

June 2022

Dear Parent(s)/Carer(s),

Please find enclosed your child's full report for Year 8. In addition to this there is a Parents' Evening on 13th June.

The enclosed report contains your child's EAP (Expected Attainment Pathway) for the end of Year 11, and for the end of Year 8. This information is intended to enable you to see whether or not your child is currently on track to achieve their potential at the end of Key Stage Four. The tracking matrix on page 2 can also be used to further explain what EAPs are and how we use them.

The main performance indicator to look at on the report is the Working at Grade (WAG). This is the grade that all of your child's work to-date has been awarded, including recent assessments. This grade should be compared against the 'End of Year EAP' in order to identify whether or not a student is currently on track to achieve their potential. In PE, students are graded as RI (requires intervention), WT (working towards expectation), WA (working at expected level), WB (working beyond expectation) and WWA (working well above expectation).

As this is your child's annual written report, it also provides further detail on what progress is being made in individual subjects and outlines required next steps to make further progress during the remaining weeks of Year 8 and the start of Year 9.

The report also includes an 'attitude to learning' grade which is on a scale of 1 to 4. This takes into account the level of application and commitment applied to an individual's studies in lessons, as well as their completion of homework and wider independent study. A grade of 1 indicates that a student is doing everything that is required of them inside and outside lessons, often going above and beyond expectations. A grade of 4 would indicate that there are serious concerns about the efforts of an individual and that this is having a negative impact on their progress.

If you have any immediate concerns to raise with an individual subject area please contact the subject leader named on the final page of the report. There will also be an opportunity to discuss the content of this report with staff at the Parents' Evening on Monday 13th June.

Yours Faithfully



Mr J. Cain
(Deputy Headteacher)

Key Stage Three Progress Tracking

The tracking grid below provides a rough outline of the individual pathways that students would need to follow in order to achieve their EAP (Expected Attainment Pathway) at the end of Year 11. For example, a student whose CATs test score was converted to a Key stage 2 SATs band of between 100 – 103 would be expected to achieve a 2= by the end of Year 7, a 2+ by the end of Year 8 and a 3- by the end of Year 9 to be on track to achieve a 4 in their final GCSE examinations (the row highlighted in yellow). Please note that the EAP is a minimum indication of what your child is capable of and we would encourage them to aim to exceed it in as many subjects as possible. If your child's EAP or WAG has a W in front of it, this indicates that the student is working towards a grade 1. If your child's EAP has a (H) or (M) after it then this reflects that they should be aiming for a 'high' or 'low' grade within that band. Please see the grid below for further information on this.

Please also note that there are variations to the pathway below in English, Maths, Modern Foreign Languages and Art, however, the overall projections remain broadly similar. Students have a copy of the tracker for their year and individual subject in their school books, so please do have a look at this if you wish to gain a better understanding of your child's individual pathway.

| KS2 Scaled Score | Year 7 | | | Year 8 | | | Year 9 | | | Year 11 |
|------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------------|
| | Term 1 | Term 2 | Term 3 | Term 1 | Term 2 | Term 3 | Term 1 | Term 2 | Term 3 | Final GCSE |
| | EAP | EAP | EAP | EAP | EAP | EAP | EAP | EAP | EAP | EAP |
| 116-120 | 3= | 3+ | 4- | 4- | 4= | 4+ | 5- | 5= | 5+ | 8 |
| 110-115 | 3- | 3= | 3+ | 3+ | 4- | 4= | 4+ | 5- | 5= | 7 |
| 107-109 | 2+ | 2+ | 3- | 3- | 3= | 3+ | 3+ | 4- | 4= | 6 |
| 104-106 | 2= | 2= | 2+ | 2+ | 2+ | 3- | 3- | 3= | 3+ | 5 |
| 100-103 | 2- | 2- | 2= | 2= | 2= | 2+ | 2+ | 2+ | 3- | 4 |
| 97-99 | 1+ | 1+ | 2- | 2- | 2- | 2= | 2= | 2= | 2+ | 3(H) |
| 93-96 | 1= | 1= | 1+ | 1+ | 1+ | 2- | 2- | 2- | 2= | 3(M) |
| 90-92 | 1- | 1- | 1= | 1= | 1= | 1+ | 1+ | 1+ | 2- | 3(L) |
| 87-89 | W5 | W5 | 1- | 1- | 1- | 1= | 1= | 1= | 1+ | 2(H) |
| 84-86 | W4 | W4 | W5 | W5 | W5 | 1- | 1- | 1- | 1= | 2(M) |
| 82-83 | W3 | W3 | W4 | W4 | W4 | W5 | W5 | W5 | 1- | 2(L) |
| 80-81 | W2 | W2 | W3 | W3 | W3 | W4 | W4 | W4 | W5 | 1(H) |
| N | W1 | W1 | W2 | W2 | W2 | W3 | W3 | W3 | W4 | 1(L) |