Making Progress & Chessington School Reports

Ms Wilson - Deputy Headteacher

Everyone valued • **Every day** an opportunity • **Every moment** focused on success

Aims of the session

- To explain the grade system used at Chessington
- To highlight the key information featured on a Chessington School Report
- To share the student flight path process
- To share ways that parents can support with progress

GCSE grades 1 - 9

We use GCSE grades for all our students' targets/grades

9 – A**
8 – A*
7 - A
6 - B
5 - C
4 – currently a pass C/D
3 - E
2 - F
1 - G
U

Subject	Current Target Grade
Art	2=
Citizenship/RE	2=
Computer Science	1+
Drama	2=
English	1+
Geography	1+
History	1+
Maths	1+
Music	2=
PE	2=
Spanish	Tr6
Science	1+
Tech	2=

A student in year 8 might have a target of a 3=.
This means that we expect them to be a 'solid' grade 3 by the end of year 8.
+ - top of grade
= - middle/ solid grade
- - bottom of grade

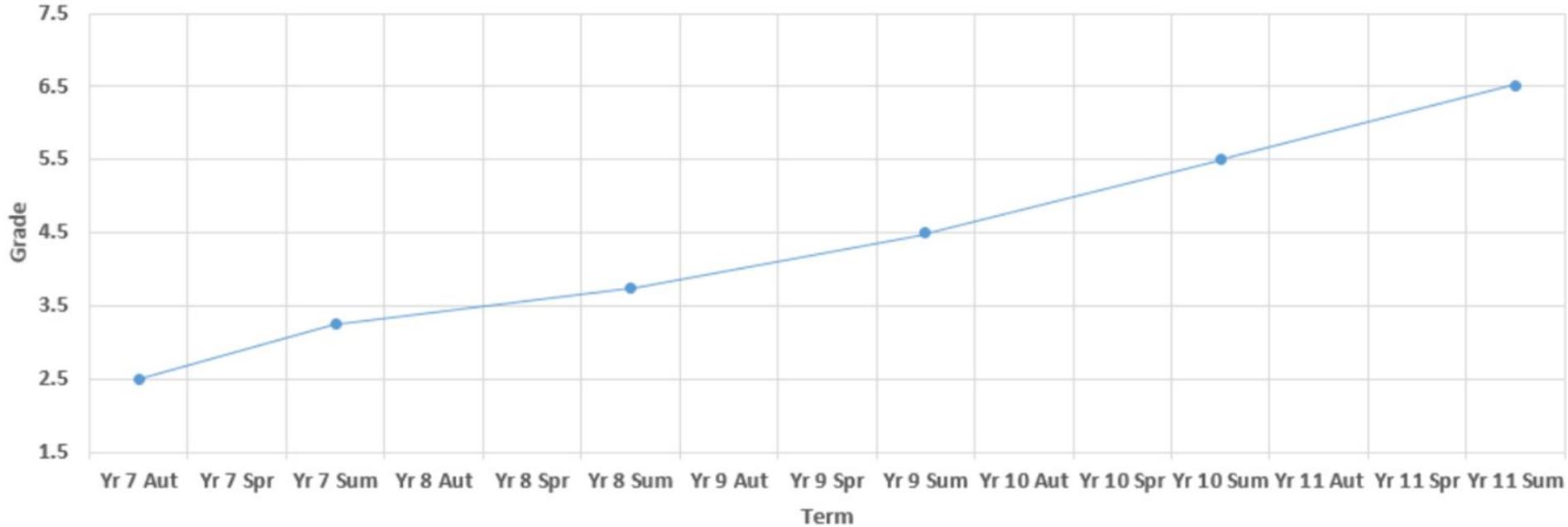| Subject	Current Target Grade	Current Autumn
Art	2=	1=
Citizenship/RE	2=	1+
Computer Science	1+	1=
Drama	2=	1-
English	1+	1=
Geography	1+	1-
History	1+	1-
Maths	1+	Tr6
Music	2=	1-
PE	2=	1=
Spanish	Tr6	1-
Science	1+	Tr5
Tech	2=	2+

