

KS3 - Progress Report 1 – Year 7

Name:

Form: 7

Attendance: (September 6th to present day) 93.5%

National: 95%



The table below gives your child's grades/levels.

Pupil Progress			
Subject	End of Year Baseline Target	Current Level	Behaviour for Learning
Art	1+	1-	2
English	2	1	2
Geography	2	T3	2
History	2	1-	2
IT	3-	2-	2
Maths	3-	2+	2
MFL	1	T1	2
Music	2	1	2
PE	3-	1-	2
Science	3-	2-	2



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New KS2 Score	Old KS3 Levels	New GCSE 1-9 Levels	Legacy GCSE / BTEC Grades
		9+	A*+
		9	A*
		8+	A *- / DISTINCTION *
		8	A+
	Exceptional Performance	7+	A
		7	A- / DISTINCTION
	8a	6+	B+
	8b	6	B
	8c	5+	B- / MERIT
	7a	5	C+
	7b	4+	C
	7c	4	C- / PASS
120	6a	3+	D+
118	6b	3	D
115	6c	3-	D-
112	5a	2+	E+
109	5b	2	E
106	5c	2-	E-
103	4a	1+	F+
100	4b	1	F / L1 Pass
97	4c	1-	F-
94	3a	T5	G+
91	3b	T4	G
88	3c	T3	G-
85	2a	T2	U
82	2b	T1	

Understanding your child's report

Baseline Target: - is what your child should achieve as a **minimum** by the end of the year and is based upon how they performed in previous years.

Current Level: - is the level that your child is currently working at. The transfer to the new specification GCSEs means that this level is a best fit from legacy GCSEs.

Behaviour for Learning: - is the attitude your child is demonstrating in their lessons, with their homework and their organisation. The explanation of these levels can be found on the back of this report.

New GCSE Levels: - with the emergence of "Life after Levels," we have highlighted how the new Key Stage 2 levels will equate to the new specification GCSE levels. This is a comparable standard against which your child will be graded. Pupils may have a starting point of T1-T5 which is a transitional level at the start of the new specification levels.

If you require clarification on a particular subject, or if you have any questions about the overall progress of your child, please contact their **Head of House** on 02476 757300.



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Behaviour for Learning Grade Outline

1. A pupil who consistently displays a thirst for knowledge and understanding as well as a love of learning in every lesson. Their attitude to learning is of a high standard, showing initiative and independence and incidences of low-level disruption in lessons are extremely rare. Their excellent conduct and behaviour makes a strong contribution to an exceptionally positive climate for learning and this has a very strong impact on their progress in lessons. They are always punctual, organised with the correct equipment and books, as well as handing in homework on time which is of exemplar quality.
2. A pupil whose attitude to all aspects of learning is consistently positive and these attitudes have a good impact on a positive climate for learning as well as the progress the pupil makes. They follow instructions willingly and thoroughly showing initiative and independence in learning and incidences of low-level disruption in lessons are rare. They are punctual, have the correct equipment, take pride in their work and are ready and eager to learn. They complete homework on time, to a good standard and appropriate to their ability.
3. A pupil whose attitude to all aspects of learning is not always consistent. They usually engage in lessons but they occasionally need reminding to keep on task or follow expectations. They rarely give maximum effort and sometimes their behaviour requires improvement as it can be disruptive, making it hard to have a good climate for learning for all pupils and staff. They are occasionally reminded about their punctuality and organisation because of being unprepared for lessons. Their homework is often late and demonstrates a lack of effort and not completed to their ability.
4. A pupil, who lacks effort and needs frequent reminders to stay on task and complete classwork. Their lack of engagement and persistent low-level disruption of learning contributes to reduced learning and/or a disorderly classroom environment. They frequently forget their books and equipment and are often late to lesson or not ready to start the lesson on more than one occasion. Homework is rarely completed, on time or to the standard of which the pupil is capable. The pupil shows a lack of respect and intolerance to their peers or staff and a lack of self-discipline, resulting in poor behaviour in and out of the classroom. They exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.