



### Understanding the Teacher Assessment and Target Grade columns

We use our own Key Stage 3 (years 7, 8 and 9) grading system called ‘steps’. This allows us see if a child is making expected progress. The steps run from 1 to 9 and children are expected to move up the steps. By the end of Year 9 we expect most children to reach S5S – step 5 secure i.e. is working confidently at this level. Using 9 steps allows us to ensure children can be challenged to develop further. Of course children start with different prior attainment. We use primary Key Stage 2 scores to help us set targets.

Each step is divided into two parts to provide some more information about how confident your child is. Taking step 4 as an example:

S4S means ‘step 4 secure’ i.e. working confidently at this level

S4E means ‘step 4 emerging’ i.e. has started but is not yet fully confident at this level

It is expected that the majority of students will be working at step 5 or above by the end of Year 9.

### Attitude to Learning Descriptors

<b>4</b>	<b>Excellent</b>	A consistently self-motivated learner with excellent organisational skills. Works independently and with a determination to succeed and completes all class work to a very high standard; shows resilience when facing challenges; has excellent relationships with peers and staff; uses feedback very effectively to improve learning; an exemplary role model to other students.
<b>3</b>	<b>Good</b>	A focused learner who completes work to a standard that reflects his or her ability. Is attentive and organised in lessons; demonstrates initiative and regularly makes positive contributions to learning activities; takes pride in presentation; forms good relationships with peers and staff; responds well to teacher feedback using it to improve learning and fulfil his or her potential.
<b>2</b>	<b>Must Improve</b>	An underachieving learner who has low expectations, requiring a greater commitment to learning; sometimes listens to explanations and instructions; sometimes completes all tasks in lessons but lacks pride in their work; lacks concentration; needs to be more organised; sometimes works well with peers and staff; response to the teacher’s feedback is not always to the expected standard, requiring greater motivation to improve.
<b>1</b>	<b>A significant cause for concern</b>	A reluctant learner, rarely able to behave as expected. Inconsistent in some or all of the following: poor organisation and motivation; lacks focus in lessons; incomplete work which does not reflect their ability; does not respond effectively to the feedback of the teacher and usually has a negative attitude; does not take enough responsibility for effective learning behaviour; cannot accept discipline without argument.