The colours mean:

Blue = on track to exceed target grade

Green = on track to meet target grade

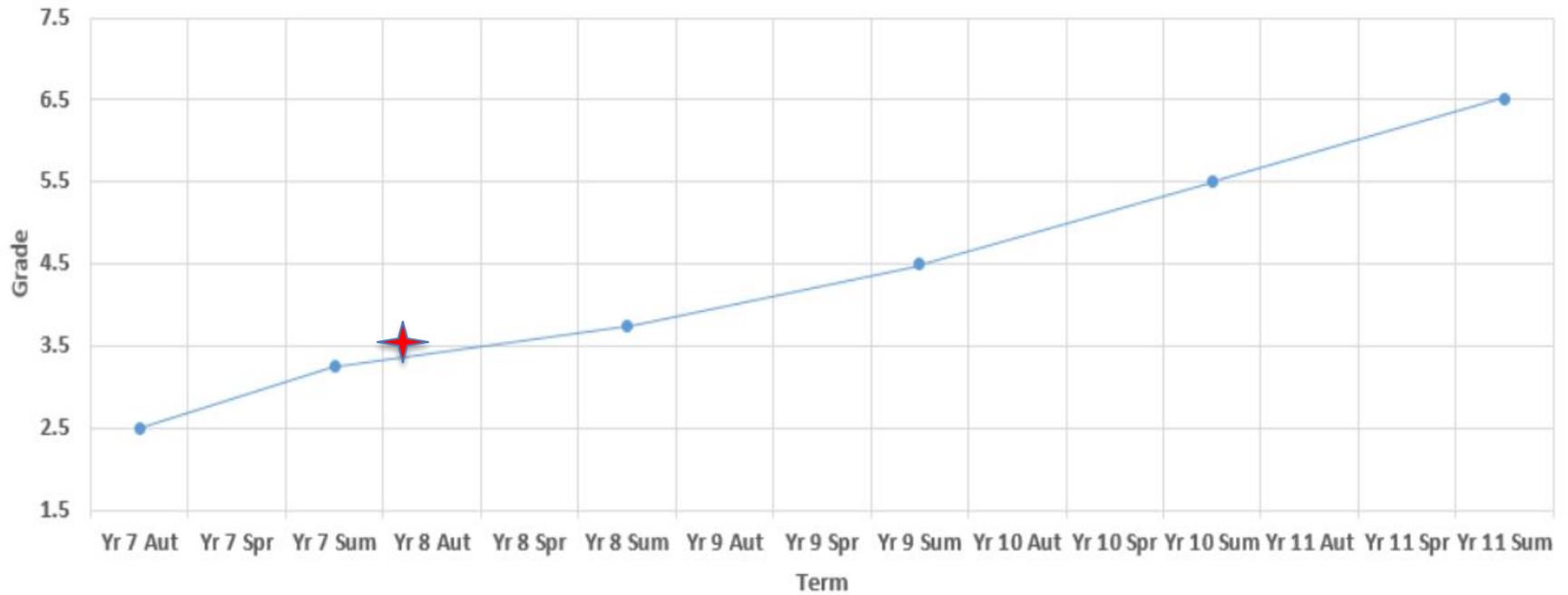**Amber = on track to be slightly below target**

Red = on track to be significantly below target

My Flight Path for _____

A Chessington Target Grade (CTG) is worked out based on SATs results and how much progress is expected to be made by the time a student completes GCSEs. These are aspirational and can be moved up.

My Flight Path for ___Art___

What Went Well	Even Better If
Grades * *	**Grades** * *
Attitude to Learning * *	**Attitude to Learning** * *

| My key learning goals for the next term to help me reach my personal target	Review 1 (Date)	Review 2 (Date)
1.		
2.		
3.		

Attitude to Learning
3
2
2
3
2
2
2
2
1
2
n/a
2
1

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.

