



**Year 9 Progress Report 1**

**January**

**Student:**

**Tutor Group:**

**House:**

**Attendance: 100.0%**

**Absences: 0 Authorised 0 Unauthorised**

**Achievement Pts: 1815**

**Behaviour Pts: 80**

Students at QEA sit three assessments during each academic year. To ensure that we are always building on the knowledge that students are able to recall, our assessments build as we go through Key Stage 3. For example, an assessment in the first term of Year 7 will test what students have been taught to that point. An assessment at the end of Year 9 will test what students have been taught from the start of Year 7 all the way through to the end of Year 9. As a result the assessments will increase in difficulty through Key Stage 3.

Subject	Progress	Attitude to Learning	Homework concern	Parental Contact Required	Teacher
English	On Track	3			
Maths	Above	2			
Science	Above	2			

French	On Track	3	Yes		
Geography	Above	4		Yes	
History	On Track	3			
Religious Education	Above	3			

Art	Above	3			
Design and Technology	Above	2			
Drama	Above	2			
ICT	Below	3			
Physical Education	Above	2			
Music	Below	3			

## **Progress**

All students have expected levels of progress for each curriculum subject. These are based on how they performed in their KS2 SATS or baseline assessments when they joined the academy. This shows how XXXX is performing against these expected levels of progress. ***If the Progress box is blank, this means that XXXX did not complete the assessment for that subject so their progress cannot currently be measured.***

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

Attitude to Learning is measured on a scale from one to six, with one being the highest score and six being the lowest. **Appendix 1** provides reports linked to each ATL score so that you can understand how XXXX is performing in each of their curriculum subjects.

## **Homework Concern**

Where this is present (Yes) homework for this subject has been highlighted as a concern. This means that homework may not have been completed on a regular basis, is often late or is not completed to a high standard.

## **Parental Contact Required**

Parents can have a significant impact on outcomes for students. Therefore, where this is present (Yes), the Academy would appreciate a phone call from you or a meeting with you as soon as possible. Alternatively, if a parents evening is coming up, your attendance is required to discuss what the subject teacher and you can do to support XXXX to improve in this area.

## **Attendance**

The Academy expects a minimum attendance of 97%. There is a strong link between attendance and attainment. National evidence shows that missing 17 days per year reduces Key Stage 4 results by one whole grade on average.

Any questions you have regarding specific subjects in this report should be directed to the subject teacher in the first instance. Where concerns cover a range of subjects, please contact XXXX Form Tutor via the Academy Office on 01623 623559.

Yours sincerely,

Mr J. Griffiths  
Assistant Principal

**Appendix 1: Attitude to Learning Reports**

<b>ATL Score</b>	<b>Report</b>
<b>1 – Star Pupil</b>	<p>A pupil who always settles quickly to You do tasks, applying their knowledge independently. They think hard about a task before they ask for help from the teacher. They consider what knowledge they already have to help them solve a problem or task. They always ask questions about their learning to deepen their understanding.</p> <p>A pupil who always gives of their best, even when the work is challenging. They are not afraid to get things wrong, as they know this is how they learn. They never shy away from attempting work that challenges them.</p> <p>A pupil who always attends lessons with the correct equipment and takes responsibility for their own actions, effort, homework and learning. Their work is always of a very high standard and they catch up on work missed through absence. They prepare conscientiously and thoroughly for assessments / exams, which usually means they make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who always reflects on the advice and feedback from their teacher and acts upon it to improve their work. They always reflect on gaps in their learning, identified through knowledge retrieval activities and address these through homework and revision.</p> <p>A pupil with exemplary behaviour who always follows the QEA Way. They listen, avoid interruptions, follow instructions and take pride in what they do. They show respect to other learners by listening to and respecting their views and by not interrupting their learning.</p>
<b>2 – Secure Pupil</b>	<p>A pupil who regularly settles quickly to You do tasks, trying their best to apply their knowledge independently. They think hard about a task before they ask for help from the teacher. They consider what knowledge they already have to help them solve a problem or task. They regularly ask questions about their learning to deepen their understanding.</p> <p>A pupil who regularly gives of their best, even when the work is challenging. They are not afraid to get things wrong, as they know this is how they learn. They regularly attempt work that challenges them.</p> <p>A pupil who regularly attends lessons with the correct equipment and takes responsibility for their own actions, effort, homework and learning. Their work is regularly of a high standard and they regularly catch up on work missed through absence. They prepare thoroughly for assessments / exams, which usually means they make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who regularly reflects on the advice and feedback from their teacher and acts upon it to improve their work. They regularly reflect on gaps in their learning, identified through knowledge retrieval activities and address these through homework and revision.</p> <p>A pupil with very good behaviour who regularly follows the QEA Way. They listen, rarely interrupt, follow instructions and regularly take pride in what they do. They show respect to other learners by listening to and respecting their views and by rarely interrupting their learning.</p>

