



'Academic excellence, spiritual development  
and social awareness through Christ.'

**Blessed Robert Sutton**  
Catholic Voluntary Academy

# A Guide to your Child's Progress Report

**2023-2024**



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

# Introduction to The Sutton Way

We expect our pupils to follow The Sutton Way at all times and behave well, both inside and outside the school, by showing self-discipline and respect for both themselves and others. This will be their response to the Catholic ethos of Blessed Robert Sutton Catholic Voluntary Academy and the homes from which they come; by their conduct they are expected to bring credit to both. We insist on high standards of conduct, behaviour and appearance and count on parental support to achieve this. This document outlines and clarifies the key role parents/carers can play in helping to make the most out of school reports and how you can support your child in making the maximum academic and personal progress possible.

## **I will behave in a way that demonstrates Spiritual Excellence by:**

- Respecting other people's views.
- Participating respectfully in Mass and Religious events.
- Taking an active role in Mass and Acts of Worship.
- Supporting charity.
- Showing Random Acts of Kindness.
- Exercising forgiveness.
- Helping others in need.
- Being a role model to others.



## **I will ensure Social Excellence by:**

- Attending each day and arriving on time for school and lessons.
- Speaking and acting politely and respectfully to all members of the School community.
- Making it easy for other people to achieve and being pleased when they do.
  - Showing resilience and communicating a positive image of myself.
  - Moving around the school safely and sensibly.
  - Not allowing bullying to take place.
- Playing an active part in helping improve the school and the local community.
- Being a role model to others.



## The Sutton Way

The school expects pupils to follow The Sutton Way



## **I will ensure my own Academic Excellence by:**

- Being organised for learning every day in the correct uniform and with the correct equipment.
- Listening to instructions carefully and following them without question.
- Making it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all my classes and homework.
- Show initiative and be an independent learner - accept advice through feedback from teachers. I will ensure I know how well I am doing and what I need to do to make progress.
- Being a role model to others.





# Understanding your child's Reports

## Attendance

Attending school on a regular basis is the key to your child doing well at school and will set him/her up with good routines for later life and the working world

| Year 7                   |                         |
|--------------------------|-------------------------|
| Attendance               | 100% = Great Attendance |
| N° Unauthorised Absences |                         |
| N° Sessions Late         |                         |
| Behaviour Points         |                         |
| Reward Points            |                         |
| Reading Age              | Year/Month              |

## Reading Age

The reading age is worked out following the GL assessment reading test that students complete regularly. For students with reading ages below their chronological age we recommend reading for 30 minutes a day, preferably out loud for some of this time so any misconceptions of language or words can be corrected. Students can read their books, magazines, newspapers or online articles, anything that is of interest to them.

## Attitude to Learning Grades

- A = Working beyond Expectation
- B = Working at Expectation
- C = Working below Expectation (some cause for concern)
- D = Working well below Expectation (serious cause for concern)

|                     | Attitude to Learning   |        |          |                      | Progress |
|---------------------|------------------------|--------|----------|----------------------|----------|
|                     | Behaviour & Engagement | Effort | Homework | Response to Feedback |          |
| Art & Design        |                        |        |          |                      |          |
| Computer Science    |                        |        |          |                      |          |
| Design & Technology |                        |        |          |                      |          |
| English             |                        |        |          |                      |          |
| French              |                        |        |          |                      |          |
| Geography           |                        |        |          |                      |          |
| History             |                        |        |          |                      |          |
| Mathematics         |                        |        |          |                      |          |
| PE                  |                        |        |          |                      |          |
| RE                  |                        |        |          |                      |          |
| Science             |                        |        |          |                      |          |

## Progress

- A = Successfully learning all or nearly all the curriculum, demonstrating a strong understanding of the knowledge and skills expected
- B = Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps
- C = Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps
- D = Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected

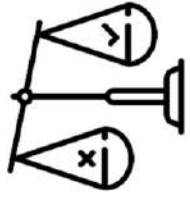




# How well am I learning?



## Effort



## Behaviour & engagement



## Response to feedback



## Homework



# A

# B

# C

# D

Actively participates in the lesson at all times, and is fully engaged

Shows great resilience and perseveres with all challenges, even when they are difficult

Shows a good interest in their learning and is attentive and focused

Shows resilience and is willing to persevere when things are difficult

Is involved in lessons and is generally focused and well behaved

May not try hard enough to improve their work after feedback

Makes little effort to be involved in the lesson and may disrupt the learning of others instead

Is not interested in being challenged and will give up without really trying

I am successfully learning all or nearly all the curriculum

I am demonstrating a strong understanding of the knowledge and skills expected

I am successfully learning most of the curriculum

I am demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps

I am successfully learning some of the curriculum

I am demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps

I am not successfully learning the curriculum

I have gaps in the skills and knowledge expected

I take full responsibility for my learning and am a positive role model towards others

I set the highest expectations of myself

My behaviour is good and I make positive contributions to the class

I follow all instructions and work well collaboratively and on my own

My behaviour is inconsistent/unpredictable

I receive warnings but am able to address my behaviour afterwards

My behaviour is disrupting mine and others learning

I fail to respond to warnings that are given during the lesson

I actively seek feedback to help produce the best work possible

I learn from my setbacks and mistakes

I always act upon the feedback that I am given

I take an active role in my own learning

I enjoy receiving praise but I find some critique of my work difficult to accept

I inconsistently act upon the feedback which I am given

I Struggle to accept critique/feedback and feel demotivated

When feedback is given I don't act upon it

I often produce homework above the expected standard

I carry out independent research around the topics I am learning

I complete my homework at the standard that my teacher expects

I manage my time well to meet deadlines

I do meet deadlines but due to lack of effort, it fails to reach the expected standard

I often rush my homework so it lacks the required detail

My homework is rarely handed in on time

When I do complete homework it often fails to meet the expected standard





# Subject specific ideas

How can you support your child in making progress in specific subject areas?



