



May 2017

Dear Parent/Carer

Please find enclosed your child's latest Report. In response to your feedback we have tried to make the reporting letters clearer. There is no change to how we assign levels in school and we are confident that our assessing and reporting structures within school are robust and allow us to accurately track the progress our students are making.

You will be familiar by now with the **PRIDE** categories which will give you the best indication of how well your child is developing the skills needed for learning. We believe that learning is based on the values we associate with 'Excellence'.

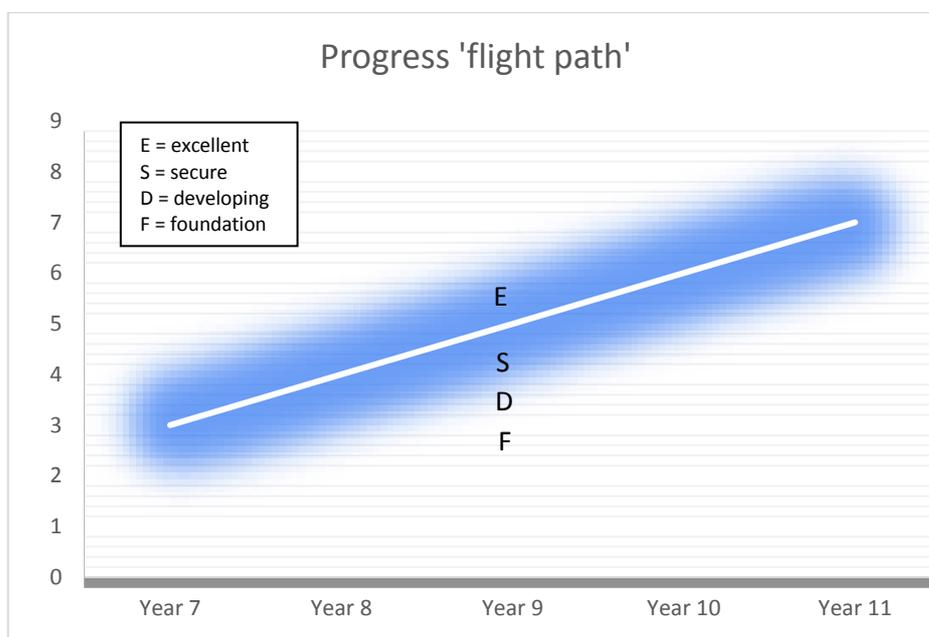
| PRIDE      |  |
|------------|--|
| Excellent  | <p>A student who is resilient and determined in all that they do. They are curious and eager to take on new challenges and have openness and courage to explore ideas. They are able to perform effectively independently or in any role within a group.</p> <p>They represent the school with confidence, authority and credibility and are generous in praise. They seek opportunities to be involved in learning &amp; activities outside of the classroom. They take full responsibility for their learning and strive to be excellent and take pride in all that they do.</p> |
| Secure     | <p>A student who shows resilience and determination most of the time and has a positive approach to their learning and can generate ideas. They complete all classwork and homework tasks to the best of their ability. They can work independently or be part of a group with guidance and seek support when necessary. They generally take pride in what they do. They participate in a range of learning opportunities outside of the classroom.</p>  |
| Developing | <p>A student who needs encouragement and support to sustain resilience as a learner. They engage with their learning with some determination. They are beginning to develop their independence and accept support where necessary. They sometimes do not recognise the value in taking pride in what they are doing. They participate in some learning activities outside of the classroom.</p>  |
| Foundation | <p>A student who is yet to learn the skills of resilience or determination. They lack the skills to work independently and require support with most aspects of their learning. They find it difficult to engage with the routines and demands of the classroom. They are yet to take an active approach to learning outside of the classroom. They are yet to take a pride in what they do.</p>   |

Our judgement of how much academic **progress** your child is making in each subject uses the same four descriptors. We set aspirational targets for our pupils; here, we are reporting progress towards those targets. It is important to understand that these targets are the students' targets for the end of Year 11.

|            |   |
|------------|---|
| Excellent  | A student who is making better than expected progress towards their aspirational target grade.                |
| Secure     | A student who is making progress within an expected range towards their aspirational target grade.            |
| Developing | A student who is making progress below a level which will enable them to meet their aspirational target grade |
| Foundation | A student who is not making the necessary progress towards their aspirational target grade                    |

Together these two measures will give you an indication of your child's achievement so far.

