

Key Stage 3 Report Information Sheet

Please use the information below to understand the contents of your child's report

Attendance - The report attached gives a percentage attendance for your child. The below table provides an indication of lost learning time for attendance levels below 100%.

Description	Percentage Attendance %	Lost Learning	
		Days	Hours
Excellent	100 - 99	0 - 2	0 - 10
Good	98 - 96	4 - 7	20 - 37
Requires improvement	95 - 91	9 - 17	47 - 85
Persistent absentee	90 - 86	19 - 27	95 - 135
Critical	85 - 80	28 - 38	142 - 190

Prior Attainment - Included in the report are some details regarding student's prior attainment. This includes;

KS2 Data – This is recorded as a 'scaled score' based upon the test results they achieved in Year 6. Values range from 80 to 120 with a score of 100 indicating students met the 'expected' KS2 standard

CAT Scores (Cognitive Ability Test) Students are tested at the start of Year 7 and then again in Year 9.

Ability	Description
Verbal	Understand and use spoken words and language
Non-Verbal	Work out why numbers, pictures or patterns are linked
Quantitative	Understand and process using numbers
Spatial	Remember and make sense of shapes and their arrangement

Score	Description
88 and below	Below are related expectation
89 – 111	Meeting age related expectations
112 and above	Above age related expectations

Assessment Pathways

During years 7-9 students will be assessed using criteria that will place them within a given pathway. The table below gives an indication regarding the GCSE grades that the given pathway may relate to, by the end of Year 11.

Pathway	GCSE grade related
Mastery	8-9
Greater Depth	6-7
Secure	4-5
Developing	2-3
Foundation	1

Throughout Year 7-9 students may;

- Move up the different pathways as they develop skills across different subjects.
- Remain on the same pathway. **This does not mean they are making no progress** only indicates that their skills are consistent across a range of different assessment areas.

If a student were to drop onto a lower pathway this may indicate that students are performing less well than initially indicated and therefore further interventions may be required.

All students have been set target pathways based upon the data we had at point of entry to Oak. Targets set are aspirational, with the assumption that students will make above average progress during their time with us. Targets will be reviewed across the years, to ensure they remain realistic and aspirational, as we gather further information on students.

Fine grades

Students may also be given a fine grade to indicate how secure they are within their given pathway. Where there is no fine grade, this indicates that students are working securely within this pathway.

+	Is close to the next pathway
-	Insecure within given pathway

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