


	<h1>The Angmering School</h1> <h2>Year 9</h2> <h3>Academic Report 2</h3> <h3>2022 - 2023</h3>	
		

Guidelines for Parents and Carers Y9

Attendance to date

Good attendance is 96%. Anything above is excellent. If attendance falls **below 96% we may ask for your help** to improve this.

Overall Behaviour and Achievement Points

These are the **number of behaviour and achievement points gained since the start of the academic year.** You can track these online on the Class Charts website <https://www.classcharts.com/>

Skills and Knowledge Key Stage 3 Progress tracker statements

This measures your child's **progress in relation to their skills and subject knowledge so far**, taking account of **where we would expect them to be at this point on their learning journey.** This tracks back from their final projected outcomes in year 11. Each of these measures **takes account of the collective quality of their classwork and homework, as well as their performance in assessments to date and end of year tests.** These projected outcomes for the end of year 11 have been set for each student using their CATs results as a guide and are as such individual to each student.*

Definitions of the statements on your child's report are below:

Excellent	<i>Students who are deemed excellent are working above and beyond what we would expect of them in that subject and are likely to achieve higher grades in the long term if they can sustain this. In reading, students will be making above average progress in testing for this point in the year.</i>
Meets expectations	<i>Meets expectations. Students who are meeting our expectations are working exactly at the level we would expect them to. This means that they are likely to meet their potential in the long term if they sustain this. In reading, students will be making expected progress in testing for this point in the year.</i>
Improving	<i>Students who are improving are working towards, but not yet meeting our expectations. This means that they are less likely to achieve their potential in the long term if they remain at this level. In reading, students will be working towards making expected progress in testing for this point in the year.</i>
Concern	<i>Students whose progress is deemed a concern are not yet working at a level that meets their potential and will be in need of an extra push to help them to meet it in the long term. In reading, students will not yet be making expected progress in testing for this point in the year.</i>

Effort and Home Learning

Effort scores are based on how **focused and engaged** students are in lessons;

Home Learning scores are **reflective of the quality, effort and submission rates** in each student's home learning.

Below is some further clarification of how these scores are awarded:

Excellent	Effort and engagement is exemplary. Home learning goes above and beyond.
Meets expectations	Effort and engagement is good. Home Learning is typically completed.
Improving	Effort and engagement are not yet good. Home Learning is inconsistent.
Concern	Effort and engagement are a concern. Home Learning is rarely or never completed.

Perspectives

Perspectives is **designed to develop students' thinking and views on the world's big issues.** It blends the National Curriculum themes of Religious Studies, Citizenship, Health, Careers and Enterprise education. Perspectives is designed to open minds, explore ideas and develop transferable skills for students to be able to reflect on their own existence and contribution to society in order to help them become compassionate, interesting, informed and opinionated citizens of our world.

* We are currently unclear as to how the Department for Education will wish to measure progress of students in the absence of SATs in year 6, so this measure may change if or when this guidance comes. The model we are using is being used by thousands of schools around the country to try to ensure some consistency of approach.