



The Knights Templar School

July 2017

XXXX Year 8 Summer Progress Review

	Summer Exam Results			Attitude to Learning			Achievement		Statements for Improvement In order to make further progress you need to:
	Exam Percentage Achieved (%)	Range of Achievement in this Class (%)	Class Average (%)	Classwork	Homework	Behaviour	Summer Term Attainment Threshold	Summer Term Progress Summary	
Art <i>Mrs T. Welch</i>				2	2	1	Secure	Expected	Explore new ways of recording what you see through drawing, painting, writing, and other media
Computing <i>Mr A. Somerville</i>	64	32-76	52	2	2	2	Secure	Expected	Independently research complex features of graphical programming software
Design & Technology <i>Mrs E. Northcott</i>	70	18-83	70	2	2	1	Secure	Expected	Present your folder work neatly; use pencil for drawings and think about the layout of your work
Drama <i>Miss T. Reed</i>	75	40-89	72	2		2	Secure	Not Yet	Develop your physical skills by using clear mime and gestures
<i>The Drama exam percentage indicates the overall achievement from both practical and written assessment.</i>									
English <i>Miss K. Ashmore</i>	65	48-65	57	2	2	2	Secure	Expected	Comment on how the meanings of texts are influenced by their cultural and historical backgrounds
French <i>Mr A. Pilgrim</i>	69	49-97	67	2	1	2	Secure	Expected	Participate more frequently in spoken work in class
Geography <i>Mrs A. Foy</i>	88	41-95	76	2	2	2	Confident	Expected	Use a range of geographical terms accurately in your writing
History <i>Miss C. Harrison</i>	91	74-98	85	2	1	1	Confident	Exceptional	Develop your ability to use specific contextual knowledge in order to fully explain your answers

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Mathematics <i>Mr S. Bamford</i>	89	61-98	86	2	1	1	Confident	Expected	Develop the confidence to ask and answer questions in class
Music <i>Ms R. Dawson</i>				1		1	Secure	Expected	Improve your performing skills through careful practice
PE <i>Mr D. Raymen</i>				2		2	Secure	Expected	Develop your leadership skills to create an improvement in performance
Religious Education <i>Mr P. Fischer</i>	89	44-97	68	2	2	1	Secure	Expected	Be more willing to participate in class discussions
Science <i>Mrs J. Wallace</i>	65	25-82	59	2	2	2	Secure	Expected	Use scientific words and symbols consistently and appropriately in the correct context

Proportion of Whole Year Group with this grade recorded:

	1	2	3	4
Classwork				
Homework				
Behaviour				

Attendance

The average attendance for Year 8 for this academic year was 95.50%. XXXX's attendance each term was as follows:

	Y8 Autumn Term <small>(3/9/15-18/12/15)</small>	Y8 Spring Term <small>(5/1/16-1/4/16)</small>	Y8 Summer Term <small>(18/4/16-7/7/16)</small>
% Attendance	97.86	86.84	93.14
Standard Achieved	Good	Of Concern	Needs Improvement

Key:

Standard	% Attendance
Excellent	98.00-100.00
Good	95.00-97.99
Needs Improvement	92.00-94.99
Of Concern	Below 92.00

XXXX has made a good start to KTS and remains a well liked and quiet member of 8 Hancock. I wish him the best of luck as he moves into Year 9.

Tutor: Mr M. Bradley, 8HAN

Year Leader: *N. White*

Mr N. White

Guidance on Year 8 Summer Reports:

Attitude to Learning Descriptors

		Classwork	Homework	Behaviour	Summer Term Attainment Threshold	Summer Term Progress Summary	Statements for Improvement In order to make further progress you need to:
Art	Mrs T. Welch	1	3	1	Secure	Expected	Work with different materials to create a variety of effects

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Attitude to Learning Descriptors

Please note, the Attitude to Learning definitions for levels 1-4 have been revised since the Autumn report. The updated explanations are found below.