## Art & Design

- Encourage your child to practice and develop skills and techniques they have learnt in lessons at home
- Revisit with them their Personal Learning checklist (produced at the end of each term) to discuss areas of improvement and strength



## Computer Science

- Discuss with your child the importance of E-safety and staying safe online
- Encourage your child to learn a programming language (Python would be most helpful)



## DT Food

- Revisit with them their Personal Learning checklist (produced at the end of each term) to discuss areas for improvement and strengths
- Discuss with them Food in the news (both written articles and on the television) and the impact it has on healthy lifestyles



## DT Product Design

- Revisit with them their Personal Learning checklist (produced at the end of each term) to discuss areas for improvement and strengths
- Discuss with them how the use of materials used in products can have an impact on the environment



## English

- Read as much as possible, fiction or non-fiction
- Discuss vocabulary and sayings – explain what words and phrases mean, for example 'use your loaf' and 'add insult to injury'



## French & Spanish

- Encourage your child to use their duolingo. This is a learning app that all students have a school account for - <https://www.duolingo.com/>
- Support your child to regularly memorise vocabulary on the Pearson active learn software. A vocab test is due regularly every 2 weeks



## Geography

- Encourage your child to keep an eye on the news
- Discuss with your child current news and share articles out of the news and magazines with them

# Subject specific ideas



## History

- Visit local history attractions such as castles and country estates
- Watch videos and complete quizzes on BBC Bitesize - <https://www.bbc.co.uk/bitesize>



## Maths

The maths department have invested in Dr Frost, an online-based maths tool. Your child has been given a username and password to access the site:

- Encourage your child to make regular use of the revision site
- Watch the video clips to help with progress



## PE

- Encourage your child to attend an extra-curricular lunchtime club:
  - Monday – Basketball
  - Tuesday – Y9, Y10 & Y11 Netball & Afterschool Football
  - Wednesday – Table Tennis
  - Thursday – Y7 & Y8 Netball
- To read apps such as BBC sport (<https://www.bbc.co.uk/sport>) and focus on a sport that they enjoy



## Performing Arts (Music & Drama)

- Revisit with them their Personal Learning Checklist (produced at the end of each term).
- Discuss how music is used in everyday life – films, tv, games, radio etc.
- Look at how expressing yourself through performing arts is a great way to support mental health
- Look out for plays and performances on TV or streaming sites, and discuss.



## Religious Education

- Explore and discuss with your child your family heritage/religious background and to be inquisitive about their own religious beliefs and the beliefs of others
- When travelling locally, nationally or internationally notice and be aware of religious symbols, dress codes and religious buildings



## Science

- Look out for science in the news! There's always something going on whether that be space week or a new discovery
- Read science magazines and discuss the articles in them, there's a lovely one called Whiz Pop Bang which has articles for the less keen reader (short and to the point!). National Geographic has lots of articles and is online. If you're a more adventurous reader then New Scientist has lots of more complex articles. If you like your stuff on line there is @sciencemagazine on Twitter
  - There are lots of museums to visit:
  - Think Tank, Birmingham
  - Natural History Museum, London
  - Science Museum, London
  - Woolsthorpe Manor House, Leicestershire (Newton's Birthplace)



## What does your KS3 progress descriptor mean in Art

| Level    | Statement of Progression   | Evidence Base  | How do I improve?  |
|----------|--|--|--|
| <b>A</b> | <b>Successfully learning the Art curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | <p>Regularly achieving in excess of 80% in skill &amp; knowledge checks</p> <p>Majority of elements on the Personal Learning Checklists are green</p> <p>Challenge tasks are regularly completed and show in depth understanding of the curriculum content and development of skills</p>     | <p>Explore the super curriculum &amp; further reading on the Art section of Firefly</p> <p>Visit local galleries &amp; exhibitions to further widen &amp; explore your Art knowledge</p>   |
| <b>B</b> | <b>Successfully learning most of the Art curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | <p>Regularly achieving in excess of 70% in skill &amp; knowledge checks</p> <p>Elements are mostly amber/green on the Personal Learning Checklists</p> <p>Challenge tasks show a clear understanding of the curriculum content and development of skills</p>                                 | <p>Review your Personal Learning Checklists &amp; identify gaps in knowledge &amp; skills for further development</p> <p>Complete challenge tasks in homework and lessons to further progress your skills</p>  |
| <b>C</b> | <b>Successfully learning the majority of the Art curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | <p>Mostly achieving in excess of 50% in skill &amp; knowledge checks</p> <p>A mix of red and amber elements on the Personal Learning Checklists</p> <p>Challenge tasks are attempted and show some understanding of the main concept within curriculum content and development of skills</p> | <p>Take time refining your work in lessons, applying skills &amp; techniques consistently</p> <p>Spend time completing all homework tasks to revisit skills from lesson</p> <p>Use your personal learning checklist to revisit gaps in knowledge</p> |
| <b>D</b> | <b>Not successfully learning the Art curriculum, and have important gaps in the skills and knowledge expected</b>  | <p>Regularly falling below the 50% in skill &amp; knowledge checks</p> <p>Most of the elements on the Personal Learning Checklists are red</p> <p>Challenge tasks are not completed or show limited understanding of the curriculum content and the development of skills is not evident</p> | <p>Actively participate in all activities in lessons asking for further support when needed</p> <p>Spend extra time ensuring all homework is completed to revisit skills from lessons</p>  |



