

Monitoring Explanation Sheet – Key Stage 3

The **KS2 Prior Attainment Band**: The Bands are split into 3 tiers - Higher, Middle and Lower and are indicated on the monitoring report.

The tiers are based on KS2 achievement and set against National Benchmarks which uses historical information about the performance of students with similar prior attainment levels across the country. Due to the Covid Pandemic, the KS2 data will be substituted with the results of the CAT testing taken in year 7.

We will continue to use CAT test results as just one piece of data available to us. This is in addition to our ongoing internal assessment of students for each subject within school and any other external testing.

If we do not have the relevant data, we will assess each student individually to set a school-based Internal Attainment Band of either Internal Higher, Internal Middle or Internal Lower.

Progress through KS3 (Years 7-9) will be assessed against the Prior Attainment Banding.

The **Progress Indicator (PI)** is based on moderated assessments and is an indication as to where a student is currently working in relation to their Prior Attainment Band.

| | | |
|-----------|--------------------------------|--|
| EE | Exceeding Expectation | Indicates that a student is making excellent progress and that they are currently making greater progress than someone with similar KS2 outcomes. |
| ME | Meeting Expectation | Indicates that a student is making good progress and that they are currently making the same progress as someone with similar KS2 outcomes. |
| AE | Approaching Expectation | Indicates that a student is making progress, but in some areas, may need to seek and act on feedback in order to make the same progress as someone with similar KS2 outcomes. |
| BE | Below Expectation | Indicates that a student is not making progress/working at the expected standard and is likely to underachieve and not secure the same level of progress as someone with similar KS2 outcomes. |
| NA | | Indicates that it has not been possible to make a judgement as to current progress. This may be due to the student recently joining the school, long term absence or we do not have any KS2 data |

For students who have a Progress Indicator (PI) of 'Below Expectation' in any subject at this stage, this could be a cause for concern.

There may be a number of reasons for a PI of 'Below Expectation' such as: a recent change of schools, a long-term medical problem, a student who is not successfully applying themselves in lessons or on home learning tasks.

It is essential that the student, the school and parents work together **now** to ensure that intervention/support strategies are discussed, that action plans are agreed and that the student proactively puts the advice provided by teachers into practise. This should ensure progression within the subject and ultimately achieving their potential.

You are encouraged to make contact with your child's teacher directly if you have any queries or concerns regarding this monitoring and in particular if your child has a Progress Indicator of 'Below Expectation'.

Teachers can be emailed directly, we have a standard email address format: firstname.lastname@emmbrook.wokingham.sch.uk for example: Mr D Beckham, becomes dbeckham@emmbrook.wokingham.sch.uk.

Attitude to Learning (ATL) is the effort your child is making during lessons, with homework and in Tutor Time.

| Grade | ATL – Classroom | ATL – Home |
|------------------------|---|---|
| Outstanding | Attitude during lessons is outstanding : <ul style="list-style-type: none"> • Work exceeds expectations • Constantly seeks ways to challenge and improve as a student • Contributions support the lesson and the learning of the class as a whole | Home learning attitude is outstanding : <ul style="list-style-type: none"> • Quality exceeds expectations • Actively demonstrates use of prior knowledge and independent development to support progress in class • Meets all deadlines |
| Good | Attitude during lessons is good : <ul style="list-style-type: none"> • Work meets expectation • Sometimes seeks extension opportunities • Actively contributes to lessons | Home learning attitude is good : <ul style="list-style-type: none"> • Quality meets expectations • Reflects on and utilises the work completed in class • Meets all deadlines |
| Needs Improving | Attitude during lessons requires improvement : <ul style="list-style-type: none"> • Work sometimes fails to meet expectations • Attempts some/most tasks • Sometimes contributes to lessons | Home learning attitude requires improvement : <ul style="list-style-type: none"> • Quality sometimes fails to meet expectations • Completes some/most tasks • Sometimes fails to meet deadlines |
| Inadequate | Attitude during lessons is poor : <ul style="list-style-type: none"> • Work is often below expectations • Fails to complete tasks • Does not contribute to lessons | Home learning attitude is poor : <ul style="list-style-type: none"> • Quality is below expectations • Fails to complete tasks • Often misses deadlines |
| NA | It has not been possible to provide a grade (e.g. the subject does not set homework such as PE or the student has been on long term absence or may have recently joined the school.) | |

| Grade | Attitude to Tutor Time | Readiness for Learning |
|--------------------------|---|--|
| A Outstanding | <ul style="list-style-type: none"> • Proactively engages in form time activities • Is always on time when required to be in school • Regularly contributes to the wider school community | <ul style="list-style-type: none"> • Always has a wide range of necessary equipment • Regular evidence of positive feedback from classroom teachers • Is always on time for lessons |
| B Good | <ul style="list-style-type: none"> • Actively engages in form time activities • Is always on time when required to be in school • Contributes to the wider school community | <ul style="list-style-type: none"> • Always has the necessary equipment • Evidence of positive feedback from classroom teachers • Is always on time for lessons |
| C Needs Improving | <ul style="list-style-type: none"> • Partially engages in form time activities • Is usually on time when required to be in school • Occasionally contributes to the wider school community | <ul style="list-style-type: none"> • Usually has the necessary equipment • No evidence of positive feedback from classroom teachers • Is usually on time for lessons |
| D Inadequate | <ul style="list-style-type: none"> • Rarely/never engages in form time activities • Is rarely on time when required to be in school • Rarely/never contributes to the wider school community | <ul style="list-style-type: none"> • Rarely has the required equipment • Evidence of concerns around learning from classroom teachers • Is frequently late for lessons |
| NA | It has not been possible to provide a grade (e.g. the student has been on long term absence or may have recently joined the school.) | |