

Our Commitment to Learning Descriptors

Grade/Category	5 ALWAYS	4 USUALLY	3 SOMETIMES	2 DO NOT YET	✓
Ready for learning – incl. equipment (READY)	I am always prepared for learning without having to be prompted :	I am usually prepared for learning, but sometimes need to be prompted.	Sometimes I am not prepared for learning and need to be prompted.	I do not yet come to lessons prepared for learning.	
My attitude to practice and perseverance (DO THE TASKS)	I enjoy practising my skills. I keep learning independently and always complete tasks.	I do practise my skills and I usually keep going with tasks but only sometimes need prompting.	I sometimes practise my skills, but I stop practising when I find something difficult and tend to give up on tasks.	I do not yet practice my skills. I give up as soon as I find learning difficult .	
Asking and answering questions (GET INVOLVED)	I ask questions and always have a go at answering questions, whether I am sure about the answer or not .	I usually ask questions and usually have a go at answering questions, but only when I am sure about the answer .	I sometimes ask questions or volunteer to answer questions – however, I tend to say 'I don't understand/I don't know' when asked.	I do not yet ask or answer questions.	
How I act on feedback (FEEDBACK)	I am motivated by feedback and use advice to take actions, without having to be prompted .	I listen and respond positively to feedback and I usually act on it when prompted .	I find it difficult to take on board feedback and sometimes I act on it, but sometimes I ignore useful feedback.	I do not yet respond to feedback and advice and I do not try to improve my learning.	
My home learning (HOME LEARNING)	I always complete home learning on time and always to the highest standard I am capable of .	I usually complete home learning on time and usually to the highest standard I am capable of.	Sometimes I forget my home learning or do not complete it to the highest standard I am capable of.	I do not yet complete my home learning.	
My participation and behaviour for learning (POSITIVE BEHAVIOUR)	I always take an active part in lesson activities and always display positive behaviour.	I take an active part in most lesson activities and I usually display positive behaviour.	I sometimes participate and learn well in some types of activity, and sometimes do not display positive behaviour.	I have not yet been participating in activities and I often do not yet display positive behaviour.	

*If your teacher gives you a **GRADE 1**, this is because there is **no evidence of any of the categories of C2L** due to your absence from learning.

A Guide to Key Stage 3 Data

In this document you will find a breakdown of key information about your child's progress.

Keep this guidance at home for future reference.

