

Reports in Years 7, 8 and 9



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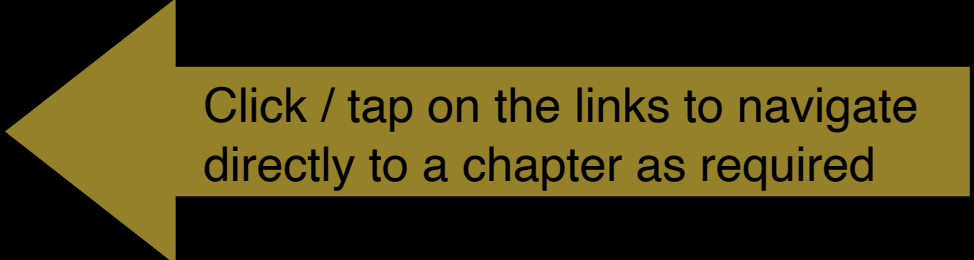


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The Rationale

The rationale

The School focuses on aspects of students' learning behaviours which enable them to maximise progress:

- development of a growth mindset.
- default expectation to be consistently aiming high.
- encouragement to increase self-efficacy.
- creation of a culture where students are systematically trying their very best to make as much progress as possible (regardless of their starting point).

This aligns with the well-established and successful work undertaken in the Sixth Form College Farnborough (our partner in the Prospect Trust), a natural progression route for many of our students.

Reports in Years 7, 8 and 9

To support our philosophy, no formal references to targets, minimum expectations, scores, or grades are made at Key Stage 3.

A more effective focus on students' awareness of aspects of the work they have mastered, as well as areas that will require further attention is developed instead.

This information is readily available from staff, as well as in the formal comments identified on the subject 'Gold Sheets' (whose location is available from a separate link on the student's report).

Reports in Years 7, 8 and 9

The reports provide holistic feedback on the progress made by students in each subject.

The measure (also available on the Gold Sheets) considers the perceived potential of the student and is substantially based on evidence of progress from ongoing classwork and home learning tasks, alongside formal assessments.

Separate feedback regarding learning behaviours during and after lessons, as well as conduct in lessons, is also provided.

Each of these areas is defined at the bottom of the report card, and a scaling system is used by staff to best describe where the student belongs in relation to the definitions.



Interpreting the Tomlinscote Report

Reports in Years 7, 8 and 9 - an example

We will use the example of a Year 9 report to illustrate how to interpret the information it contains.

Tom Linscote (9A)

Spring Term Report 2023/2024

Tomlinscote School



Attendance: 98.4%

House points: 227

Subject	Group teacher(s)	AoF1 Progress	AoF2 Progress	AoF3 Progress	Learning behaviour During lessons	Conduct	Learning behaviour After lessons
Art	Miss E Watson	Good	Good	Good	Most of the Time	Most of the Time	None Set
Computer Science	Mr A Abraham	Good	Good	Good	Most of the Time	Most of the Time	None Set
Drama	Mr B Cook	Excellent	Good	Good	Most of the Time	Sometimes	None Set
English	Ms N Kirby, Mrs K Metzner	Excellent	Good	Good	Most of the Time	Most of the Time	Most of the Time
Geography	Mr M Love	Good	Good	Good	Most of the Time	Most of the Time	Most of the Time
German	Mrs L Sparkes	Some	Some	Some	Sometimes	Most of the Time	Most of the Time
History	Miss O Tolley	Good	Good	Excellent	Always	Most of the Time	Always
Maths	Mr P Blundell	Good	Good	Excellent	Always	Always	Always
Music	Mr L Frater	Excellent	Excellent	Good	Most of the Time	Always	None Set
P.E.	Mr T Mount	Good	Good	Good	Most of the Time	Most of the Time	None Set
R.S.	Miss K Allan	Good	Excellent	Excellent	Most of the Time	Most of the Time	Most of the Time
Science	Dr L Radley, Mr N O'Grady	Good	Excellent	Good	Most of the Time	Most of the Time	Always
Spanish	Mr A Daniel	Good	Some	Good	Most of the Time	Most of the Time	Always
Technology	Mr C Jones	Good	Some	Good	Always	Most of the Time	Always

Progress	
Excellent	Excellent progress being made, demonstrating an ability to stretch their potential.
Good	Good progress being made, in line with their potential.
Some	Some progress being made but not fully utilising their potential yet.
Not engaging	The student is not engaging with the learning.

During Lessons	
A student who is equipped and ready to learn. They engage fully with all learning activities, making sure they understand the content and they challenge themselves at every opportunity.	

Conduct	
A student whose conduct is exemplary. They arrive to lessons promptly, are always on task, focused, well-behaved, with good levels of concentration.	

After Lessons	
A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback.	

Scale	
Always	A student who always achieves the expected outcome.
Most of the time	A student who achieves the expected outcome most of the time.
Sometimes	A student who sometimes achieves the expected outcome.
Rarely	A student who rarely achieves the expected outcome.
Never	A student who never achieves the expected outcome.