Flight paths are an easy way of visualising your child's progress. The white line or flight path maps your child's aspirational targets from Year 7 to Year 11. If your child's current progress is better than their target grade, we would call this **excellent** (E) progress. If your child's progress is on or around expected progress we would call this **secure** (S) progress. If your child's progress is below or well below expected then we would say their progress is **developing** (D) or at **foundation** (F) level.



There could be a number of reasons why a child would be below their target grade and it does not necessarily mean that there is cause for concern. It is important to remember that children do not learn in a linear way and that the progress they make will be different at various points. However, if your child is working at developing and foundation levels this does alert us to the fact that if their rate of progress does not improve then they would not meet their target grade. Equally, if your child is excelling then this is cause for celebration and could mean that your child has an aptitude for that subject and may wish to follow a career which uses this subject.

Of course, we look forward to the opportunity to discuss the details of your child's report with you in person at Parents Evening on **Wednesday 24<sup>th</sup> May between 5:30 – 7:30 p.m.** where we will be able to answer any questions you may have. Please encourage your child to make appointments with their teachers.

Yours faithfully

*H Lawrence*

Mrs H T Lawrence

Assistant Head Teacher



Pupil X

College  
XXXX

## Year 7 Sample Report

| Subject   | Aspirational Y11 Target | Progress Towards Target | PRIDE | Comment and Curricular Targets   |
|-----------|-------------------------|-------------------------|-------|--|
| English   | 6                       | D                       | S     | This year we have studied a range of texts from different cultures and time periods to enhance pupils' ability to analyse texts and improve their creative writing. I have enjoyed Pupil X's love of learning this year, particularly in relation to non-fiction texts like 'The Hunt'. Pupil X has been experimenting more and more with sentence structure recently which is accelerating his progress. To improve further, Pupil X needs to use a wider range of vocabulary to excite the reader.<br><br><b>Miss L Dyckhoff</b>   |
| Maths     | 7                       | D                       | S     | Pupil X is a happy and polite member of the group. X is very hardworking and will try X best to get the work complete. As a result X produces good quality written work. X's presentation is of a good standard meaning it is easy to read, which helps when finding errors if any have occurred. I hope X can maintain X determination to understand all aspects of the work. Overall, a very good first year. Well done!<br><br><b>Mr A Prince</b>   |
| Science   | 6                       | D                       | E     | Pupil X is a polite, well-mannered member of the group who has a passion for Science. X demonstrates a good understanding of some topics to date. Pupil X is confident in contributing to class discussions. Class work and homework is completed and at a good standard. Pupil X is enthusiastic about X learning and has an excellent attitude. X is keen to do well. In order for Pupil X to improve X must add detail to X explanations using key scientific vocabulary. X must also revise thoroughly for tests creating mind maps and answering past paper questions.<br><br><b>Mrs T Riaz</b>   |
| Art       | 5                       | F                       | S     | Pupil X has tried hard with X art work however needs to work on how X presents work and ideas. During the year so far pupils have developed their ability to draw from observation. X has basic skills that are enabling X to make progress. X has also created a shoe to represent a victim of the Holocaust. Pupil X found it hard to control the collage materials and needed to think more about the presentation. More recently pupils have been creating repeat work through exploring Pop Art and X has shown some understanding of space and colour.<br><br><b>Mrs S Tidman</b>  |
| Computing | 7                       | F                       | E     | This year students have been developing their digital literacy skills with projects such as letter writing, creating a presentation and collating data in Excel. We have also looked at how the internet works (which included staying safe online). As a result students are able to use a variety of software for use across a range of subjects and contexts.<br><br><b>Miss J Finlayson</b>  |
| Dance     | 6                       | F                       | S     | In Year 7 Dance pupils learn how to create, rehearse, perform and evaluate. It is an active lesson where pupils are encouraged to manage themselves in small groups. Pupil X has warmed to the subject and clearly enjoys the lessons; X is comfortable working in a small group and performing in front of the class. With encouragement Pupil X is able to comment sensitively on the quality of X own work and the work of others. Pupil X is eager to learn. To improve in general Pupil X must learn to sense the appropriate times to ask questions or make comments X timing is occasionally misjudged.<br><br><b>Mrs E Howells</b>   |
| Drama     | 6                       | S                       | E     | Pupil X enjoys his Drama and always gives it X very best. X likes to perform and is able to create interesting ideas and contribute to group work with sensitivity and good group skills. X has a good discipline in X's approach and now needs to learn how to develop complex character in performance. Well done Pupil X.<br><br><b>Mr M Irvine</b>   |
| Geography | 6                       | S                       | E     | Pupils in Year 7 have been studying Our Local Area, Extreme Weather and Coasts in Geography. Pupil X has written some of the most detailed extended writing in Year 7. Pupil X has shown confidence when comparing different places around the world or in X local area and has accurately used data to help support his findings. I would like Pupil X to work on how X attaches X opinion to knowledge. X has completed an assessment on Coasts which showed capability in decision making but now I would like X to explain why X agrees or disagrees with a range of policies from different countries.<br><br><b>Mr J Hensher</b>   |
| History   | 6                       | S                       | E     | In History Pupil X is currently studying The Norman Conquest, at present focusing on the development of Castles. His behaviour and attitude to learning in lessons is always positive, Pupil X will give an answer to a question when requested or offer an opinion on a matter when the class is discussing a topic or taking part in group work. Going forward in History Pupil X needs to make sure X is providing balance in answers when possible and also to try and make and explain the links between the causes of events supported by the evidence X is studying.<br><br><b>Mr I Clayden</b>   |
| Music     | 6                       | F                       | E     | In Year 7 Music, pupils have been working on the two key elements; rhythm and pitch. Pupils have taken part in group performances, playing layered rhythms on percussion instruments and also begun learning pitch notation using keyboard instruments. Pupils have also worked on developing their listening skills through musical analysis and melodic recognition. Pupil X has worked well in lessons so far, always trying X best with a positive effort and attitude. X has made good progress, as X can now perform with confident timing and can recognise pitch patterns quickly. Pupil X can now also perform basic music notation accurately. To improve, Pupil X will need to keep X concentration and focus, and always try X best with tasks that are set. X will need to push X to work on higher level skills.<br><br><b>Mr S Noakes</b> |