## What does your KS3 progress descriptor mean in Computer Science

| Level | Statement of Progression  | Evidence Base  | How do I improve?   |
|-------|---|--|---|
| A     | <b>Successfully learning the Computer Science curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | <p>Regularly achieving in excess of 80% in skill &amp; knowledge checks</p> <p>Majority of elements on the Personal Learning Checklists are green</p> <p>Challenge tasks are regularly completed and show in depth understanding of the curriculum content and development of skills</p>     | <p>Review your knowledge retrieval questions and Personal Learning Checklists and fill in any gaps in components of knowledge</p> <p>Explore further reading for each unit of work</p>  |
| B     | <b>Successfully learning most of the Computer Science curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | <p>Regularly achieving in excess of 70% in skill &amp; knowledge checks</p> <p>Elements are mostly amber/green on the Personal Learning Checklists</p> <p>Challenge tasks show clear understanding of the curriculum content and development of skills</p>                                   | <p>Review your Personal Learning Checklists &amp; identify gaps in knowledge &amp; skills for further development</p> <p>Ensure all homework tasks are completed</p> <p>Complete challenge tasks in homework and lessons to further progress your skills</p>        |
| C     | <b>Successfully learning the majority of the Computer Science curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | <p>Mostly achieving in excess of 50% in skill &amp; knowledge checks</p> <p>A mix of red and amber elements on the Personal Learning Checklists</p> <p>Challenge tasks are attempted and show some understanding of the main concept within curriculum content and development of skills</p> | <p>Take time reflecting on your skills and knowledge</p> <p>Spend time completing all homework tasks to revisit skills from lesson</p> <p>Use your personal learning checklist to revisit gaps in knowledge</p> <p>Ensure that all homework tasks are completed</p> |
| D     | <b>Not successfully learning the Computer Science curriculum, and have important gaps in the skills and knowledge expected</b>  | <p>Regularly falling below the 50% in skill &amp; knowledge checks</p> <p>Most of the elements on the Personal Learning Checklists are red</p> <p>Challenge tasks are not completed or show limited understanding of the curriculum content and the development of skills is not evident</p> | <p>Actively participate in all lessons asking for further support when needed</p> <p>Spend extra time ensuring all homework is completed to revisit skills from lessons</p>   |





## What does your KS3 progress descriptor mean in DT

| Level    | Statement of Progression  | Evidence Base   | How do I improve?   |
|----------|---|---|---|
| <b>A</b> | <b>Successfully learning the DT curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | Regularly achieving in excess of 80% on daily quizzes<br>Majority of elements on the Personal Learning Checklists are green<br>Regularly achieving in excess of 80% green on homework tasks<br>Mastery tasks show in depth understanding of the curriculum content and development of skills      | Review your knowledge retrieval questions and Personal Learning Checklists and fill in any gaps in components of knowledge<br>Explore the further reading and super curriculum on Firefly for each DT discipline                                |
| <b>B</b> | <b>Successfully learning most of the DT curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | Regularly achieving in excess of 70% on daily quizzes<br>Elements are mostly amber/green on the Personal Learning Checklists<br>Regularly achieving in excess of 60% on homework tasks<br>Mastery tasks show clear understanding of the curriculum content and development of skills              | Review your knowledge retrieval questions & Personal Learning Checklists and identify gaps in components of knowledge ensuring consistency and to secure a higher level of understanding<br>Ensure all challenge tasks are completed in lessons |
| <b>C</b> | <b>Successfully learning the majority of the DT curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | Mostly achieving in excess of 50% on daily quizzes<br>A mix of red and amber elements on the Personal Learning Checklists<br>Mostly achieving in excess of 35% on homework tasks<br>Mastery tasks show some understanding of the main concept within curriculum content and development of skills | Take time to complete your knowledge retrieval questions & Personal Learning Checklists and take care ensuring all gaps in knowledge are complete<br>Spend time completing all homework tasks   |
| <b>D</b> | <b>Not successfully learning the DT curriculum, and have important gaps in the skills and knowledge expected</b>  | Regularly falling below 50% on daily quizzes<br>Most of the elements on the Personal Learning Checklists are red<br>Falling below 35% on homework tasks<br>Mastery tasks show limited understanding of the curriculum content and the development of skills is not evident                        | Actively take part in all activities and tasks asking for further support<br>Spend extra time ensuring all homework tasks are completed on time   |



## What does your KS3 progress descriptor mean in English

What does PEET mean?