<p style="text-align: center;"><b>3 – Developing Pupil</b></p>	<p>A pupil who sometimes settles quickly to You do tasks, and sometimes applies their knowledge independently. They could spend longer thinking about a task before they ask for help from the teacher. They sometimes consider what knowledge they already have to help them solve a problem or task. They sometimes ask questions about their learning to deepen their understanding but need to do this more frequently.</p> <p>A pupil who sometimes gives of their best, even when the work is challenging. They sometimes refrain from engaging in lessons because they are afraid to get things wrong. They sometimes attempt work that challenges them but need to do this more frequently to progress.</p> <p>A pupil who sometimes takes responsibility for their own actions, effort, homework and learning. Their work is usually of a standard that reflects their ability. They sometimes catch up on work missed through absence. They sometimes prepare for assessments / exams but need to do this more thoroughly if they are going to consistently make progress in line with or above the expected standard for someone of their ability.</p> <p>A pupil who sometimes reflects on the advice and feedback from their teacher and acts upon it to improve their work. They sometimes reflect on gaps in their learning, identified through knowledge retrieval activities, but need to address these gaps through regular homework and revision.</p>
<p style="text-align: center;"><b>4 – Emerging Pupil</b></p>	<p>A pupil who rarely settles quickly to You do tasks, failing to apply their knowledge independently. They rarely think about a task and are either too quick to ask for help from the teacher or not to ask for help at all. They rarely consider what knowledge they already have and as a result do not apply it to solve a problem or task. They rarely ask questions about their learning and this limits their understanding.</p> <p>A pupil who rarely gives of their best. They lack confidence in their abilities and rarely attempt work that challenges them. They usually prefer not to engage in lessons so as not to get things wrong.</p> <p>A pupil who rarely takes responsibility for their own actions, effort, homework and learning. Their work is rarely of a standard that reflects their ability and they rarely catch up on work missed through absence. They rarely prepare sufficiently for assessments / exams and this means their progress is usually below the expected standard for someone of their ability.</p> <p>A pupil who rarely reflects on the advice and feedback from their teacher and consequently rarely improves their work. They rarely reflect on gaps in their learning or try to address these gaps through homework and revision. They rarely meet deadlines for classwork and homework.</p>

<p style="text-align: center;"><b>5 – Reluctant Pupil</b></p>	<p>A pupil who never settles quickly to You do tasks, failing to apply their knowledge independently. They never think about a task and ask for help from the teacher immediately. They never consider what knowledge they already have and as a result do not apply it to solve a problem or task. They never ask questions about their learning and this limits their understanding.</p> <p>A pupil who never gives of their best. They lack confidence in their abilities and never attempt work that challenges them. They prefer not to engage in lessons so as not to get things wrong.</p> <p>A pupil who never attends lessons with the correct equipment and never takes responsibility for their own actions, effort, homework and learning. Their work is never of a standard that reflects their ability and they never catch up on work missed through absence. They never prepare for assessments / exams and this means their progress is below the expected standard for someone of their ability.</p> <p>A pupil who never reflects on the advice and feedback from their teacher and consequently never improves their work. They never reflect on gaps in their learning or try to address these gaps through homework and revision.</p>
<p><b>6 – Limited Evidence</b></p>	<p>A pupil whose high level of absence or non-attendance is severely hindering their progress in this subject.</p>