



# UPPER SCHOOL

## Information Evening 2018



**Miss Rutledge**  
Head of Upper School

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# PROGRESS



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# What does progress look like?

## Frequently asked questions?

- What is good progress?
- What do the colours mean?
- Does my child understand what the colours mean?
- What are the statements at the bottom?
- What happens if there is a lot of RED?



# What does the report look like?

Subject	End of Year Chessington Target Grade	Current Working Grade						Attitude to Learning
		Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	
Art	7=	4=	5-	5+	6-			3
Biology	7=	5=	5+	5+	6-			1
Chemistry	7=	5+	6-	6=	6+			1
Design Tech	A2	C1	C1	A*3	A*3			2
English Lang	7=	6-	7+	7+	9-			1
English Lit	7=	6=	8=	8=	8+			1
Geography	7=	6-	6+	7-	8-			2
Maths	7=	6+	7-	7-	7=			2
Physics	7=	5+	5-	5+	5-			4
Spanish	7=	5-	5=	5+	6-			4

## What do the colours mean?

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# How do we set targets?

We use a combination of information to set student targets.

Key Stage 2 results in Reading and Maths

Previous outcomes for students with similar KS2 data

Chessington aspiration factor

Subject teacher knowledge



# What is the current working grade? How do staff get to that data?

- Using current data for tests
- Marked and assessed homework
- Past papers
- Any officially assessed coursework
- Class work completion and standard
- Staff professional judgement if none of the above are available



# Attitude to Learning

This is your child's effort within the classroom, their attitude towards learning new things and taking an active role within the lessons.



What do the numbers mean?

1 Great	2 Motivated	3 Coasting	4 Unacceptable
Always arrives to lessons equipped and ready to learn.	Usually arrives to lessons equipped and ready to learn.	Lacks organisation at times and can arrive poorly equipped for lessons.	Shows a lack of organisation by rarely arriving with books and/or equipment necessary for lessons.
Always demonstrates a positive attitude towards their learning and engages fully within the lesson. Always takes responsibility for their learning and provides support for their peers.	Usually demonstrates a positive attitude towards their learning and engages fully within the lesson. Usually takes responsibility for their learning and provides support for their peers.	Does not always demonstrate a positive attitude towards their learning and can show a lack of engagement within the lesson. Needs guidance to focus upon tasks at hand to ensure steady progress and lacks self-discipline when tasked with working with others.	Does not show a positive attitude towards their learning and does not engage in lessons. Needs direct supervision to ensure focus on tasks is maintained, cannot work with peers due to distractions this offers.
Always tries their best and is resilient in their approach to learning, knowing when to persevere independently and when to seek support.	Usually tries their best and can be resilient in their approach to learning, knowing when to persevere independently and when to seek support.	Can lack independence in their work and can give up easily when challenged and readily seeks support.	Will not work unaided, needs constant support and is unwilling to try tasks independently.
Always shows respect to staff and peers. Always behaves positively and in a way that promotes the learning of themselves and others.	Usually shows respect to staff and peers and in a way that promotes learning, may at times need direction to settle but responds well to this.	Can show a lack of respect towards staff and peers. Behaviour distracts themselves and others from learning and affects the progress of themselves and others.	Shows very little respect for self, staff or peers. Will frequently not do as asked first time causing disruption to learning, frequently off task causing distraction to the learning of self and others.
Always proactive in undertaking work outside the classroom, whether that be formal homework or private study.	Usually proactive in undertaking work outside the classroom i.e. completing homework promptly and to a good standard.	Little work is completed outside of the classroom; that which is completed is not of a good standard for their ability.	Work is rarely completed outside of the classroom; any that is, is of poor quality.



# What happens if there is lots of red?

What we do	What you can do?
<ul style="list-style-type: none"><li>• Direct them to doddle task and revision</li><li>• Reports</li><li>• Mentoring programmes</li><li>• Yr 11 Interventions in registration</li><li>• Yr 11 Interventions as P 7</li><li>• Yr 11 Intervention trips</li><li>• Praise and reward systems to encourage positivity</li><li>• Parental meetings</li></ul>	<p><b>USE OF DODDLE</b></p> <ul style="list-style-type: none"><li>• Monitor homework</li><li>• Regular contact with school and teachers</li><li>• Check class charts daily</li><li>• Praise their positivity</li><li>• Contact their subject teacher/form tutor if there is an issue. If more than one subject speak to me.</li></ul>







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# Any Questions?



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