**P**oint (Answer the question)

**E**vidence (Use a quotation)

**E**xplain (What the quotation literally means in your own words)

**T**erminology (explain how the key word / phrase proves your ideas)

| Level    | Statement of Progression   | Evidence Base   | How do I Improve?  |
|----------|--|---|--|
| <b>A</b> | <b>Successfully learning the English curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | Always successfully achieves full requirements of tasks<br>All elements of a PEET+ Context paragraph are always included in work<br>Challenge tasks or ideas are always completed effectively to develop and extend ideas                   | Watch historical TV programmes, films and documentaries set in other eras and other countries, especially those about the Victorian times, Ancient Greece and Elizabethan times<br>Have family discussions about current affairs and news stories. Express your arguments and opinions in a clear and persuasive way. Discuss at home what is going on in the world, and different |
| <b>B</b> | <b>Successfully learning most of the English curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | Is frequently successful in achieving the requirements of tasks<br>All elements of a PEET+ Context paragraph are usually included<br>Challenge tasks or ideas are frequently completed with success and to try and develop work             | Read more – this could be fiction or non-fiction – to support your vocabulary and grammar<br>Help to write lists, emails, letters and other communications to support your spelling and expression<br>Watch the news once a week, or listen to radio news bulletins, and talk about what is going on in the world  |
| <b>C</b> | <b>Successfully learning the majority of the English curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | Is somewhat successful in achieving the requirements of tasks<br>Most elements of a PEET+ Context paragraph are generally included in work<br>Challenge tasks or ideas are occasionally completed with some success to try to develop ideas | Read more – this could be fiction or non-fiction – to support your vocabulary and grammar<br>Help at home to write lists, emails, letters and other communications to support your spelling and expression<br>Have the subtitles on the TV when you watch programmes. The eye is naturally drawn to read the words, and therefore support spelling and pronunciation               |
| <b>D</b> | <b>Not successfully learning the English curriculum, and have important gaps in the skills and knowledge expected</b>  | Rarely achieves the requirements of tasks<br>Some elements of a PEET+ Context paragraph are occasionally included<br>Challenge tasks or ideas are not completed. Ideas are basic and unrefined  | Think about your spoken grammar in conversations, for example, 'he don't...' should be 'he doesn't...', and 'should of...' needs to be 'should have...'<br>Have the subtitles on the TV when you watch programmes. The eye is naturally drawn to read the words, and therefore support spelling and pronunciation  |



## What does your KS3 progress descriptor mean in Geography

| Level    | Statement of Progression   | Evidence Base  | How do I improve?   |
|----------|--|--|---|
| <b>A</b> | <b>Successfully learning the Geography Curriculum, demonstrating a strong understanding of geographical knowledge and processes, and a detailed ability to construct arguments and apply geographical skills above their ability</b>   | <p>Regularly demonstrating a detailed range of geographical knowledge, understanding of geographical processes, ability to construct arguments and apply geographical skills</p> <p>Regularly achieving in excess of 80% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate a detailed understanding of the curriculum content and development of skills</p> <p>Majority of elements on the Personal Learning Checklists are green</p> | Read <i>Geographical Magazine</i> articles and consider how they connect to the topics that you are currently studying                        |
| <b>B</b> | <b>Successfully learning most of the Geography curriculum, demonstrating a clear understanding of geographical knowledge and processes, and a clear ability to construct arguments and apply geographical skills expected for their ability, although there may be some inconsistencies in application</b> | <p>Regularly demonstrating a clear range of geographical knowledge, understanding of geographical processes, ability to construct arguments and apply geographical skills</p> <p>Regularly achieving in excess of 70% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate a simple understanding of the curriculum content and development of skills</p> <p>Elements are mostly amber/green on the Personal Learning Checklists</p>     | Complete a set of flash cards to help you to revise key locations, places, human and physical processes and geography skills                  |
| <b>C</b> | <b>Inconsistently learning the Geography curriculum, demonstrating a basic understanding of geographical knowledge and processes, and a basic ability to construct arguments and apply geographical skills below their expected ability</b>  | <p>Regularly demonstrating a basic range of geographical knowledge, understanding of geographical processes, ability to construct arguments and apply geographical skills</p> <p>Regularly achieving in excess of 50% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate a basic understanding of the curriculum content and development of skills</p> <p>A mix of red and amber elements on the Personal Learning Checklists</p>      | Use the knowledge organisers and Personal Learning Checklists provided to regularly check your understanding and revise for retrieval quizzes |
| <b>D</b> | <b>Inadequately learning the learning the Geography curriculum, demonstrating an inadequate understanding of geographical knowledge and processes, and an inadequate ability to construct arguments and apply geographical skills significantly below their expected ability</b>                           | <p>Regularly demonstrating an inadequate range of geographical knowledge, understanding of geographical processes, ability to construct arguments and apply geographical skills</p> <p>Regularly achieving below 50% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate an inadequate understanding of the curriculum content and development of skills</p> <p>Most elements on the Personal Learning Checklists are red</p>           | Use the knowledge organisers and Personal Learning Checklists provided to regularly check your understanding and revise for retrieval quizzes |





