




Venerable Bede CE Academy: A Guide to Interpreting Year 8 'Pupil Progress Reports'

ATTITUDE TO LEARNING SCORES:

To interpret these scores, please see page 2 of this guide. Please note that teachers enter a 'best fit' grade and not every bullet point will necessarily apply. Pupils should aim for scores of 1 or 2.

Most recent information is shown in the shaded columns

 VENERABLE BEDE CE ACADEMY Year 8 Pupil Progress Report – Autumn Term 2022/23 [November 2022]						
Name & Tutor Group: A. N. OTHER 8Z			2022/23 Percentage Attendance: 99.6%			
	Year 8 Autumn Term 2022/23		Year 8 Spring Term 2022/23		Year 8 Summer Term 2022/23	
Subject	ATL Score	Current progress from starting point	ATL Score	Current progress from starting point	ATL Score	Current progress from starting point
English	1	Excellent				
Mathematics	1	Good				
Science	2	Good				
Art	1	Excellent				
Design & Technology	2	Good				
Geography	1	Excellent				
History	2	Excellent				
Music	2	Good				
Physical Education	1	Excellent				
Religious Education	1	Excellent				
Spanish	2	Excellent				

ATTENDANCE:

Absence has a direct impact upon learning and attainment, therefore, our attendance target is for all pupils to remain above 96% attendance.

PROGRESS STATEMENTS:

To interpret these scores, please see page 3 of this guide. Please note that teachers enter a 'best fit' grade and not every bullet point will necessarily apply. **Progress is measured from a pupils' starting point** - pupils should aim for good or excellent progress, **from their starting point**, in each subject.

2022/23 Attitude to Learning Scores

The following table shows the key information used to determine 'Attitude to Learning' scores. Teachers award scores using a 'best-fit' approach to help determine an overall judgement – the criteria listed are NOT used as a checklist.

	Attitude to Learning
1 – Excellent	<ul style="list-style-type: none"> Remains focused and on task for the whole lesson. Never disrupts the learning of other pupils. Highly resilient - understands that making mistakes is a positive part of learning and approaches all tasks independently. Works extremely effectively with other pupils during paired/group work. Acts upon advice given by staff and responds to requests immediately. Homework is always completed by the deadline set. Where deadlines are not met, there is a valid reason.
2 – Good	<ul style="list-style-type: none"> Remains focused and on task for most of the lesson. Allows other pupils to learn and rarely disrupts others. Generally resilient – will try to tackle a task first before seeking help from other pupils or staff. May require some reassurance from staff but accepts making mistakes is part of learning. Works sensibly with other pupils in paired/group work and contributes to discussions in a polite, appropriate manner. Accepts advice given by staff and responds to requests appropriately. Vast majority of homework deadlines are met. Where deadlines are not met, there is a valid reason.
3 – Cause for Concern	<ul style="list-style-type: none"> Needs to be reminded to remain on task occasionally during a lesson. Occasionally interrupts the learning of other pupils through low-level off-task behaviour. Lacks resilience – seeks help and reassurance before attempting tasks. Fails to realise that making mistakes is part of learning. Takes a passive role in paired/group work preferring to let other pupils take a leading role in a task. Listens to advice given by staff but requires an instruction to be given several times before responding. Homework deadlines are not always met, but rearranged deadlines are met.
4 – Serious Cause for Concern	<ul style="list-style-type: none"> Frequently off-task during the lesson. Regularly disrupts the learning of other pupils. Lacks resilience – requires lots of support from staff to start tasks given. Does not like making mistakes and as a result struggles to complete tasks independently. Struggles to take part in paired/group work sensibly. Responds to requests from staff in an inappropriate manner. Homework is rarely or never completed, even if deadlines are rearranged.

2022/23 Progress Statements

The following table shows the key information used to determine Progress statements. Teachers base their judgements on all assessment evidence available and using a 'best-fit' approach to determine an overall score/statement – the criteria listed are NOT used as a checklist.

	Progress – knowing more and remembering more
1 – Excellent	<ul style="list-style-type: none">▪ Knowledge and skills demonstrated are consistently in line with expectations, based upon starting point.▪ Actively seeks opportunities to further develop knowledge and skills and drives their own learning.▪ Work is consistently of a high quality, based upon starting point, and demonstrates a deepening understanding.▪ Responds to written feedback, producing responses of a consistently high quality.▪ Homework is consistently of a standard that supports learning.
2 – Good	<ul style="list-style-type: none">▪ Knowledge and skills demonstrated are frequently in line with expectations, based upon starting point.▪ Willingly accepts opportunities to further develop knowledge and skills.▪ Work is frequently of a high quality, based upon starting point.▪ Responds to written feedback, producing responses that are well thought out.▪ Homework is frequently of a standard that supports learning.
3 – Cause for Concern	<ul style="list-style-type: none">▪ Knowledge and skills demonstrated are not always in line with expectations, based upon starting point.▪ Occasionally fails to complete tasks in full.▪ Inconsistently responds to written feedback; responses sometimes lack depth.▪ Offers minimalistic answers in verbal/written work, based upon starting point.▪ Homework is of a standard that does not always support learning.
4 – Serious Cause for Concern	<ul style="list-style-type: none">▪ Knowledge and skills demonstrated are rarely in line with expectations, based upon starting point.▪ Takes little responsibility for their own learning.▪ Rarely responds to written feedback and/or responses lack depth.▪ Rarely offers appropriate verbal/written contributions in class.▪ When completed, the standard of homework does not support learning.