

## Understanding the specifics of your report

### End of Year Target

A new GCSE grading system will come in to effect nationally in 2017. Targets for all our students have been set using this new system. At King's, GCSE targets are generated using KS2 data for English and Mathematics alongside their summer CAT tests (Cognitive Ability Test). As a result of this analysis, we have an accurate set of targets for our students which are personalised and aspirational. By calculating their expected GCSE grades, we can work backwards from this prediction to determine the progress a student should make each year in order to stay on target for success at Year 11.

Each target is now given as a Grade Point ranging from 1 to 9, end of year targets are not related to previous National Curriculum levels (such as SATs). Below is an overview showing how they compare to the current GCSE grading system, each number equates to a GCSE outcome. This system will soon be adopted by all schools, and King's are pleased to be leading the way with this initiative. As students move through the school, their target grade point, for most, increases by 1 each year until Year 11. For example, a student with a target grade point of 2 in year 7 would be expected to make 5 grade points progress by the end of year 11 and achieve at least an equivalent 'B' at GCSE (the new grade point 6). A GP5 is now what we class as a top grade C and colleges and employers will want a 5 or above.

**Grade point 1 = F/G**

**Grade point 2 = E**

**Grade point 3 = D**

**Grade point 4 = C-**

**Grade point 5 = B/C**

**Grade point 6 = B**

**Grade point 7 = A**

**Grade point 8 = A\***

**Grade Point 9 = Above A\***

### **Creative End of Year Targets for KS3**

#### **Music**

**Bronze:** Students can understand basic musical concepts. Their appraising skills are basic. Their performing skills are basic and they often require help.

**Silver:** Students understand some musical concepts. Their appraising skills use some musical elements, but not always correctly. Their performing skills have elements of accuracy.

**Gold:** Students understand most musical concepts. Their appraising skills use musical elements and adjectives to describe the music correctly. Performing skills show independence and accuracy.

**Platinum:** Students understand musical concepts. Their appraising skills consistently apply musical element vocabulary and describe how they are being used and to what effect. Performing skills show accuracy and will include independent TEACH tasks to build their skills.

#### **Art**

**Badge:** Understanding is not clear in work. Execution of techniques shows minimal presentation skill.

**Bronze:** Understands the process, techniques or concept of the project. Student attempts to apply this to own work. Execution of techniques is basic.

**Silver:** Can apply parts of the process, techniques or concepts of the project to own work. Execution of techniques is good.

**Gold:** Can apply all parts of the process, techniques or concept of the project wekk. Execution of techniques is very good.

**Platinum:** Can apply all parts of the process, techniques or concept of the project creatively. Execution of all techniques is excellent.

## **Progress**

This refers to whether or not they have met their end of year target.

## **Classwork and Homework Grades**

The numerical values 1 to 4 explain how much effort the student is putting into their work over the course of the learning cycle (see below for descriptions).

### **Classwork Focus Grade (per subject)**

- 1 = Outstanding - Student demonstrates outstanding personal achievement, professionalism and endeavour in most, if not all lessons.
- 2 = Good - Student works hard each lesson and work is of a good quality. Slight improvements would make work outstanding.
- 3 = Room for Improvement - Student requires reminders to remain on task and at times attitude to learning prevents high quality work from being produced. Student may need to improve their overall quality and take more personal pride in their work. Student needs to act on targets set from teacher feedback.
- 4 = Cause for concern - Student lacks interest in their work and/or quality is poor. Student does not demonstrate expected levels of professionalism and endeavour in lessons and is detached from their learning. Student has not responded to additional help or feedback from the last learning cycle exam.

### **Homework Effort Grade (per subject)**

- 1 = Outstanding - All homework is completed to a very high standard and is always handed in on time.
- 2 = Good - Homework is completed to a good standard and is handed in on time.
- 3 = Room for Improvement - Homework is completed but standard needs to improve and/or is not always handed in on time.
- 4 = Cause for Concern - Homework is often not completed to the required standard and/or homework is often late or missing.

## **ASPIRE Grading**

This reflects how well our young leaders follow the values of the academy. Again this is graded 1 to 4. Please see below for descriptions.

- 1 = Outstanding: This student follows our aspire code to their fullest extent and often goes above and beyond our high expectations.
- 2 = Good: This student consistently follows the values in our ASPIRE code in all areas of academy life.
- 3 = Room for improvement: This student can be seen applying the aspire values but sometimes fail in in this area. For example if a student gets a 3 in Professionalism it may mean that their uniform and equipment are not as we expect on a daily basis.
- 4 = Cause for concern: This may lead to a pupil being on a school report to help them improve in certain areas. This student may hand homework in late, not complete work in class or demonstrate low enthusiasm for learning, which would give them a 4 for Endeavour.

## **Attendance and Punctuality**

At King's our target for attendance is to reach 97% and above. Students who achieve this will be invited to join in with rewards trips in the summer. Students who fall below this target are at risk and will need to catch up the time in summer school.

Punctuality is also extremely important and demonstrates many of our ASPIRE values. Pupils arriving after 8:25am are recorded late.

## **Behaviour Points**

These will collect as the student progresses through the year. Behaviour points appear when students have not followed ASPIRE values or an incident has occurred which demonstrates negative attitude and/or behaviour.

## **Attitude to Learning (ATL)**

Linked in to our rewards policy is our ATL system. Each lesson the pupils receive a number in the register from 1 to 4. This identifies to staff and to the pupil the extent to which they have followed the ASPIRE code and endeavoured to have a positive attitude for learning. We believe that a positive attitude develops good character and leadership and that a responsible attitude to work promotes progress. Pupils are initially marked with a 2 at the start of the lesson and then at the end of the lesson amended if necessary. Please see below for descriptions:

- 1 = Outstanding attitude to learning and the ASPIRE code. Pupil has exceeded expectations going above and beyond.
- 2 = Good attitude to learning. Pupil has followed the ASPIRE code to our highest expectations.
- 3 = Room for improvement. Pupil may have been spoken to about their attitude in lesson which may have had a negative impact on their learning. This is followed by a sanction.
- 4 = Cause for concern. Pupil has caused a major disruption to learning. This will result in a more severe sanction and pupil may be put onto a report card to monitor behaviour.

## **Parent Portal System**

Our parent portal system, SIMS Learning Gateway (SLG), is available for parents/carers. SLG is a system which will allow you to check your child's details, attendance and performance via online reports. It will also allow you to submit data collection sheets online to update any details the school holds concerning yourself or your child.

The system can be accessed here:

<http://slg.kingsleadershipacademy.com/slg>

And you are able to login using the details you will have received in the post.

If you have forgotten your login details please contact our reception on 01925 817939.

We hope you have found this document useful. Your child's academic tutor will be happy to clarify any areas of this report at the consultation evening.