## What does your KS3 progress descriptor mean in History

| Level    | Statement of Progression  | Evidence Base   | How do I improve?   |
|----------|---|---|---|
| <b>A</b> | <b>Successfully learning the History Curriculum, demonstrating a strong understanding of the knowledge, second order concepts and source/interpretation analysis skills expected for their ability</b>  | <p>Regularly demonstrating a developed range of historical knowledge, understanding of second order concepts and application of source/interpretation analysis skills</p> <p>Regularly achieving in excess of 80% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate a developed understanding of the curriculum content and development of skills</p> <p>Majority of elements on the Personal Learning Checklists are green</p>                                | <p>Read <i>History Today</i> magazine and consider how historians write and consider what debates link to what we are currently studying in class</p>   |
| <b>B</b> | <b>Successfully learning most of the History curriculum, demonstrating a good understanding of the knowledge, second order concepts and source/interpretation analysis skills expected for their ability, although there may be some inconsistencies in application</b> | <p>Regularly demonstrating a developing range of historical knowledge, understanding of second order concepts and application of source/interpretation analysis skills</p> <p>Regularly achieving in excess of 70% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate a simple understanding of the curriculum content and development of skills</p> <p>Elements are mostly amber/green on the Personal Learning Checklists</p>                                 | <p>Complete a set of flash cards on key individuals, key events, key dates, key words and key statistics</p> <p>Use Sources and Interpretations from <i>Spartacus Educational</i> to assess your contextual understanding</p>   |
| <b>C</b> | <b>Inconsistently learning the History curriculum, demonstrating some gaps in their knowledge and understanding of second order concepts and inconsistent application of source/interpretation analysis skills expected for their ability</b>                           | <p>Regularly demonstrating a basic range of historical knowledge, understanding of second order concepts and application of source/interpretation analysis skills</p> <p>Regularly achieving in excess of 50% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate a basic understanding of the curriculum content and development of skills</p> <p>A mix of red and amber elements on the Personal Learning Checklists</p>                                       | <p>Use the knowledge organisers and Personal Learning Checklists provided to regularly check your understanding and revise for retrieval quizzes</p>  |
| <b>D</b> | <b>Inadequately learning the History curriculum, important gaps in their understanding of the knowledge, second order concepts and source/interpretation analysis skills expected for their ability</b>   | <p>Regularly demonstrating an inadequate range of historical knowledge relying on general knowledge and inadequate understanding of second order concepts and application of source/interpretation analysis skills</p> <p>Regularly achieving below 50% on FireFly retrieval homework quizzes</p> <p>Interim-assessments and SPCs illustrate an inadequate understanding of the curriculum content and development of skills</p> <p>Most elements on the Personal Learning Checklists are red</p> | <p>Use the knowledge organisers and Personal Learning Checklists provided to regularly check your understanding and revise for retrieval quizzes</p> <p>Regularly complete timelines of the topics studied to check whether events are going into your long term memory</p> |



## What does your KS3 progress descriptor mean in Lexia



'Lexia Power up Literacy' is a computer-based programme delivered in school. The activities support and build on our English curriculum, focusing on three areas essential to becoming a proficient reader - word study, grammar, and comprehension. Students can complete Lexia at home through the link on the Firefly homepage. The first time PowerUp is used at home, your son/daughter will need to enter the following email [Lexia@brs.srscmat.co.uk](mailto:Lexia@brs.srscmat.co.uk) then log in with their username and password used at school.

| Level | Statement of Progression  | Evidence Base   | How do I improve?                                       |
|-------|---|---|---|
| A     | Successfully learning the Lexia curriculum, demonstrating a strong understanding of the knowledge and skills expected   | Successfully learning an average of Advanced level in the 3 components of word study, grammar and comprehension     | Complete an extra 10 minutes of Lexia each week at home |
| B     | Successfully learning most of the Lexia curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps                        | Successfully learning an average of Intermediate level in the 3 components of word study, grammar and comprehension | Complete an extra 20 minutes of Lexia each week at home |
| C     | Successfully learning the majority of the Lexia curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps | Successfully learning an average of Foundation level in the 3 components of word study, grammar and comprehension   | Complete an extra 40 minutes of Lexia each week at home |
| D     | Not successfully learning the Lexia curriculum, and have important gaps in the skills and knowledge expected  | Learning an average of below foundation level in the 3 components of word study, grammar and comprehension          | Complete an extra 60 minutes of Lexia each week at home |



