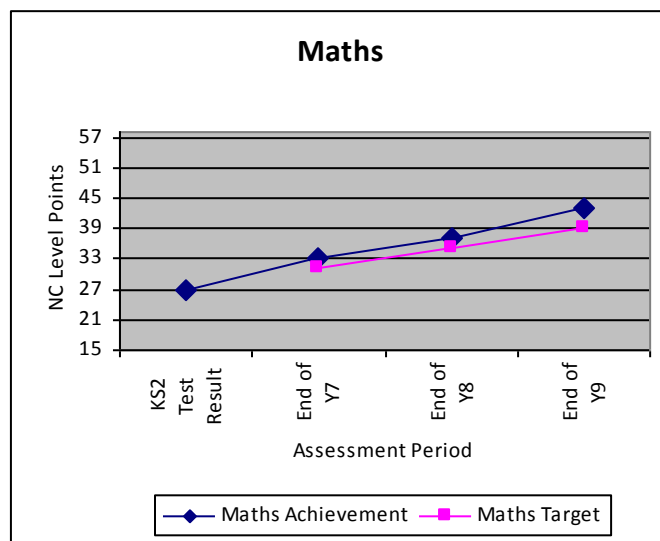
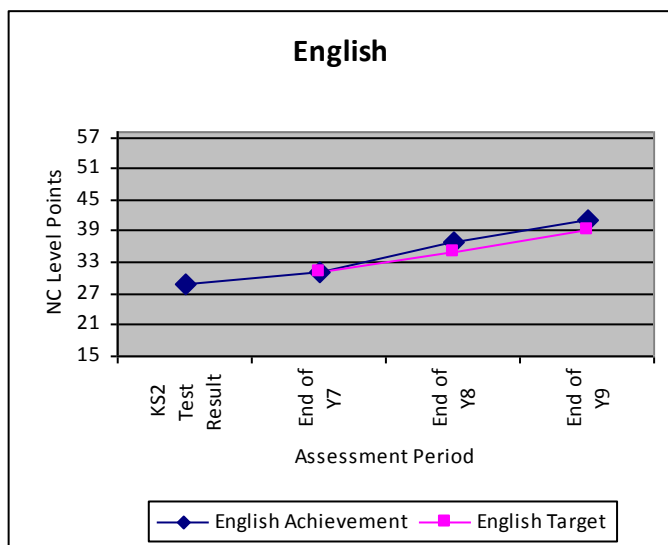




## Year 9 Annual Report XXXX

### Summary of English and Maths Progress Compared to Targets



### Explanatory Notes

The above progress charts will help you compare XXXXI's achievement in English and Maths to her targets. You can use the 'KEY' table below to convert the points in the graph to the National Curriculum (NC) level and grade equivalents. In each chart there are two lines:

**Achievement Line (blue)** - this starts on the left with the NC level XXXX achieved in her Key Stage 2 Test in Year 6. The other points on the line represent the NC level she has achieved in that subject at the end of Years 7, 8 and 9.

**Target Line (pink)** – this line represents the NC levels XXXX was targeted to achieve or exceed at the end of each year. It is based on the average rate of progress achieved nationally by students with similar Key Stage 2 test results. Where the achievement line (blue) has followed or is above the target line (pink), XXXX has met or exceeded her targets.

For further assistance in understanding these charts, please see the supporting Frequently Asked Questions (FAQ) sheet included with this report.

