

Reporting Guidance for Parents and Carers: 2024-2025



Your Target Grade explained:

Parents and Carers will now be informed of their child's progress **three times per year** to ensure that positive performance can be praised, as well as if support is required so this can be given as early as possible. Reports will be shared with Parents and Carers during the Autumn, Spring and Summer terms.

So that students and parents/carers are aware of a child's expected pathway for their time at Holte school, all students are given a **minimum expected target grade/band**. This grade will be used to determine if a student is making expected progress during each academic year.

- The **minimum expected target grade** awarded to each student is based on their scaled score which is awarded at the end of KS2 from their **Year 6 SATS** results.
- We then look at the **National Progress Measures for students with the same starting point** – these are based upon each student's **KS2 SATS** results, how they compare with historical results from across the whole of the country and what these children went on to achieve.
- From this data, students are given a **numerical minimum expected target grade** that is based upon the grades that the majority of students of a similar ability from across the country have gone on to achieve by the end of KS4 in their GCSE results.
- These **minimum expected target grades** are based upon GCSE grades, where 1 is the lowest grade and 9 is the highest grade.
- In a report, each subject area will identify how a student is progressing towards their minimum expected target grade, considering which year of school they are in and what would be expected of them at this time if they are to achieve their minimum expected target grade, or even exceed it.

During their time at Holte School students will complete a range of school year assessments. This information will be used to make judgements about whether the student is where they should be e.g., 'Meeting Expectations' or working 'Above' or 'Below' their expected level.

- A student's target grade is a minimum expected grade and should not be seen as a cap on their potential, but a starting point to aim for.
- A student's target grade can be adjusted up over time, and this will be looked at based on whether a student is gaining above expectations consistently, to ensure that they make a good level of progress across a range of different assessment types.

Please see the next page to understand the grading system on your child's report:

Progress Grade:

	1. Above expectations	2. Meeting Expectations	3. Below expectations	4. Cause for Concern
Student is:				
Progress Grade	<ul style="list-style-type: none">• Making excellent progress• Consistently producing work of a standard that is above their expected level of progress.	<ul style="list-style-type: none">• Making good progress• Work produced is consistently in-line with their expected level of progress.	<ul style="list-style-type: none">• Making some progress• Work produced is often below the level of expected progress.• Increased effort, early intervention and support may be needed to ensure that expected progress is made.	<ul style="list-style-type: none">• Making only limited progress.• Work produced is consistently below the level of expected progress.• Without increased effort, and intervention they will not meet expected levels of progress.

Attitudes to Learning:

	1. Excellent	2. Good	3. Needs improvement	4. Cause for concern
Student is:				
Effort	<ul style="list-style-type: none">• Often exceeds expectations in class and in homework• Highly motivated, seeks challenge and perseveres• Actively listens and makes valuable contributions to extend their own learning and that of others• Is an independent and proactive learner• Works well collaboratively and supports others when appropriate	<ul style="list-style-type: none">• Completes both classwork to a good standard.• Is motivated and accepts challenge• Contributes in class and values the contributions of others• Works with increasing independence• Works well collaboratively	<ul style="list-style-type: none">• Completes classwork but the standard can sometimes fall below expectations.• Passive attitude in the classroom• Listening skills need developing• Requires regular reminders to stay on task• Lacks focus when working collaboratively	<ul style="list-style-type: none">• Rarely completes classwork.• Lacks motivation and focus to remain on task.• Does not engage sufficiently in the learning.• May be disruptive to the learning of others
Behaviour	<ul style="list-style-type: none">• Always pays attention in class and regularly contributes to the lesson in a positive and focused manner• Demonstrates kindness, consideration and respect for staff and other students• Sets an example to others• Should make rapid progress as a result of their positive learning behaviours	<ul style="list-style-type: none">• Is focused when in class and contributes to the lesson in a positive manner• Demonstrates kindness, consideration and respect for staff and other students• Should make effective progress as a result of their positive learning behaviours	<ul style="list-style-type: none">• Can respond to instructions but often needs reminders to meet the teacher's expectations• Sometimes needs to be prompted to focus and avoid distractions.• Will receive sanctions if this behaviour continues• Is limiting their own progress	<ul style="list-style-type: none">• Exhibits poor behaviour• Disrupts the learning in lessons which can distract others and interrupt the flow of a lesson• Has received slaps and sanctions. As a result of poor behaviour they are severely curtailing their own progress
Homework	<ul style="list-style-type: none">• Completes homework on time• Homework is completed to an excellent standard	<ul style="list-style-type: none">• Completes the majority of homework on time, and catches up if occasionally late• Homework is completed to a good standard	<ul style="list-style-type: none">• Completes homework, but it is often handed in after the deadline following a reminder• Homework can be completed to a good standard, but not always consistently	<ul style="list-style-type: none">• Homework is often late or not completed• When homework is completed, it is often a poor standard with little effort shown