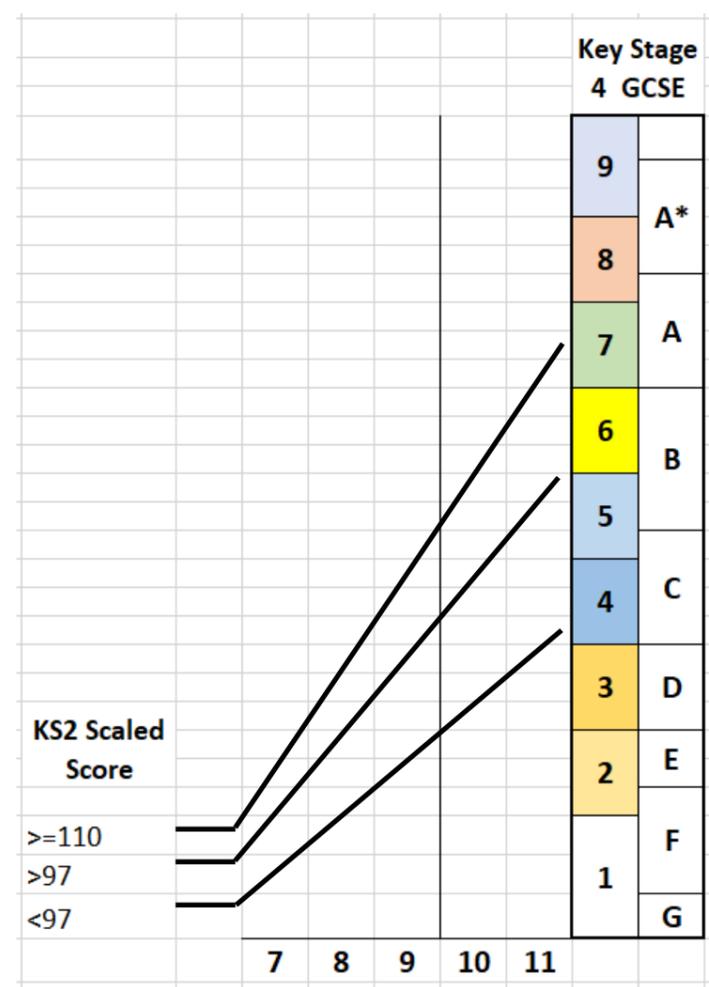


Dear Parent/Carer,

Students are now assessed using the new reformed GCSE grades from 1 up to 9. At Beacon High we have redesigned the Key Stage 3 (KS3) curriculum and assessment model which focuses on developing the key concepts, knowledge and skills needed for success in KS4. We should no longer see KS3 and KS4 as separate courses, but rather as a continuum based on high expectations and challenge for all. We expect all students to make positive progress, across all subjects.

Where does it all start?

Students will be given a target (projected trajectory) based on their prior attainment (KS2 scores) and their Cognitive Ability Test (CATs) which they take upon arrival at Beacon High. To provide a fuller understanding of your child's ability, students also complete a baseline Assessment at the start of Year 7 (PiXL Micro-Wave) in English and Maths and separate assessments within subject departments.



Average Progress (Projected Trajectories)

Target Setting: Students will be set a target for the end of each year. Teachers will assess and input data informing the school and yourself about your child's progress at various stages in the academic year. This will help us monitor the progress made (see progress indicator). At Beacon High, we know progress is rarely linear and we know that every child is different and this will allow teachers and parents/carers to respond to their development needs and generate discussions at home and school. It is, however, expected that from the start of Year 7 to the end of Year 11 students will reach their Fischer Family Trust (FFT20) Estimates.

Key Stage 4 GCSE	
9	A*
8	A
7	B
6	C
5	D
4	E
3	F
2	G
1	

Data Drop



In KS3 we track each student's progress, once per term, so there are three rounds of tracking per year reported. You will be informed about your child's progress towards their end of Year 11 Target Grade with one of the descriptors below.

Progress Descriptors Coding

	Outstanding Progress
	Good Progress
	Expected Progress
	Below Expected Progress
	Significantly Below Progress

Commitment to Learning



Your child will also receive a C2L grade once a term. This grade reflects your child's attitude and Motivation towards his/her studies. The better a student's commitment to learning, the more likely they are to achieve their potential (1 low—5 highest). Please see the criteria for additional information).

Academic Planning/Review



You will be invited in, with your child, for a short meeting with your child's tutor and/or another key member of staff, to discuss progress across the whole school curriculum. This is a crucial opportunity to review achievements and set targets for the remainder of the year. Targets will then be reviewed later in the academic year.

Fischer Family Trust (FFT)



The Fischer Family Trust is a charity that helps schools set challenging but realistic targets using student data. The FFT Estimate is an ambitious estimate based only on Key Stage 2 English and maths scores, gender and month of birth. It is shown only as an indication.

Parents' Evening



Once a year you will be invited to speak to individual subject teachers about your child's progress.

Achievement/Behaviour



On your child's report you will be provided with current achievement and behaviour count, as well as progress data.

Attendance/Punctuality



Progress and achievement depends on good attendance. The school works rigorously to ensure that high levels of attendance are maintained and an excellent standard of punctuality is modelled by all of our students. Every student should aim for 100% attendance and punctuality. Your child will only reach their potential if high levels of attendance are maintained.

If you would like to speak to a member of staff about your child's progress, please contact: **Ms. S Patel (Director of Learning)**