




# Venerable Bede CE Academy: A Guide to Interpreting Year 9 '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

 <b>VENERABLE BEDE CE ACADEMY</b> Year 9 Pupil Progress Report – Autumn Term 2023/24 [November 2023]						
Name & Tutor Group: A. N. Other 9X			2023/24 Percentage Attendance: 98.8%			
Subject	Year 9 Autumn Term 2023/24		Year 9 Spring Term 2023/24		Year 9 Summer Term 2023/24	
	ATL Score	Current progress from starting point	ATL Score	Current progress from starting point	ATL Score	Current progress from starting point
English	1	Good				
Mathematics	1	Excellent				
Biology	2	Good				
Chemistry	1	Excellent				
Physics	2	Good				
Business Studies	1	Excellent				
Geography	1	Excellent				
History	1	Excellent				
Information Technology	1	Good				
Media Studies	2	Good				
Core Physical Education	2	Excellent				
Religious Education	2	Excellent				
Spanish	1	Good				
Travel & Tourism	2	Good				

**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.

## 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.

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

## 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.

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