

Progress Report

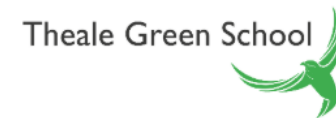
The following slides are aimed at adding context to the information contained within student Progress Reports and support students, parents and carers in understanding them.

It is hoped that with greater understanding, the work completed within school by Subject Teachers, Heads of Department, and Heads of Year to guide students in reviewing their reports, setting new targets and working to develop their skills, knowledge and understanding will have greater impact.

Assessment and Progress indicators

Subject	Hard Work	Respect	Assessment	Progress
English	Unable to report	Unable to report	80%	Excellent Progress
Maths	Always	Always	80%	Good Progress
Science	Always	Always	71%	Good Progress
Art	Usually	Always	50%	Improvement Required
Computer Science	Always	Always	77%	Good Progress
Drama	Always	Always	89%	Excellent Progress
French	Always	Always	74%	Excellent Progress
Geography	Always	Always	50%	Improvement Required
History	Always	Always	86%	Excellent Progress
Music	Always	Always	96%	Excellent Progress
PE	Always	Always	65%	Good Progress
Religious Education	Always	Always	81%	Good Progress
Spanish	Always	Always	83%	Good Progress
Technology	Always	Always	65%	Good Progress
RSHE	Always	Always	RSHE is assessed holistically throughout the year.	

Letter



Year 8 Progress Report, Spring/Summer 2025

Dear Parent/Carer,

Your child's **Progress Report** has now been published and is enclosed with this letter. As of September, we intend to publish all student progress reports via the Parent Portal and so encourage all parents and carers to ensure they can access the site moving forwards.

The report includes a percentage score in each subject for your child's **performance** during the recent assessments. We have used the performance data for the entire student cohort to calculate the relevant average scores and to identify the level of **progress** which **is considered to be improvement required, good progress or excellent progress** relative to students with a similar level of prior attainment.

The report indicates whether your child is in Group A, B or C for reporting and progress checking purposes. These groups correspond to a student's Key Stage 2 SATs results which are used by the Department for Education to indicate whether a student is entering secondary school with a high, middle or low level of prior attainment. In our reporting, we compare student attainment with that of students who attained at a similar level at the end of Key Stage 2, **and** therefore share similar starting points from which to measure their progress.

In the event that your son/daughter did not complete Key Stage 2 SATs, we have allocated them to a group of students demonstrating similar performance across their subjects.

Please note, that if your son/daughter scored zero or was absent during the assessment, their report will

Progress Measure Averages

Progress measure by subject for students of a similar ability, averages for Group A.

	English	Maths	Science	Art	Computing	Drama	French	Geography	History	Music	PE	Religious Studies	Spanish	Technology
Excellent Progress >=	78%	81%	81%	82%	77%	87%	72%	73%	81%	90%	72%	91%	88%	75%
Good Progress	46% to 77%	64% to 80%	60% to 80%	54% to 81%	51% to 76%	60% to 86%	47% to 71%	51% to 72%	48% to 80%	47% to 89%	49% to 71%	78% to 90%	42% to 87%	56% to 74%
Improvement Required <=	45%	63%	59%	53%	50%	59%	46%	50%	47%	46%	48%	77%	41%	55%



Progress Report



Letter

The explanatory letter outlines the report contents and includes any additional information which may be relevant.

The letter endeavours to explain the contents of the Progress Report, together with additional explanations where relevant so that students, parents and carers can understand the information within the report and what it means. Occasionally, additional information will also be included, for example if circumstances have prevented an assessment from taking place or other important information.

The letter also outlines the next steps for staff and students, it confirms that Subject Teachers, Heads of Department and the Head of Year will already be analysing the data and will be acting both to praise excellent performance and to investigate whether underperformance warrants further support or intervention. Likewise, students will be guided through a review and target setting process by their Head of Year and Tutor.

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Progress Report

Assessment and Progress indicators

This section of the report contains 4 key indicators, each of which is explained here.

These judgements are assessed by the class teacher/s based on how hard they work and how consistently the student demonstrates respectful behaviours.

These scores, given as percentages, indicate the student's performance in their recent Assessment Point. Individual subject areas share the nature of these assessments in advance with both students and parents. It may sometimes show 'Abs' if your child was absent for the assessment and unable to complete it at a later date.

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Technology	Always	Always	65%	Good Progress
RSHE	Always	Always	<i>RSHE is assessed holistically throughout the year.</i>	

This indicator is calculated by using the assessment scores for the entire student cohort to calculate the relevant average scores and to identify the level of progress indicated; improvement required, good progress or excellent progress relative to students with a similar level of prior attainment.



Progress Report

Progress Measure Averages

This section of the report illustrates the average performance for each progress threshold for the relevant prior attainment group.

Using the assessment scores for all students in the same Prior Attainment group, we calculate the thresholds for each progress indicator; Improvement Required, Good Progress; Excellent Progress. These are different for each subject area and each set of assessment data.

The groups indicated on the report; A, B or C, correspond to a student's Key Stage 2 SATs results which are used by the Department for Education to indicate whether a student is entering secondary school with a high, middle or low level of prior attainment. In our reporting, we compare student attainment with that of students who attained at a similar level at the end of Key Stage 2 and therefore share similar starting points from which to measure their progress.

Progress measure by subject for students of a similar ability, averages for Group A.

	English	Maths	Science	Art	Computing	Drama	French	Geography	History	Music	PE	Religious Studies	Spanish	Technology
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Improvement Required <=	45%	63%	59%	53%	50%	59%	46%	50%	47%	46%	48%	77%	41%	55%

We believe that sharing this data adds more context to your child's performance. For example, you will be able to see how close a student was to a particular threshold in each subject. Using the above data, a student scoring 53% in French has scored near the lower boundary of Good Progress, whereas a score of 70%, while still receiving Good Progress, is towards the upper boundary.