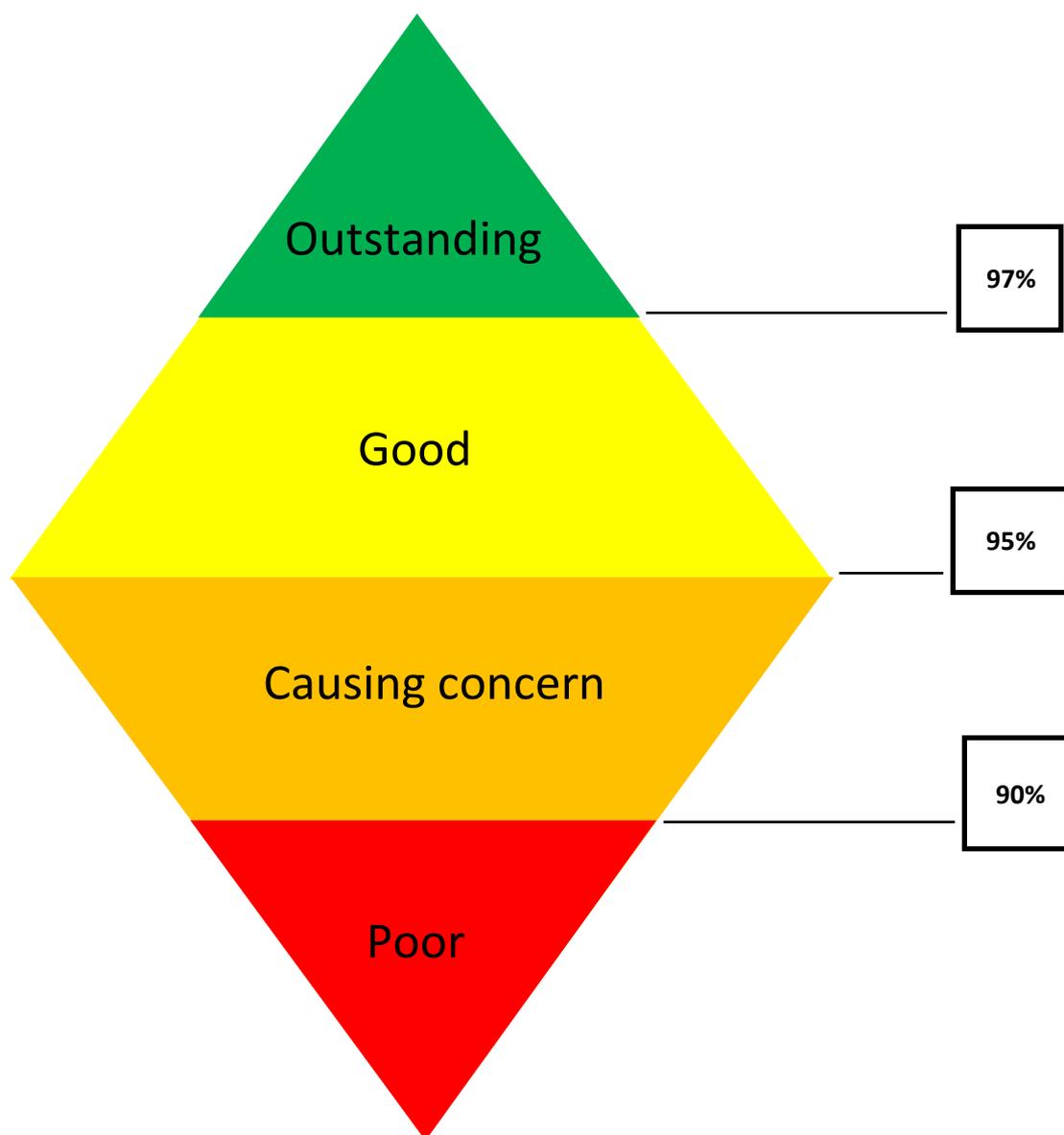


YEAR TO DATE ATTENDANCE

This is colour coded in accordance with the attendance diamond below



AM AND PM REGISTRATION SESSIONS ON TIME

This shows the number of registrations that a pupil has been on time as a percentage of total sessions

READING STANDARDISED AGE SCORE

Is the most important piece of information resulting from the NGRT test and gives information regarding your child's reading and comprehensive ability. It is based on the number of questions a pupil has answered correctly and then the score is adjusted for age and compared to other pupils of the same age across the country. A pupil's score is an estimate of their ability at the time the test was taken.

