient** and respond to **challenges** to the best of your ability
- You always work well **independently** and complete all classwork and homework tasks
- You always **interact** well with other pupils when you are required to.
- You are **aspirational** and strive to improve
- You are always **punctual** and **prepared** for lessons
- You are always **polite** and **respectful** to the teacher and other pupils
- You **prepared well** for your assessments

### 3 – Good Behaviour for Learning

You show **good learning behaviour** because: -

- You are **positive** and work with a good level of **effort** in the lesson
- You usually take **pride** in your learning and **presentation** of your work
- You are usually **resilient** and respond to **challenges** to the best of your ability
- You usually work well **independently** and mostly complete classwork and homework
- You usually **interact** well with other pupils when you are required to
- You show that you are **aspirational** and that you know how to improve
- You are **punctual** and **prepared** for the lesson
- You are **polite** and **respectful** to the teacher and other pupils
- You **prepared** for your assessments

### 2 – Needs some improvement

Your behaviour for learning **needs some improvement** because: -

- You are usually **positive** and work with a reasonable level of **effort** in the lesson
- You sometimes take **pride** in your learning and **presentation** of your work
- You occasionally show **resilience** and sometimes respond to **challenges** to the best of your ability
- You occasionally work **independently** and sometimes complete classwork and homework tasks
- You occasionally **interact** well with other pupils when you are required to
- You know your current level of progress but need to show more **aspiration** and strive to improve
- You are not always **punctual** or completely **prepared** for lessons
- You are mostly **polite** and **respectful** to the teacher and other pupils
- You **usually prepared** for your assessments

### 1 – Needs significant improvement

There are **serious concerns** about your learning behaviour because: -

- You are rarely **positive** and often work with little **effort** in lessons
- You rarely take **pride** in your learning and **presentation** of your work
- You rarely show **resilience** and don't respond to **challenges** to the best of your ability
- You rarely work **independently** and don't fully complete classwork and homework tasks
- You rarely **interact** well with other pupils when you are required to
- You know your current level of progress but need to show more **aspiration** and strive to improve
- You are often not **punctual** or **prepared** for the lesson
- You are **impolite** and **disrespectful** to the teacher and other pupils
- You **did not prepare** for your assessments

## Appendix 2 – Example Report



**Harrytown Catholic High School**  
 A Specialist Science College  
 Harrytown, Romiley,  
 Stockport, SK6 3BU



Mr K Turmeau Headteacher G.Mus., PG Dip, M.A. NPQH.

**Pupil Name**  
**Year XX Annual Report**  
**Form XX**  
**Attendance 100%**

<b>WORKING ABOVE</b>		
XXX is making outstanding progress and is on track to exceed the school's expected target at the end of the course in the following subjects:		
Subject	Expected Target Grade	Behaviour for Learning
Subject 1	D=	4
Subject 2	A=	4
Subject 3	A=	4

<b>WORKING AT</b>		
XXX is making very good progress and is on track to achieve the school's expected target at the end of the course in the following subjects:		
Subject	Expected Target Grade	Behaviour for Learning
Subject 1	B=	3
Subject 2	B=	4
Subject 3	B=	4

<b>WORKING TOWARDS</b>				
XXX is currently not on track to meet her expected targets at the end of the course in the following subjects. Please discuss these subjects with her. Her class teachers will be offering extra support please encourage her to follow the advice given below.				
Subject	Expected Target Grade	Behaviour for Learning	Reason	Action
Subject 1	7=	4	Exam Technique	
Subject 2	5=	3	Lack of Revision	
Subject 3	B=	3	Confidence	

<p><b>FORM TUTOR COMMENTS</b></p>
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## Appendix 3 – Attendance Information

