



Assessment and reporting

All children and parents receive:

A **Progress report** each half term to May (review of **character for achievement** in each subject and in coaching)

For Year 10 to Year 13 this includes a **current grade** that the child is working at and an **expected grade** that the child needs to aim for

For Year 7 and Year 8 children there is also a **Mid-term and Final report** (review of outcomes from examinations and teacher assessment against **subject specific criteria**)

	Half Term				
	Progress	Resilience	Independence	Motivation	Home Learning
English	1	2	1	1	1
Maths	1	2	2	1	2
Science	1	2	1	1	2
Humanities	1	2	1	1	2
Art	1	2	2	1	2
Technology	1	2	1	1	2
Performing Arts	2	2	3	2	2
Problem Solving	1	2	2	1	3
Communications	1	2	2	1	4
Core PE	1	2	1	1	1
Coaching	Resilience				1
	Independence				1
	Motivation				1
	Empathy				1
Rewards	E-Praise				120
Attendance	96.2%				

CHARACTER FOR ACHIEVEMENT: IN LESSONS; IN COACHING; AT HOME

	Progress	Resilience	Independence	Motivation	Empathy	Home Learning
1	<ul style="list-style-type: none"> Making better than expected progress this half term 	<ul style="list-style-type: none"> When faced with a challenge will confidently pursue a solution to completion Sees frustrations as opportunity for learning and adapts approaches to cope 	<ul style="list-style-type: none"> Takes charge of their own learning both in and beyond the classroom Makes connections between topics and generates new ideas for further study Sees the teacher as a facilitator 	<ul style="list-style-type: none"> Strives to reach full potential "I'm doing this because I want to succeed and I want others to as well" 	<ul style="list-style-type: none"> Appreciates what another person might feel and adjusts own behaviours in response to build and repair relationships Supports others in finding their own solutions Tone of voice is curious. "So that feels like?.. what do you think needs to happen now...?" 	<ul style="list-style-type: none"> Target piece of home learning and elective work completed to a high standard
2	<ul style="list-style-type: none"> Making expected progress this half term 	<ul style="list-style-type: none"> When faced with a challenge will manage own frustrations Expresses hope of success and sustains effort 	<ul style="list-style-type: none"> Generates their own questions within a topic Selects appropriate resources and work collaboratively to refine their answers. Sees the teacher as a partner 	<ul style="list-style-type: none"> Motivated by contributing to a sense of community either in or beyond school e.g. supporting others in the classroom, team activities etc. "I'm doing this because I enjoy working with other people and it feels right" 	<ul style="list-style-type: none"> Explains the feelings expressed by others. Actions usually lead to resolutions Tone of voice is tentative. "So it feels like... you could...". 	<ul style="list-style-type: none"> Target piece of home learning completed with high degree of effort
3	<ul style="list-style-type: none"> Progress is a concern this half term 	<ul style="list-style-type: none"> Attempts work that presents challenge with some doubt about success. Seeks support and reassurance as soon as frustrations emerge 	<ul style="list-style-type: none"> Identifies what they already know and what they can find out about a topic. Uses resources provided with support. Sees the teacher as a guide 	<ul style="list-style-type: none"> Motivated by the perception of what others across a number of social and professional groups might think "I'm doing this because my teacher/parent and some of my friends think it would be good" 	<ul style="list-style-type: none"> Shows some awareness of what another person might feel as a result of a particular situation Restates what others feel Tone of voice is authoritative. "I'd feel like that... I'd do this..." 	<ul style="list-style-type: none"> Target piece of home learning completed with some effort
4	<ul style="list-style-type: none"> Is making poor progress this half term 	<ul style="list-style-type: none"> Rarely attempts work that presents challenge Often look for easier work First response is often "I can't do this" 	<ul style="list-style-type: none"> Needs directing and scaffolding for learning within a topic Sees the teacher as a director First response is often "What am I meant to do?" 	<ul style="list-style-type: none"> Motivated by what others might think in their social group "I'm going to do this because he/she did" 	<ul style="list-style-type: none"> Shows little awareness or disinterest in what another person might feel. Actions taken may lead to further conflict rather than resolution Tone of voice is dismissive 	<ul style="list-style-type: none"> Target piece of home learning not completed