#### KEY - Converting Points to Levels

Use this table to find the NC levels represented by the points on the progress charts:

Points	NC Level Equivalent	Points	NC Level Equivalent
18		39	6b
19	3c	40	
21	3b	41	6a
22		43	7c
23	3a	45	7b
25	4c	46	
27	4b	47	7a
28		49	8c
29	4a	51	8b
31	5c	52	
33	5b	53	8a
34		55	
35	5a	57	
37	6c	58	

Detailed Annual Report Year 9		Summer Exam Results			Attitude to Learning			Attainment	
		Exam Percentage Achieved (%)	Range of Achievement in this Class (%)	Class Average (%)	Classwork	Homework	Behaviour	NC Level at End of Year	End of Year Target
<b>English:</b>	<i>Miss K. Ashmore</i>	58	20-72	51	1	1	1	6a	6b
<b>Maths:</b>	<i>Mr P. Kempster</i>	71	58-90	77	2	2	2	7c	6b
		Full GCSE Exam Grade Achieved	Range of Grades Achieved in this Class	Class Average Grade	Classwork	Homework	Behaviour	GCSE Grade at End of Year	Science GCSE Interim Target
<b>Science GCSE Studies:</b> <small>(Started this year)</small>		C	G-C	E				C	C
<b>Biology Classes</b>		<i>Mrs M. Dineen</i>			2	2	2		
<b>Chemistry Classes</b>		<i>Miss D. Carroll</i>			2	2	2		
<b>Physics Classes</b>		<i>Mr W. Bowers</i>			2	2	2		
Other Subjects		Exam Percentage Achieved (%)	Range of Achievement in this Class (%)	Class Average (%)	Classwork	Homework	Behaviour	NC Level at End of Year	End of Year Target
<b>Art:</b>	<i>Mr W. Leonowicz</i>				1	1	1	5a	6a
<b>Drama:</b>	<i>Mrs J. Spurling</i>	66	44-66	57	2		2	6c	6c
<i>The Drama exam percentage indicates achievement in the written exam only</i>									
<b>Computing:</b>	<i>Mr A. Somerville</i>	69	43-84	58	2	2	2	6b	6c
<b>French:</b>									
<b>Geography:</b>	<i>Miss S. Bow</i>	67	13-67	43	1	2	1	6b	6c
<b>German:</b>									
<b>History:</b>	<i>Ms E. Thompson</i>	65	22-65	55	2	2	2	5a	6c
<b>Music:</b>	<i>Mrs H. Johnson</i>	48	23-92	50	3		2	5a	5a
<b>PE:</b>	<i>Miss S. Olden</i>				2		2	5b	5b
<b>RE:</b>	<i>Mrs L. Wells</i>	67	5-69	46	2	2	1	5a	6c
<b>Spanish:</b>	<i>Miss G. Gibbs</i>	58	31-83	57	3	2	2	5b	4a
<b>Technology:</b>	<i>Miss E. Theobald</i>	63	42-89	64	2	2	2	7c	6b

Proportion of Whole Year Group with this Attitude to Learning grade recorded:

	1	2	3	4
Classwork (%)				
Homework (%)				
Behaviour (%)				

## Attendance

The average attendance for Year 9 for this academic year was 00.00%. XXXX's attendance each term was as follows:

	Y9 Autumn Term <small>(1/9/16-21/12/16)</small>	Y9 Spring Term <small>(5/1/17-31/3/17)</small>	Y9 Summer Term <small>(18/4/17-30/6/17)</small>
% Attendance	100.00	100.00	100.00
Standard Achieved	Excellent	Excellent	Excellent

## Key to colours used:

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

XXXX is a quite member of the form but is a very polite pupil and a credit to the form.

**Tutor:** Mr A. Somerville, 9BEN

**Year Leader:**



**Mr J. Sherry**

## Summer Reports - Frequently Asked Questions

The following sheet provides answers to these questions:

What do the Attitude to Learning grades (Classwork, Homework and Behaviour) mean?

What are National Curriculum levels?

How do the points in the progress charts section of the report relate to National Curriculum levels?

My child's achievement this year is above their target – will you give them a more challenging target next year?

My child's achievement this year is below their target – what action should I take?

My child's achievement line this year is not the same for every subject - should I be concerned?

