Assessment and Reporting

All children and parents receive a **Progress report** each term reviewing character for achievement in each subject and in coaching.

KS3 students receive a **Mid-term and Final report** which reviews outcomes from summative examinations assessing progress against age related expectations.

KS4 students receive **mock examination results** at two points in the academic year

Autumn 1

	Progress	Resilience	Independence	Motivation
English	1	1	1	1
Mathematics	2	1	1	1
Science	1	1	1	1
French	1	1	1	1
History	2	1	1	1
Physical Education	2	2	3	2
Cambridge National	2	2	2	1
Food	2	2	1	2
PSHCE	2	2	3	4

Attendance	Attendance	97.4%
Rewards	EPraise Points	27
Coaching	Resilience	1
	Independence	1
	Motivation	1
	Empathy	1

		Classroom			
		Progress	**Resilience**	**Independence**	**Motivation**
	1	Progress since the last reporting cycle has accelerated as the student has displayed outstanding learning characteristics in lessons, making the most of class learning. Where levels of attendance are good, progress is excellent.	The student is relentless when faced with a challenge and uses a range of strategies (notes, peers, asking teacher for help) to reach a solution. They see mistakes as opportunities to learn and improve. They can focus on tasks for an extended amount of time and make excellent use of feedback.	The student is an active contributer in the classroom who is well organised and punctual. They can apply learning independently as they can use WAGOLLs and their own notes skillfully to support and extend their learning. Online Learning is always completed and to a high standard.	The student is willing to take risks and share ideas to move forward the learning of both themselves and the whole class. They are ambitious with their learning and can identify and articulate strengths, gaps and targets. They are in control of their learning as a result.
	2	Progress since the last reporting cycle has been consistent as the student has displayed good learning characteristics in lessons making good use of class learning. Where levels of attendance are expected, progress is good.	The student is motivated to complete tasks in lessons and is capable of working for extended periods during the lesson. They seek strategies to support their learning and use feedback from the teacher well.	The student is an active listener in the classroom who is equipped and punctual. They can apply their learning independently and can use WAGOLLs to help their understanding. Online Learning is always completed	The student is willing to contribute ideas during whole class learning when asked. They are an effective learner capable of assessing their own progress through a topic. They complete the work as directed by the teacher and feel safe in their learning.
	3	Progress since the last reporting cycle has slowed as the student has not consitently displayed good learning characteristics in lessons therfore not making the most of class learning. Where levels of attendance are low there is little progress.	The student does not always complete tasks during lessons without regular prompts from the teacher. They see mistakes as 'failure' and miss opportunities to learn from them. They wait for help to be offered rather than seeking it.	The student sometimes lacks equipment and organisation or may be late. They require support with their learning as they do not engage with WAGOLLs resulting in passive learning. They are quick to ask for help before trying to find their own solution. Online Learning is not regularly completed.	The student is passive and misses key learning opportunities in whole class discussions. Their learning is inconsistent and they struggle to form links between topics as they don't see the 'bigger picture'. Learning is sporadic.
	4	Progress since the last reporting cycle has been in decline as the student has shown poor learning characteristics in lessons therefore not making use of class learning. Where attendance levels are concerning there is no progress.	The student rarely completes tasks in lessons and avoids challenge. They do not focus on a task for any extended period of time and opt out wherever possible.	The student lacks equipment, is disorganised or is often late. The student does not listen well to instructions and therefore lacks clarity on tasks. They do not make use of clear instructions and scaffolding in tasks to support their learning. Online Learning is inconsistently completed.	The student does not engage in whole class learning and can distract others. Motivation is driven by avoiding sanctions rather than learning. Each task is an isolated chunk of learning and the student cannot link to any prior learning.