ClassCharts Points

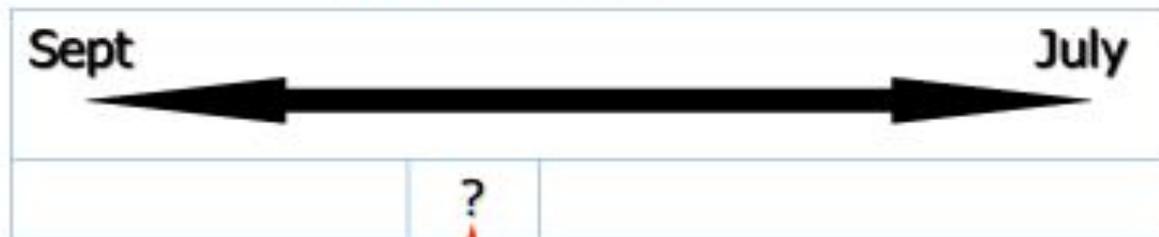These will also be detailed on the report for positives & negatives
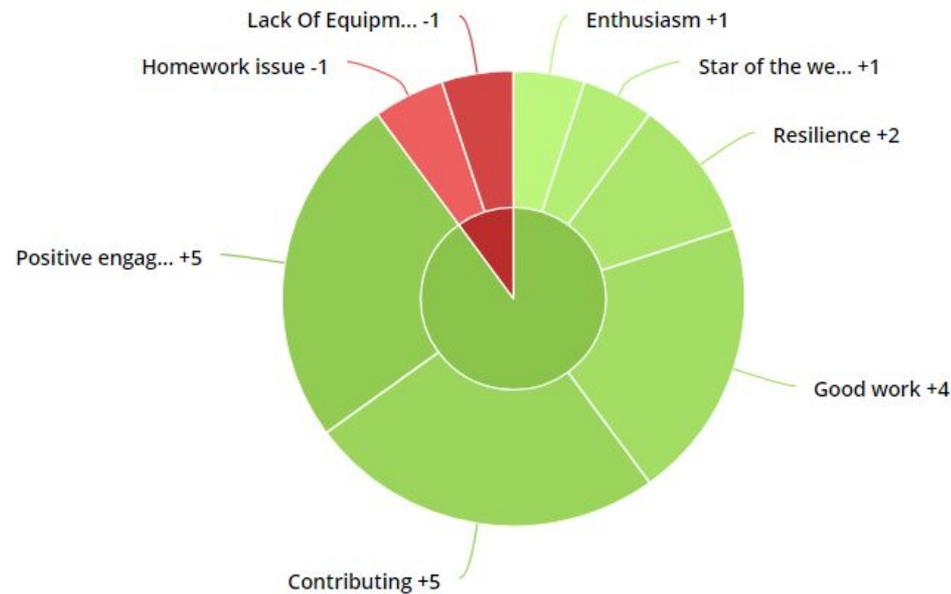
Attendance & Punctuality

This will be given on each report and also coloured coded dependent on how close it is to target

90% attendance =10% absence= ½ day missed
every week!!

Mon	Tue	Wed	Thur	Fri
		?		

1 school year at **10%** absence = **4** whole weeks of lessons **MISSED!!!**

38 school weeks

Sept		July
	?	

Absent for 4 weeks

10% absence over 5 years of secondary school....

= ½ a school **year missed!**

Sept July									
Y7									
Y8									
Y9		½ a year absent from school							
Y10									
Y11									

#beheretolearn

How frequently will you receive reports?

• All students/parents will receive a report 3 times through the school year

• These are at different times for different year groups depending on exam timings

• A tutor report will be issued once a year which includes a comment from Form Tutors along with progress information

How can parents help improve progress?

- Homework (check classcharts and support)
- Growth mindset
- Aspiration
- Literacy
- Talk to your child about their progress
- Talk to us if you have any concerns

Questions can be asked via the Google Form link within the Year group area for Parents Information Evening