# Reports for Years 8 - 11

At Mayfield we are using a flight path model to support students in making steady progress from their starting point; KS2 scores from primary school or CATs tests done once at Mayfield School.

| Average KS2 scaled score | Dec Yr7 | April Yr7 | Dec Yr8 | April Yr8 | Dec Yr9 | April Yr9 | EoY10 | GCSE Target | BTEC Target |
|---|---|---|---|---|---|---|---|---|---|
| 80 | W2= | W2+ | W3- | W3= | W3+ | 1- | 1 | 2 | P |
| 80-82 | W2= | W2+ | W3- | W3= | W3+ | 1- | 1 | 2 | P |
| 83-85 | W3= | W3+ | 1- | 1= | 1+ | 2- | 2 | 3 | P |
| 86-88 | W3= | W3+ | 1- | 1= | 1+ | 2- | 2 | 3 | P |
| 89-91 | W3= | W3+ | 1- | 1= | 1+ | 2- | 2 | 3 | P |
| 92-97 | 1- | 1= | 1+ | 2- | 2= | 2+ | 3 | 4 | M |
| 98-103 | 1- | 1= | 1+ | 2- | 2= | 2+ | 3 | 4 | M |
| 104-105 | 1- | 1= | 2- | 2= | 3- | 3= | 4 | 5 | M |
| 106-109 | 2- | 2= | 3- | 3= | 4- | 4= | 5 | 6 | D |
| 110-114 | 3- | 3= | 4- | 4= | 5- | 5= | 6 | 7 | D |
| 115+ | 4- | 4= | 5- | 5= | 6- | 6= | 7 | 8 | D* |

These flight paths are based on the skills and content required to work towards GCSE grades and so we have introduced W2 and W3 grades as 'Working towards grade 1' indicators as we know that some students will need more time and support to reach a level where their teachers can say they are working at GCSE grade 1 standard.

We are using sub-grades (+, =, -) as a way of indicating how far into a grade we feel students are working;

1-        Students are working in the lowest third of a GCSE Grade 1 standard

1=        Students are working in the middle third of a GCSE Grade 1 standard

1+        Students are working in the highest third of a GCSE Grade 1 standard

On reports that parents will receive via email, the students' attainment grades will be colour coded to indicate how the student has performed relative to the appropriate flight path above.

| | |
|---|---|
| | The current attainment is above the flight path grade; student is making excellent progress |
| | The current attainment is the same as the flight path grade; student is making good progress |
| | The current attainment is just below the flight path grade; minor improvements are needed |
| | The current attainment is well below the flight path grade; major improvements are needed |

We use Learning Qualities as a way of rating students on their Attitude to Learning, Behaviour, Home Learning and Punctuality as these are the main qualities that can have an impact on their progress. Teachers allocate a number of stars for each of these Learning Qualities using the matrix below. The minimum expectation is that students will achieve 3 stars in Attitude to Learning, Behaviour and Home Learning and 5 stars in Punctuality.

| | Attitude to learning | Behaviour | Home Learning | Punctuality |
|---|---|---|---|---|
| **5**<br>**Excellent**<br>***** | ✓ Always ready to learn and engages very well throughout all lessons.<br>✓ Has all equipment and books required for each lesson.<br>✓ Achievement points regularly awarded.<br>✓ Engages with feedback given to them by all others, using this to improve their work.<br>✓ Looks for ways to challenge themselves and keeps working through difficulties.<br>✓ Presentation of work is of a very high standard – shows pride in their work. | ✓ Behaves in a respectful and safe manner at all times.<br>✓ Cooperates and works collaboratively with staff and students.<br>✓ Always manages own behaviour.<br>✓ Responds extremely positively to teachers' strategies at all times. | ✓ Home Learning is always completed to a very high standard AND further learning is seen from outside of lessons.<br>✓ Deadlines are always met. | ✓ Always on time to all lessons, including after school sessions.<br>✓ Sees teachers in advance if they know they are going to be late for a lesson for any reason.<br>✓ When absent from lesson, always finds teacher to make sure no learning opportunity is lost. |
| **4**<br>**Very Good**<br>**** | ✓ Always ready to learn and engages throughout all lessons.<br>✓ Has all equipment and books required for each lesson.<br>✓ Achievement points occasionally awarded.<br>✓ Engages with feedback given to them by all others.<br>✓ Persists through difficulties and engages with challenge from others.<br>✓ Presentation of work is of a high standard. | ✓ Behaves in a respectful and safe manner at nearly all times.<br>✓ Cooperates and works collaboratively with staff.<br>✓ Quickly returns to task when rare behaviour reminders are given.<br>✓ Responds well to teachers' strategies at all times. | ✓ Home Learning is always completed to a high standard.<br>✓ Asks teacher for extra extension learning.<br>✓ Meets most deadlines and all follow up deadlines. | ✓ Rarely late to a lesson.<br>✓ Has a good reason why they are late.<br>✓ When absent from lesson, usually finds teacher to make sure no learning opportunity is lost. |
| **3**<br>**Good**<br>*** | ✓ Ready to learn at the start and remains focused throughout all lessons.<br>✓ Fully equipped for lessons, with only rare slips.<br>✓ Engages with feedback given to them by teachers.<br>✓ Occasionally will engage in challenging work from teachers.<br>✓ Presentation of work is of a good standard. | ✓ Behaves in a respectful and safe manner most of the time.<br>✓ Cooperates and works collaboratively with staff, with occasional slips.<br>✓ Behaviour points rarely received.<br>✓ Acceptable behaviour reminders are rare.<br>✓ Responds well to teachers' strategies at nearly all times. | ✓ Completes all Home Learning tasks to a good standard.<br>✓ Meets most deadlines.<br>✓ Asks for help if needed in a timely manner. | ✓ Usually on time for all lessons, and when late it is usually by less than 5 minutes.<br>✓ When late, no disruption to others is caused.<br>✓ Responds positively to teacher when late. |
| **2**<br>**Needs to Improve**<br>** | ✓ Occasionally needs reminding to be ready for the start of lessons.<br>✓ Occasionally requires reminders or prompts to engage in the work set.<br>✓ Often not fully equipped for lessons.<br>✓ Presentation is inconsistent. | ✓ Sometimes behaves in a way that can lead to a lack of learning / disorder / disruption.<br>✓ Frequently struggles to work collaboratively and cooperate with staff and / or other students.<br>✓ Behaviour points regularly received.<br>✓ Often cannot manage own behaviour and is off task, leading to staff intervention.<br>✓ Sometimes does not respond well to teachers' strategies. | ✓ Home Learning tasks attempted but not completed or not enough care/time taken.<br>✓ Deadlines missed frequently. | ✓ Often late for lessons without a good reason.<br>✓ Lateness to the lesson causes disruption to others' learning. |
| **1**<br>**Serious Concern**<br>* | ✓ Often needs reminding to be ready for the start of lessons.<br>✓ Often requires reminders or prompts to engage in the work set.<br>✓ Is never not fully equipped for lessons.<br>✓ Presentation is often poor. | ✓ Regularly behaves in a way that leads to disorder / disruption and limits learning for others.<br>✓ Rarely cooperates and works collaboratively with staff and / or other students.<br>✓ Behaviour points received most lessons.<br>✓ Rarely manages own behaviour and is frequently off task, leading to regular staff intervention.<br>✓ Often does not respond well to teachers' strategies. | ✓ Home Learning is rarely completed or handed in.<br>✓ Behaviour Points are regularly given for No Home Learning. | ✓ Truants one or more lessons.<br>✓ Always late to lessons without a reason.<br>✓ Lateness to the lesson causes serious disruption to others' learning. |