## What does your KS3 progress descriptor mean in Maths

| Level    | Statement of Progression   | Evidence Base   | How do I improve?  |
|----------|--|---|--|
| <b>A</b> | <b>Successfully learning the Maths curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | <p>Regularly achieving in excess of 75% on knowledge based homework tasks</p> <p>Mastery tasks show in depth understanding of the curriculum content and development of skills</p> <p>End of term assessments show in depth understanding of the curriculum content and development of skills</p> <p>Exit tickets demonstrate in depth understanding of key skills</p> <p>Scoring in excess of 75% in the end of block assessment</p>                             | <p>Complete the monthly maths challenge</p> <p>Attempt the challenge tasks set in class</p> <p>Make use of the knowledge organisers</p> <p>Use the interactive questions on Dr Frost to test your retrieval knowledge- focus on the harder questions</p>       |
| <b>B</b> | <b>Successfully learning most of the Maths curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | <p>Regularly achieving in excess of 65% on knowledge based homework tasks</p> <p>Mastery tasks show clear understanding of the curriculum content and development of skills</p> <p>End of term assessments show clear understanding of the curriculum content and development of skills</p> <p>Exit tickets demonstrate clear understanding of key skills</p> <p>Scoring in excess of 55% in the end of block assessment</p>                                      | <p>Make use of the knowledge organisers</p> <p>Use the video clips on Dr Frost to help complete homework tasks</p> <p>Use the interactive questions on Dr Frost to test your retrieval knowledge- focus on a mixture of the standard and harder questions</p>  |
| <b>C</b> | <b>Successfully learning the majority of the Maths curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | <p>Regularly achieving in excess of 50% on knowledge based homework tasks</p> <p>Mastery tasks show some understanding of the main concept within curriculum content and development of skills</p> <p>End of term assessments show some understanding of the main concept within curriculum content and development of skills</p> <p>Exit tickets demonstrate some understanding of key skills</p> <p>Scoring in excess of 30% in the end of block assessment</p> | <p>Make use of learning check lists</p> <p>Use the video clips on Dr Frost to help complete homework tasks and prepare for assessments.</p> <p>Use the interactive questions on Dr Frost to test your retrieval knowledge- focus on the standard questions</p> |
| <b>D</b> | <b>Not successfully learning the Maths curriculum, and have important gaps in the skills and knowledge expected</b>  | <p>Mastery tasks show limited understanding of the curriculum content and the development of skills is not evident</p> <p>End of term assessments show limited understanding of the main concept within curriculum content and development of skills</p> <p>Scoring less than 30% in the end of block assessment</p>  | <p>Make use of unit check lists</p> <p>Highlight keywords and definitions</p> <p>Use the video clips on Dr Frost to help complete homework tasks</p> <p>Make use of knowledge organisers</p> <p>Seek clarity if you are not sure in lesson</p>                 |





## What does your KS3 progress descriptor mean in MFL

| Level    | Statement of Progression   | Evidence Base  | How do I improve?  |
|----------|--|--|--|
| <b>A</b> | <b>Successfully learning the MFL Curriculum, demonstrating excellent understanding of key language and grammar. Regularly able to manipulate language and employ transferable skills from one linguistic area to another</b>                                 | Regularly demonstrating a solid understanding of key words and grammar. Able to access longer texts, infer meaning from context and manipulate language independently<br>Regularly achieving 75%+ on End of Module Assessments<br>Regularly achieve success in component assessment of speaking, reading, listening and/or writing   | Aim to consistently improve your score in your Pearson homeworks, particularly the vocabulary tests which you can redo twice<br><br>Use your small vocabulary book in class by entering words and phrases, which are hard for you to retain<br><br>Ask for challenge and extension work if you finish a task |
| <b>B</b> | <b>Successfully learning most of the MFL curriculum, demonstrating a good understanding of key language and grammar. Often able to manipulate language and employ transferable skills from one linguistic area to another</b>                                | Mostly demonstrating a solid understanding of key words and grammar. Able to access some longer texts, infer meaning from context and manipulate language independently<br>Regularly achieving in excess of 60% on End of Module Assessments and SPCs<br>Regularly achieve success in component assessment of speaking, reading, listening and/or writing                                    | Ensure that you learn your written pieces as well as you can. The more time you spend on this the more confident you will become in MFL<br><br>Use your small vocabulary book in class by entering words and phrases, which are hard for you to retain   |
| <b>C</b> | <b>Making progress in learning some of the MFL curriculum, demonstrating some understanding of key language and grammar. Sometimes able to manipulate language and employ transferable skills from one linguistic area to another</b>                        | Able to demonstrate some understanding of key words and grammar. Able to partially access some texts and infer meaning from context. Not fully able to manipulate language independently<br>Regularly achieving in excess of 45% on End of Module Assessments and SPCs<br>Demonstrates the ability to achieve success in component assessment of speaking, reading, listening and/or writing | Consistently enter new words and phrases into your vocabulary book and revise them 10 to 15 minutes every week<br><br>Ensure that you learn your written pieces as well as you can. The more time you spend on this the more confident you will become in MFL<br><br>Always do your homework                 |
| <b>D</b> | <b>Making some progress in learning a few areas of the MFL curriculum, demonstrating inconsistent understanding of key language and grammar. Infrequently able to manipulate language and employ transferable skills from one linguistic area to another</b> | Able to demonstrate some limited understanding of key words and grammar. Able to access shorter texts and infer some meaning from context. Not yet able to manipulate language independently.<br>Regularly scoring below 45% on End of Module Assessments and SPCs Insecure understanding of elements of component assessment of speaking, reading, listening and/or writing                 | Consistently enter new words and phrases into your vocabulary book and revise them 10 to 15 minutes every week<br><br>Ensure that you learn your written pieces as well as you can<br><br>Always do your homework<br><br>Ask for support from your teacher and extra time to finish tasks in class           |



