

## Guide to Reports – Years 7 and 8

Ensuring that your child makes strong academic progress is a key priority for everyone at Heath Park School. Your child's teachers will use a variety of approaches to assessment and use this information to plan learning activities that help your child build on their prior knowledge, skills and understanding. We publish reports three times a year in order to share this information with you. This guide explains our approach to reporting in Key Stage 3 and will hopefully answer some of the questions you might have.

Reports can be accessed through your Parent account on Go 4 Schools (<https://www.go4schools.com/>) Reports will appear at the end of the page. If you are a first-time user then please follow the "First-time user?" portal to set up an account. If you encounter any difficulties then please contact your child's Year Lead who can support.

### Understanding your child's report

Nationally, assessment in Year 7 and 8 has moved away from numerical target grades or levels. At Heath Park we have therefore chosen to assess students' attainment using 4 judgements - emerging, developing, securing and mastering.

Emerging	The student has understood the basics, but needs to further develop and secure the required core knowledge or skills
Developing	The student is developing their understanding of core knowledge and skills taught so far
Securing	The student has demonstrated a good understanding of knowledge covered so far and is able to apply new skills learned
Mastering	The student has shown a great depth of knowledge and understanding of concepts studied so far

We also assess students' progress based on their prior attainment data from primary school and our own baseline assessments:

Making above expected progress	The student is achieving above what might be expected for someone with their prior attainment
Making expected progress	The learner is on track for someone with their prior attainment
Making below expected progress	The learner is achieving below what might be expected for someone with their prior attainment
Making well below expected progress	The learner is achieving well below what might be expected for someone with their prior attainment

We also report on two attributes: effort and engagement and independent study. They are reported using motivation scores from 1 to 4, with 4 representing the highest level.

#### How will these reports be used in school?

After each report cycle, and at other times during the year, teachers, tutors, leadership and members of the Learning Support department will explore the data that we have gathered on students to review the progress that each individual is making, celebrate what is going well, and find ways to support where this is needed. Teachers provide their students with both written and verbal feedback which explains to the student what they are currently doing well and how they can improve and progress towards the next attainment descriptor.

#### What can I do to support my child?

As a parent, there are a number of conversations that we would hope you might have with your child based on their report. For example, by comparing their motivation scores with their grade in a particular subject, you may be able to see a pattern between the subjects that they are putting greater effort into and the corresponding attainment outcome. All students have been set three targets, an academic target, a behaviour and attitudes target and a reading and literacy target. Please have a conversation with your child about how they can try to meet this target.

Hard work, a positive attitude and great attendance are the main factors in determining how well students achieve. Please encourage your child to do their best in all lessons and assessments. Your support as parents or carers is hugely valued by everyone in school.

#### Should I be worried if my child is making below expected progress?

“My child is making below expected progress in 1 or 2 subjects”: If your child is normally on track, this might not be a cause for concern. Sometimes, children cover a topic or a set of skills that they find challenging and it means they might be slightly below target now and then. You might like to find out from your child why they are below target and then keep an eye on your child’s next report to see if they are back on track. If not, this might be a good time to have a chat with your child’s Form Tutor or their class teachers to see if your child needs to focus on particular aspects of the subject that they are finding difficult to grasp.

“My child is making below expected progress in many subjects”: You may be aware of a reason why your child is below target in a number of subjects; sometimes children go through a difficult period in their lives and this can sometimes affect their progress. You might like to contact your child’s teachers to find out further details about why your child is below target and what they can do to get back on track, then keep an eye on your child’s next report.

If you have any concerns about your child’s report then please do not hesitate to contact their Form Tutor or Year Lead.