

Dear Parents and Carers

A few weeks ago I wrote to you to explain the work we have been doing on our curriculum. Next week you will be receiving the first written report of the year and this letter explains what will be different and what will remain the same.

What will look different?

The main change you will see in Key Stages 3 is that we will be reporting your child's achievement as a percentage.

This is because we want to let you know **how much of the curriculum has been understood** and applied by the students. This will link directly with the curriculum plans we have shared with you previously.

We have moved away from any form of 'prediction' (including colour bands in Key Stage 3) so that we can focus on students' current achievement.

% Overall:

Students will receive ONE percentage score per subject.

For example: In History in Year 7 students will have been covering the Romans, the Norman invasion and medicine in medieval England. They will have undertaken a minimum of two assessments designed to test how much of the topics have been understood. The percentage score shown on the report will be **an average of the assessments** they have done. The higher the score, the more confident they are with what has been taught. In the example below the student below has scored an average of 80% over the assessments carried out during the term.

Please note some subjects, such as English, Mathematics and Science have more time each week during Key Stage 3 than other subjects such as History or Geography which might only have one lesson. The number of lessons will also affect how many assessments and the breadth of work the average percentage score is based on.

Engagement:

1. Excellent – student has completed all work set, classwork and homework, to the very best of their ability. They will not have received any behavioural warnings within the lessons and proactively engage in the subject.

2. Good – student has completed all work set, classwork and homework, to the best of their ability. They may have received some behavioural warnings within the lessons but typically proactively engage within the subject.

3. Inconsistent – student has not necessarily completed all work set, classwork and homework, to the best of their ability. They may have received a number of behavioural warnings or RTLs within the lessons and will need encouragement and reminders to engage in the subject.

4. Poor – student frequently fails to complete work set, classwork and homework, to the best of their ability. They will have received frequent warnings or RTLs within the lessons, and



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Year 7 Autumn Report

Name – Tutor Group

Attendance %

Class Charts Positive Points		Class Charts Negative Points	
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Subject	Engagement	% Overall	Support
English	2	65	N
Auditory Processing			
Mathematics	2	70	N
Science	1	80	N
Computing	2	54	N
French	3	43	N
Latin			
Spanish			
Geography			
History			
Art			
Drama			
Music			
Physical Education			
Religion			
Technology			

Support:

In Key Stage 3 you will also see a column which indicates whether your child has received any support in achieving their scores. In the lower years this could mean scaffolding, sentence starters etc and as students move through the College it may reflect Exam Access Arrangements such as extra time.

Please note this is not an indicator of what they will achieve in the future.

The curriculum plans and assessments for Key Stage 3 students can be found [here](#)

How can I support my child?

We appreciate that this is a significant change. When discussing the report with your child it will be helpful to focus on the content covered in each subject.

Questions such as:

- What have you been studying in (Science)?
- Can you talk me through some of your Knowledge Organiser in (Geography)?
- Which parts of (Drama) did you feel you knew really well?
- Which parts of (Maths) would it be worth going over again?

As a College we feel these would be more objective conversations as they focus on what the child knows (and on identifying any gaps in their knowledge) rather than a more subjective 'What we think you might get in the future' conversation.

Please do not hesitate to contact us if you wish to discuss any aspect of the reports with the subject teacher or subject leader. We welcome feedback on these changes to help us develop our reporting system as the year progresses.