This is a measure of the pupil's reading ability

- Below 89 is considered below average for the pupil's age
- 89 to 111 is considered average for the pupil's age
- Above 111 is considered above average for the pupil's age

HOUSE POINTS AND BEHAVIOUR POINTS

- All positive points referred to as 'house points' and all negative points referred to as 'behaviour points'
- Points are broken down by subject
- Non-classroom based points are points that have been awarded outside of lesson time

ATTITUDE TO LEARNING

Outstanding - *The pupil shows high levels of commitment to getting the most out of all learning opportunities available.*

- Actively participates in lessons.
- Fully engaged.
- Seeks feedback on how to improve their work.
- Shows great resilience with challenges.
- Consistently works above and beyond expectations.

Good - *A responsible and hardworking pupil who tries their best at all times.*

- Participates in lessons.
- Attentive and focussed.
- Responds well to feedback and targets.
- Shows resilience with challenges.
- Willingly does all that's expected and sometimes more.

Inconsistent - The pupil needs to push themselves to make the most of the learning opportunities available.

- Sometimes participates in lessons.
- Is generally focussed although may need reminding of expectations.
- Does not always try hard enough to improve work after feedback.
- Shows some resilience but gives up with challenges.
- Doesn't always spend an adequate amount of time on tasks.

Significant Concern - The pupil needs support or intervention to become a more responsible learner.

- Makes little effort to be involved in lessons and may disrupt the learning of others.
- Fails to act upon feedback.
- Will give up with challenges.
- Spends an inadequate amount of time on tasks.
- Takes little or no responsibility for their behaviour.

BEHAVIOUR

Outstanding - The pupil demonstrates the school values consistently.

- Is polite, respectful and responds positively (first time) to instructions.
- Makes positive contributions to lessons regularly.
- Highly self-disciplined - doesn't engage in low level disruption.
- Is curious about their learning.
- Shows great resilience with challenges.
- Takes responsibility for their own learning.

Good - A responsible and hardworking pupil who demonstrates the school values.

- Is usually polite, respectful and responds positively (first time) to instructions.
- Makes positive contributions to lessons.
- Attentive and focussed - doesn't engage in low level disruption.
- Shows interest in their learning.
- Shows resilience with challenges.
- Willingly does all that's expected and sometimes more.

Inconsistent - The pupil needs reminders of the school values in some lessons.

- Needs reminders to be polite, respectful or to respond positively (first time) to instructions.
- Makes positive contributions to some lessons when prompted.
- Needs reminders to stay on task in some lessons which can result in low level disruption on occasion.
- Is generally focussed although may need reminding of expectations.
- Shows some resilience but gives up with challenges.

Significant Concern - *The pupil needs support or intervention to become a more responsible learner.*

- Needs regular reminders to be polite, respectful or to respond positively (first time) to instructions.
- Is reluctant to make positive contributions to lessons.
- Engages in low level disruption regularly which may disrupt the learning of others.
- Takes little or no responsibility for their behaviour.

HOMEWORK

Outstanding - *The pupil shows high levels of commitment to getting the most out of all learning opportunities available outside of lesson time.*

- Seeks feedback on how to improve their work.
- Shows great resilience with challenges.
- Consistently works above and beyond expectations.

Good - *A responsible and hardworking pupil who tries hard with learning opportunities available outside of lesson time.*

- Responds well to feedback and targets.
- Shows resilience with challenges.
- Willingly does all that's expected and sometimes more.

Inconsistent - *The pupil needs to push themselves to make the most of the learning opportunities available outside of lesson time.*

- Does not always try hard enough to improve work after feedback.
- Shows some resilience but gives up with challenges.
- Doesn't always spend an adequate amount of time on tasks.

Significant Concern - *The pupil needs support or intervention to become a more responsible learner outside of lesson time.*

- Fails to act upon feedback.
- Will give up with challenges.
- Spends an inadequate amount of time on tasks.