	Level	Explanation
Classwork	1	Always tries their absolute best and produces work of a high quality relative to their ability, often completing extension tasks. Works very well independently and with others.
	2	Tries hard and produces work that is of a good quality relative to their ability. Works well independently and with others.
	3	Work is completed to a satisfactory standard relative to their ability when working independently, although it may lack care and attention or fall short of expectations. Can work well with others.
	4	Rarely produces work that reflects their ability and often fails to complete work set whether working independently or with others.
Homework	1	All homework tasks are completed to deadlines and the work sometimes goes beyond what is expected (e.g. evidence of background reading, additional research or consistently achieving top marks)
	2	All homework tasks are completed to deadlines and are of a good standard (relative to ability)
	3	Homework tasks are mostly completed to deadlines and/or are of an acceptable standard (relative to ability)
	4	There are significant gaps in the homework record and/or the quality of work submitted is below what is expected (relative to ability)
Behaviour	1	They display a consistently positive, conscientious and committed attitude to their studies. They take responsibility for their own learning by asking questions and seeking to extend their learning. They are highly motivated, well prepared and ready to learn.
	2	They have started to take responsibility for their learning. They are conscientious and seek to improve their work as well as being well prepared for lessons.
	3	They take some responsibility for their learning when given instructions to do so. They display a largely positive attitude to learning in most lessons.
	4	They do not take responsibility for their learning and need support to improve their focus. Tasks are completed to a low standard (relative to ability) or are frequently incomplete. They are regularly unprepared for their lessons.

Attainment Threshold

		Classwork	Homework	Behaviour	Summer Term Attainment Threshold	Summer Term Progress Summary	Statements for Improvement In order to make further progress you need to:
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Attainment Threshold

This describes the overall standard achieved in classwork, homework and tests.

Threshold	Description
Confident	<ul style="list-style-type: none"> Confident indicates an excellent ability to understand the demands of the subject. Confident means that the student has a very high level of knowledge, understanding and skills for this age group. Confident students may show flair and independent thought. <p><i>A confident student is likely to achieve a high GCSE grade if they continue in this threshold.</i></p>
Secure	<ul style="list-style-type: none"> Secure indicates a good ability to understand the demands of the subject. In terms of knowledge, understanding and skills, Secure means that the student has a solid grasp of most of their learning as appropriate to their age group. Secure students could be thoughtful and take responsibility for their learning. <p><i>A secure student is likely to achieve a mid-high GCSE grade if they continue in this threshold.</i></p>
Developing	<ul style="list-style-type: none"> Developing indicates some ability to understand the demands of the subject. In terms of knowledge, understanding and skills. Developing means that the student has learnt some areas, but some areas still require attention. Developing students have a good grounding in the subject and still have much more to learn. <p><i>A developing student is likely to achieve a mid GCSE grade if they continue in this threshold.</i></p>
Establishing	<ul style="list-style-type: none"> Establishing indicates the student finds it challenging to cope with the demands of the subject. Establishing means that the student has grasped some basic ideas so far, but there is much more to learn in this area. Establishing students may need support to access the learning in the subject. <p><i>An establishing student is likely to achieve a low GCSE grade if they continue in this threshold.</i></p>

Threshold to GCSE links

Threshold	GCSE Grade
Confident	7-9 (High)
Secure	5-6 (Mid-High)
Developing	3-4 (Mid)
Establishing	1-2 (Low)

Progress Summary

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Progress Summary

Expected – Attainment was in line with the standard we expect. Use the advice in the ‘statement for improvement’ to improve further.

Exceptional – Attainment was of a higher level than expected. Well done. Use the advice in the ‘statement of improvement’ to consolidate this progress.

Not Yet – Attainment is not of the standard we expect as yet. Use the advice in the ‘statement for improvement’ to improve your attainment.

Statements for Improvement

		Classwork	Homework	Behaviour	Summer Term Attainment Threshold	Summer Term Progress Summary	Statements for Improvement In order to make further progress you need to:
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Statements for Improvement

Throughout the year students will be provided with regular verbal and written feedback in lessons and in their marked work. This report will show one statement for each subject that the teacher believes will lead to most progress. These statements will be linked to the demands of the subject being studied and will focus on specific areas of study, skills and assessment criteria. For further explanation of each Statement for Improvement, please visit the ‘How to Improve’ pages on the school website by clicking on the Learning tab. Statements can be found on most subject areas.