

Interpreting the Y9 Progress Report

The guidance below outlines how to approach the Y9 report to help support your child in school.

Example data has been used to provide an exemplar for consideration.

Target

The target grade indicates the attainment level that we are targeting your child to reach by the end of each academic year. This is an aspirational grade that, if maintained, will see them achieve outstanding results at the end of Y11.

The grade shown represents an average and, as such, should be compared to the average 'Currently working at grade'.

End of Y7	End of Y8	End of Y9	Y10 and Y11
3.4	4.4	5.4	7.4

Grades

The 'currently working at grades' in the main table are linked to GCSE and equivalent criteria and go from grade 1 to grade 9. Grade 9 is the highest grade.

Subgrades (-, =, +) indicate how close to the next grade a student is. For example a 4+ indicates that your child is close to attaining a 5.

Course	Currently working at	Attitude to learning
GCSE Photography	4=	Good AtL (2)
KS3 Engineering	4-	Good AtL (2)
KS3 English	4-	Good AtL (2)
KS3 French	3=	Good AtL (2)
KS3 Geography	4=	Good AtL (2)
KS3 History	5-	Good AtL (2)
KS3 ICT	6=	Exceptional AtL (1)
KS3 Maths	3+	Good AtL (2)
KS3 PE	3+	Good AtL (2)
KS3 RE	4+	Good AtL (2)
KS3 Science	5=	Exceptional AtL (1)
Average	4.1	1.8

The currently working at grades indicate the attainment grade in each subject based on the work that your child has produced so far.

The average gives you an overall summary of their attainment and should be compared to the average target for the end of Y9.

Conversations at parents' evening will focus on how your child can move from their current working at grade to the next grade.

Is my child doing as well as they should be?

In the example above, the student has an average attitude to learning of 1.8 which represents 'good' and 'exceptional'. They are trying hard and generally have a great attitude to their learning.

Their average attainment is 4.1 with a target of 5.4. On average, part way through Y9, they are just over a grade away from their aspirational end of year target.

This should be the focus of conversations with students and teachers to ascertain the skills and knowledge students are not yet able to demonstrate; practise and revision of these before future assessments should be a priority. Working effectively with a good attitude to learning, in this case, should then be enough to close this gap by the end of the year.

There is variation in the subject attainment, this is usual as students do not progress in the same way in all subjects, however grades that are more than one grade from the average target should be discussed with teachers.

In the example, conversations with Maths, PE and French teachers should focus on how they can move to grade 5 by the end of Y9 to bring attainment in those subjects inline with the average expectation. Teachers may advise that progress in their subject happens more slowly in some years and accelerates as student move closer to Y11.

What can my child do to improve their learning?

- Focus on moving AtL to the next grade. In the case of the example, look at the criteria for 'exceptional' and try to consistently meet those.
- Be really aware of what subject skills and knowledge need to develop further and practise these.
- Revise really well for all upcoming assessments, especially more substantial end of year ones.