| Subject    | Aspirational Y11 Target | Progress Towards Target | PRIDE | Comment and Curricular Targets   |
|------------|-------------------------|-------------------------|-------|--|
| PE         | 6                       | S                       | E     | Pupil X is a well organised and polite pupil who has made secure progress this year. Pupil X is quick to get changed and well prepared for every lesson. X is an attentive learner who has a good effort level in every lesson. Pupil X is also very flexible with regards to who X works with and shares very considerably. Within lessons, Pupil X has developed basic skills in sports such as rugby, football and cricket and I would now like to see Pupil X come to clubs to further X ability in sports.<br><br><b>Mr D Teasdale</b>  |
| Spanish    | 6                       | F                       | S     | This year pupils in Year 7 have been learning how to describe themselves and others, where they live and about Spanish cities. Pupil X works hard in Spanish and always completes work set. Pupil X regularly learns X vocabulary homework, which helps X in class. Pupil X's levels have shown steady progress throughout the year, and Pupil X is always keen to find ways to improve. Pupil X should try to use connectives and opinions to extend X' answers in X spoken and written work.<br><br><b>Miss S Azarpey</b>  |
| Technology | 6                       | D                       | D     | During Year 7 Food Technology lessons focus on eating healthier food and the nutrition our bodies need to function. Students gain essential knowledge on how to live healthier lives, with ideas for cutting down on sugar and fats in their diets. In practical lessons students predominately cook savoury dishes that support and teach key kitchen skills, from weighing and measuring to peeling, chopping and safe knife skills. Pupil X has made good progress in both theory and practical lessons, showing clear strengths in time management and teamwork. Well done.<br><br><b>Mrs S Campbell- Barker</b> |

|                                 |  |
|---------------------------------|--|
| <b>Mentor Comment</b>           | Pupil X has settled well into Year 7 and is a valued, polite and well-mannered member of the mentor group. Pupil X always takes part in all the activities set, and in group discussions offers clear, and concise and well thought out answers. Pupil X needs to have more confidence in X own abilities and I am sure this will come in time. From the reports of subject teachers it shows that Pupil X is trying hard and this will result in Pupil X achieving X target grades. A very pleasing report, Well done Pupil X, keep it up.<br><br><b>Mrs S Campbell- Barker</b> |
| <b>College Director Comment</b> | An excellent report with some pleasing comments from teachers. Attendance and punctuality are good as is Pupil X's behaviour in and around school. Pupil X has shown hard work and determination and I hope that this attitude towards X's learning continues. Well done Pupil X, keep up the good work!<br><br><b>Ms E Davis</b>  |

| Behaviour | Achievement |
|-----------|-------------|
| -4        | 147         |

| Attendance | %     | Westwood Attendance Target |
|------------|-------|----------------------------|
|            | 97.7% | 95-100%                    |