## What does your KS3 progress descriptor mean in PE

| Level | Statement of Progression   | Evidence Base   | How do I improve?   |
|-------|--|---|---|
| A     | <b>Successfully learning the curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | <p>Always understands the skills, techniques, tactics, and composition</p> <p>Can always achieve the learning objectives of each lesson</p> <p>Can always evaluate own and others performance to analyse strength and areas for improvement</p> <p>Are competent in more than 75% of elements on the personal learning checklists</p>                     | <p>Join the sports ambassador programme</p> <p>Attend a variety of Extra Curricular clubs</p> <p>Take on a leadership role within PE</p> <p>Take on an officiating role within PE</p> |
| B     | <b>Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | <p>Regularly understands the skills, techniques, tactics, and composition</p> <p>Regularly achieves the learning objectives of each lesson</p> <p>Regularly evaluates own and others performance to analyse strength and areas for improvement</p> <p>Are competent in 75% of elements on the personal learning checklists</p>                            | <p>Join the sports ambassador programme</p> <p>Attend a variety of Extra Curricular clubs</p> <p>Take on a leadership role within PE</p> <p>Take on an officiating role within PE</p> |
| C     | <b>Successfully learning the majority of the curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | <p>Mostly understands the skills, techniques, tactics, and composition</p> <p>Mostly achieves the learning objectives of each lesson</p> <p>Mostly evaluates own and others performance to analyse strength and areas for improvement</p> <p>Are competent in more than 50% of elements on the personal learning checklists</p>                           | <p>Attend a lunchtime club</p> <p>Attend an afterschool club</p>  |
| D     | <b>Not successfully learning the curriculum, and have important gaps in the skills and knowledge expected.</b>   | <p>Occasionally fails to understand the skills, techniques, tactics, and composition</p> <p>Rarely achieves the learning objectives of each lessons</p> <p>Gives limited evaluation of own and others performance to analyse strength and areas for improvement</p> <p>Are competent in less than 50% of elements on the personal learning checklists</p> | <p>Work hard and participate fully in two hours of PE per week</p>  |



## What does your KS3 progress descriptor mean in Music & Drama

| Level    | Statement of Progression   | Evidence Base   | How do I Improve?   |
|----------|--|---|---|
| <b>A</b> | <b>Successfully learning the Music &amp; Drama curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | Regularly achieving in excess of 80% (8/10) on lesson quizzes<br><br>Majority of elements on the Personal Learning Checklists are green<br><br>Application of skills shows a developed understanding and knowledge of how to use them | Continue to demonstrate your understanding of skills and techniques through practical demonstration and written work  |
| <b>B</b> | <b>Successfully learning most of the Music &amp; Drama curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | Regularly achieving in excess of 70% (7/10) on lesson quizzes<br><br>Elements are mostly amber/green on the Personal Learning Checklists<br><br>Application of skills shows a good understanding and knowledge of how to use them     | Perform using the higher-level skills and present these confidently<br><br>Some work on using key terminology is needed   |
| <b>C</b> | <b>Successfully learning the majority of the Music &amp; Drama curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | Mostly achieving in excess of 50% on daily quizzes<br><br>A mix of red and amber elements on the Personal Learning Checklists<br><br>Application of skills shows a basic understanding and knowledge of how to use them               | Perform using the skills developed in lesson and present these in a live performance<br><br>Further work is required on understanding and using key terminology                     |
| <b>D</b> | <b>Not successfully learning the Music &amp; Drama curriculum, and have important gaps in the skills and knowledge expected</b>  | Regularly falling below 50% on daily quizzes<br><br>Most of the elements on the Personal Learning Checklists are red<br><br>Application of skills shows a limited understanding and knowledge of how to use them                      | Perform to demonstrate your skills, you must ensure you are presenting to an audience and showing your understanding of the techniques learnt as key words and practical activities |





## What does your KS3 progress descriptor mean in RE

| Level    | Statement of Progression  | Evidence Base   | How do I improve?   |
|----------|---|---|---|
| <b>A</b> | <b>Successfully learning the RE curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | <p>Regularly demonstrating an in depth understanding of religious beliefs and practices. Excellent and consistent links of how beliefs impact behaviours of an individual, communities or societies. Excellent use of specialist vocabulary and relevant sources of wisdom and authority in written work</p> <p>Assessments illustrate a developed understanding of the curriculum content and development of skills. The majority of elements on the Personal Learning Checklists are green, indicating excellent progress</p> <p>Regularly achieving outstanding for application of success criteria and outstanding for effort and quality of work</p>                     | <p>Review your homework score after marking and fill in any gaps in components of knowledge using your knowledge organisers</p> <p>Explore the RE super curriculum on Firefly</p> |
| <b>B</b> | <b>Successfully learning most of the RE curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | <p>Regularly demonstrating a good understanding of religious beliefs and practices. Good explanation given how beliefs impact behaviours of an individual, communities or societies. Good use of specialist vocabulary and relevant sources of wisdom and authority in written work</p> <p>Assessments illustrate a clear understanding of the curriculum content and development of skills. The majority of elements are mostly amber or green on the Personal Learning Checklists, indicating good progress</p> <p>Regularly achieving good for application of success criteria and outstanding for effort and quality of work', meaning they are where we would expect</p> | <p>Use your knowledge organiser when completing homework tasks in your homework booklets</p> <p>Always review your score after marking and fill in any gaps in knowledge</p>      |
| <b>C</b> | <b>Successfully learning the majority of the RE curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | <p>Regularly demonstrating a simple understanding of religious beliefs and practices. An attempt at a basic explanation of how beliefs impact behaviours of an individual, communities or societies. Limited use of specialist vocabulary and sources of wisdom and authority in written work</p> <p>Assessments illustrate a basic understanding of the curriculum content and development of skills. There is a mix of red and amber elements on the Personal Learning Checklists</p> <p>Some homework achieves 'poor' for application of success criteria and outstanding for effort and quality of work, which is some cause for concern</p>                              | <p>Always review your score after marking and fill in any gaps in knowledge</p> <p>Use your knowledge organiser when completing homework tasks in your homework booklets</p>      |
| <b>D</b> | <b>Not successfully learning the RE curriculum, and have important gaps in the skills and knowledge expected</b>  | <p>A limited understanding shown of religious beliefs and practices. Weak or no attempt to demonstrate how beliefs impact behaviours of an individual, communities or societies. Very limited or no use of specialist vocabulary and sources of wisdom and authority in written work</p> <p>Assessments illustrate inadequate understanding of the curriculum content and development of skills. Most elements on the Personal Learning Checklists are red</p> <p>Some homework achieves 'inadequate' for application of success criteria and outstanding for effort and quality of work, which is serious cause for concern</p>  | <p>Always review your score after marking and fill in any gaps in knowledge</p> <p>Use your knowledge organiser when completing homework tasks in your homework booklets</p>      |



