

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.

The data used includes the Scaled Scores reported from the results of the National Curriculum tests that students sat at the end of Key Stage 2. The lowest Scaled Score that can be awarded is 80 and the highest is 120. Students scoring at least a Scaled Score of 100 will have been deemed to have met the expected standard of the test.

We will continue to use Key Stage 2 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 KS2 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: [firstinitialsurname@emmbrook.wokingham.sch.uk](mailto:firstnameinitialsurname@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 – Class	ATL – Home
A Outstanding	Attitude during lessons is outstanding : <ul style="list-style-type: none"> • Work exceeds expectations - whether in the classroom or via Teams • 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
B Good	Attitude during lessons is good : <ul style="list-style-type: none"> • Work meets expectation - whether in the classroom or via Teams • 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
C Needs Improving	Attitude during lessons requires improvement : <ul style="list-style-type: none"> • Work sometimes fails to meet expectations - whether in the classroom or via Teams • 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
D Inadequate	Attitude during lessons is poor : <ul style="list-style-type: none"> • Work is often below expectations - whether in the classroom or via Teams • 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 (ATL - TT)	Readiness for Learning (ATL – RfL)
A Outstanding	<ul style="list-style-type: none"> • Proactively engaged in form time activities - whether they be in the classroom or via Teams • Is always on time when required to be in • 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 engaged in form time activities - whether they be in the classroom or via Teams • Is always on time when required to be in • 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 engaged in form time activities - whether they be in the classroom or via Teams • Is usually on time • 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 engaged in form time activities - whether they be in the classroom or via Teams • Is rarely on time when required to be in • 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.)	