### What do the Attitude to Learning Grades Mean?

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
<b>Classwork</b>	<b>1</b>	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.
	<b>2</b>	Tries hard and produces work that is of a good quality relative to their ability. Works well independently and with others.
	<b>3</b>	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.
	<b>4</b>	Rarely produces work that reflects their ability and often fails to complete work set whether working independently or with others.
<b>Homework</b>	<b>1</b>	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)
	<b>2</b>	All homework tasks are completed to deadlines and are of a good standard (relative to ability)
	<b>3</b>	Homework tasks are mostly completed to deadlines and/or are of an acceptable standard (relative to ability)
	<b>4</b>	There are significant gaps in the homework record and/or the quality of work submitted is below what is expected (relative to ability)
<b>Behaviour</b>	<b>1</b>	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.
	<b>2</b>	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.
	<b>3</b>	They take some responsibility for their learning when given instructions to do so. They display a largely positive attitude to learning in most lessons.
	<b>4</b>	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.

### What are National Curriculum Levels?

The National Curriculum levels (NC levels) are used in education to identify the degree of skill a student has in a subject. They are used from the start of Primary school to Year 9 of Secondary education and range from level 1 (the lowest) to level 8. The skills a student has to demonstrate to attain each NC level are prescribed by the Department of Education. They have established that a student of average academic ability would complete their Primary education in Year 6 with a KS2 Test Result of NC level 4 and would generally be expected to achieve NC level 6 by the end of Key Stage 3 (Year 9).

**About sub-levels** - Each level is divided into sub-levels to indicate the range of competence apparent as skills develop within each level. Sub-levels follow the pattern 4c, 4b, 4a, 5c, 5b and so on up to level 'E' (exceptional above 8a).

Example of progression at level 4:

<b>4c</b>	Produces some work at this level, along with elements from the level below.
<b>4b</b>	Consistently produces work that demonstrates a full competence at this level.
<b>4a</b>	Consistently produces work at this level and includes some elements of the next level up.

We use NC levels in two ways in this report:

1. To report the level of skill each student has achieved in a subject at the end of each year.
2. As a target to indicate the level of skill each student should be aiming to achieve by the end of each year.

Your child's report provides this information in the two columns headed 'Attainment'.

## How do the Points in the Progress Charts Relate to National Curriculum Levels?

Here are the points associated with the NC levels and sublevels starting from Level 2:

Points	Sublevel	Level
13	2c	
15	2b	2
17	2a	
18		
19	3c	
21	3b	3
22		
23	3a	
25	4c	
27	4b	4
28		
29	4a	
31	5c	
33	5b	5
34		
35	5a	
37	6c	
39	6b	6
40		
41	6a	
43	7c	
45	7b	7
46		
47	7a	
49	8c	
51	8b	8
52		
53	8a	
55		
57		
58		

### My child's achievement this year is **Above** their target – Will you give them a more challenging target next year?

The targets we set in Year 7 should provide sufficient challenge to ensure that our students progress at a rate appropriate to their ability. However we do raise target levels under the following circumstances:

**End of Year 8** – When a student consistently achieves well above their target grades in classwork, homework and tests. Where a student's achievement varies throughout the year, the target will not be altered.

**End of Year 9** – Where a student exceeds their Year 9 target, we take this into account when setting their GCSE target.

### My child's achievement this year is **Just Below** or **Below** their target – What action should I take?

If this year's end of year NC level is **just below** your child's target level do not be too concerned (e.g. just below target might mean their target is 5a but their end of year NC level is 5b). Progress can vary year on year for a variety of reasons (e.g. illness or absence from school for example). Next year, their subject teachers will provide support to help your child to catch up.

If your child's current achievement is **significantly** below their target (e.g. their target is a 5a but their end of year NC level is a 4a or lower), we recommend you discuss this or any other concerns you might have with their subject teacher at your next Parent Consultation Evening.

### The achievement line in the Progress Charts is not the same for every Subject – Should I be concerned?

Students do not always make progress at the same rate in different subjects. Also, students can make slightly less progress one year and then progress faster the next. We recommend you discuss any concerns you might have about your child's on-going progress with their subject teacher at your next Parent Consultation Evening.