## What does your KS3 progress descriptor mean in Science

| Level    | Statement of Progression   | Evidence Base  | How do I improve?   |
|----------|--|--|---|
| <b>A</b> | <b>Successfully learning the Science curriculum, demonstrating a strong understanding of the knowledge and skills expected</b>   | <p>Student shows excellent knowledge and application of knowledge on CENTURY, and demonstrates that they revisit Nuggets to deepen understanding</p> <p>Student can successfully recall all the KNOW knowledge, most APPLY knowledge and some EXTEND knowledge in End of Unit Assessments</p> <p>Student demonstrates excellent knowledge recall and application in mastery / quick quiz / examination question tasks / worksheet questions</p>      | <p>Ensure examination command words are followed in questions</p> <p>Link components of knowledge together to formulate detailed responses</p> <p>Completing tasks from the Super Curriculum on Firefly</p> <p>Complete the COULD DO activities</p> <p>Produce your own knowledge organiser for topic</p>           |
| <b>B</b> | <b>Successfully learning most of the Science curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps</b>                        | <p>Student shows good knowledge and application of knowledge on CENTURY, and shows that they occasional revisit Nuggets to deepen understanding</p> <p>Student can successfully recall all the KNOW knowledge, some APPLY knowledge and limited EXTEND knowledge in End of Unit Assessments</p> <p>Student demonstrates good knowledge recall but limited application in mastery / quick quiz / examination question tasks / worksheet questions</p> | <p>Make use of knowledge organisers</p> <p>Complete the COULD DO activities</p> <p>Attempt the EXTEND questions</p> <p>Ensure self-assessment tasks are completed in detail</p> <p>Follow your individual pathway on Century</p>  |
| <b>C</b> | <b>Successfully learning the majority of the Science curriculum, demonstrating an adequate understanding of the knowledge and skills expected, although there may be some important gaps</b> | <p>Student shows they can recall some knowledge but struggles with application of knowledge on CENTURY, and rarely revisits Nuggets to deepen understanding</p> <p>Student can successfully recall most of the KNOW knowledge but limited APPLY knowledge in End of Unit Assessments</p> <p>Student can recall basic facts but does not apply these effectively in mastery tasks/ quick quiz / examination question / worksheet questions</p>        | <p>Make use of the unit checklist</p> <p>Review the knowledge organiser regularly</p> <p>Ensure self-assessment tasks are completed in detail</p> <p>Follow your individual pathway on Century</p>  |
| <b>D</b> | <b>Not successfully learning the Science curriculum, and have important gaps in the skills and knowledge expected</b>  | <p>Student shows limited knowledge recall on CENTURY</p> <p>Student can successfully recall some of the KNOW knowledge in End of Unit Assessments</p> <p>Student requires questions to be broken down or further input required, before answering mastery / quick quiz / examination question tasks. Recall is poor</p>  | <p>Make use of the unit checklist</p> <p>Review the knowledge organiser</p> <p>Ensure self-assessment tasks are completed in detail</p> <p>Follow your individual pathway on Century</p> <p>Highlight keywords and definitions</p> <p>Seek clarification if unsure in lesson</p> <p>Make use of revision guides</p> |

# Supporting your child

## How else can you support your child in their learning?



- Discuss this report with them
- Talk to your child about their Effort, Behaviour & Engagement, Homework and Response to Feedback grading
- Consider your child's school attendance and if necessary agree on a course of action to improve their attendance
- Reinforce how a positive attitude to learning has a direct impact on results
- Discuss any negative events – how they could be stopped from happening in future
- Ensure your child has a quiet place to study away from things such as social media, gaming and other distractions
- Encourage your child to complete their homework in good time, working on tasks every day and not leaving it until the last minute
- Make sure your child uses their knowledge organiser, copies can be found here:  
<https://www.robertsutton.srscmat.co.uk/curriculum/homework/>
- Encourage your child to read. There is a direct correlation between literacy and achievement – and as a school we recommend a minimum of 30 minutes reading every day



## Additional questions, please contact your child's Year Leader

|                         |                              |
|-------------------------|------------------------------|
| Miss Waters (Year 7)    | Ewaters@brs.srscmat.co.uk    |
| Miss Meredith (Year 8)  | Kmeredith@brs.srscmat.co.uk  |
| Mrs Harkin (Year 9)     | Pharkin@brs.srscmat.co.uk    |
| Mrs McDowall (Year 10)  | Amcdowall@brs.srscmat.co.uk  |
| Mrs Bannister (Year 11) | Jbannister@brs.srscmat.co.uk |



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