



## Reporting to parents

### Rationale:

At Perschore High School, in the Autumn term of 2024, we consulted with students, parents and teachers to help simplify and refine the information that you receive about how your child approaches learning at school and how they are currently in their learning.

To provide information which informs and allows support for children to help them move forward, we have designed our reporting processes and information to be:

- **Clear and understood by all stakeholders** where students, their parents and teachers can share the language of learning via our learning framework and parents can very quickly get a useful picture of their child on receipt of the school progress checks/report.
- **Directly linked to our** teaching pedagogy, curriculum developments and communication between students and their teachers during learning
- **Helpful.** As students move through the Key Stage at Perschore High School we want the information to help **prepare** them as **effective learners** for the challenges ahead.

Teachers will make professional judgements on just two crucial aspects of learning:

1. **Attitude to Learning** – this is a judgement about the approach to learning demonstrated and includes behaviour, engagement, and focussed efforts to improve as a learner that are produced over time. We expect all students to have a positive attitude to learning and therefore a strength of their individual character and personality. We believe that everyone can make a positive choice to help each other, to work hard and be kind. This is as true in learning as it is in life.
2. **Learning** – this is a judgement about what the student knows and is able to do, linked to the curriculum. It expresses the level of quality and depth of learning as well as the range of knowledge and skills that the student has developed. In Key Stage 3 the Learning Grade is on 4 Levels – see the relevant image below. At GCSE and A Level this Learning Grade reflects students' current position in GCSE attainment based on what has been seen at the time of the progress check.

We will include reference to your child's National Test data from year 6 (if available) as a reference point for parents reminding them of prior learning and performance. On each report you will also see information reflecting their attendance to school, which is a vital ingredient to school success. Any positive points accrued along with any negative behaviour points will also be shown on the report. We will also provide an 'Average Attitude to Learning Grade' as a quick reference point to overall efforts of your child.

To help, students will see the following images in classrooms to help provide clarity about where they are and how they can move forward. You can see a video explanation of the above and the images on the following pages here [https://bit.ly/PHS\\_AssessReportHome](https://bit.ly/PHS_AssessReportHome)



## Assessment@Pershire (KS3)

### Attitude to Learning

- 4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.
- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.

### Learning in Key Stage 3

- 4 Mastering** Can communicate and demonstrate strong understanding with confidence, accuracy and clarity. Performs at a high level in challenging tasks and tests of learning.
- 3 Thinking** Can apply, analyse or evaluate knowledge and skills. Employs good comparative or reasoning skills to deepen understanding. Performs well in tasks and tests of learning.
- 2 Knowing** Can recall, describe and classify key information or produce a range of skills at a fundamental level providing a solid basis for thinking more deeply.
- 1 Developing** Can define and locate some key information and can produce a small range of skills at a rudimentary level.

## Assessment@Pershire (KS4)

### Attitude to Learning

- 4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.
- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.

### Current grade in Key Stage 4

GCSE grades		Non-GCSE grades	
Level 2 grades	9 Exceptional	Leading to level 3 courses in year 12	D2*
	8 Pass		Distinction
	7 Very Strong Pass		D2
	6		M2
Level 1 grades	5 Strong Pass	Leading to level 2 courses in year 12	Merit
	4 Good Pass		M2
	3		P2
	2		Pass
	1		D1
	U Fail		M1
			P1
			Fail

## Assessment@Pershire (KS5)

### Attitude to Learning

- 4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.
- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.

### Current grade in Key Stage 5

A Level grades	Non-A Level grades
A*	Distinction*
A	Distinction
B	Merit
C	Pass
D	
E	
U Fail	Fail