Reports in Years 7, 8 and 9 - interpretation

We will use the example of a Year 9 report to illustrate how to interpret the information it contains.

Science	Dr L Radley, Mr N O'Grady	Good	Excellent	Good
Spanish	Mr A Daniel	Good	Some	Good
Technology	Mr C Jones	Good	Some	Good

Progress	
Excellent	Excellent progress being made, demonstrating an ability to stretch their potential.
Good	Good progress being made, in line with their potential.
Some	Some progress being made but not fully utilising their potential yet.
Not engaging	The student is not engaging with the learning.

Progress

Let's look at Spanish: for Area of Focus 1 (Term 1.1) and Area of Focus 3 (Term 2.1), the report indicates that Tom made good progress, in line with his potential, whilst for Area of Focus 2 (Term 1.2) he made some progress but did not fully utilise his potential.

Reports in Years 7, 8 and 9 - interpretation

We will use the example of a Year 9 report to illustrate how to interpret the information it contains.

Science	Dr L Radley, Mr N O'Grady	Good	Excellent	Good	Most of the Time
Spanish	Mr A Daniel	Good	Some	Good	Most of the Time
Technology	Mr C Jones	Good	Some	Good	Always

During Lessons

A student who is equipped and ready to learn. They engage fully with all learning activities, making sure they understand the content and they challenge themselves at every opportunity.

Conduct

A student whose conduct is exemplary. They arrive to lessons promptly, are always on task, focused, well-behaved, with good levels of concentration.

After Lessons

A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback.

Learning Behaviours

During Lessons

In terms of Learning Behaviours for the Spring Term, the comment 'Most of the time' was selected for his approach to the subject during lessons, therefore confirming that, usually, Tom is equipped and ready to learn, he engages with the learning activities, making sure he understands the content and he challenges himself, thus implying that on occasions, he does not fully meet this criteria.

Reports in Years 7, 8 and 9 - interpretation

We will use the example of a Year 9 report to illustrate how to interpret the information it contains.

Science	Dr L Radley, Mr N O'Grady	Good	Excellent	Good	Most of the Time	Most of the Time	Always
Spanish	Mr A Daniel	Good	Some	Good	Most of the Time	Most of the Time	Always
Technology	Mr C Jones	Good	Some	Good	Always	Most of the Time	Always

During Lessons

A student who is equipped and ready to learn. They engage fully with all learning activities, making sure they understand the content and they challenge themselves at every opportunity.

Conduct

A student whose conduct is exemplary. They arrive to lessons promptly, are always on task, focused, well-behaved, with good levels of concentration.

After Lessons

A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback.

Learning Behaviours

After Lessons

When it comes to Learning Behaviour after lessons, the selection of 'Always' confirms that Tom systematically makes effective use of resources to complete Home Learning tasks to the best of his ability, within the set deadlines.

Reports in Years 7, 8 and 9 - interpretation

We will use the example of a Year 9 report to illustrate how to interpret the information it contains.

Science	Dr L Radley, Mr N O'Grady	Good	Excellent	Good	Most of the Time	Most of the Time	Always
Spanish	Mr A Daniel	Good	Some	Good	Most of the Time	Most of the Time	Always
Technology	Mr C Jones	Good	Some	Good	Always	Most of the Time	Always

During Lessons

A student who is equipped and ready to learn. They engage fully with all learning activities, making sure they understand the content and they challenge themselves at every opportunity.

Conduct

A student whose conduct is exemplary. They arrive to lessons promptly, are always on task, focused, well-behaved, with good levels of concentration.

After Lessons

A student who makes effective use of resources to complete Home Learning tasks to the best of their ability, within the set deadlines. They also review their work in response to teacher feedback.

Conduct

Finally, Tom's general behaviour in lessons is described under the Conduct section and informs that, most of the time, he arrives to lessons promptly, is on task, focused, well-behaved, with good levels of concentration.

Reports in Years 7, 8 and 9 - interpretation

Therefore, in a succinct manner (the report would inevitably be an incredibly lengthy document should a paragraph of prose be provided for each subject), the following information is shared in relation to Spanish:

Most of the time, Tom arrives to lessons promptly, is on task, focused, well-behaved, with good levels of concentration.

During lessons, Tom is usually equipped and ready to learn, he engages with the learning activities, making sure he understands the content and he challenges himself. However, on occasions, there is still potential for improvements to be made in these areas.

After lessons, Tom systematically makes effective use of resources to complete Home Learning tasks to the best of his ability, within the set deadlines.

As a result of the above, Tom made good progress, in line with his potential, in Areas of Focus 1 and 3 whilst for Area of Focus 2, he made some progress but did not fully utilise his potential.



Subject-Specific Information

Subject-specific feedback (Gold Sheets)

Further to this summary information in the report, all subjects provide more detailed feedback in references to the student's strengths and areas that require improvements for each Area of Focus.

This feedback is available from the subject-specific Gold Sheets, and we encourage parents/carers to access them to trigger rich discussions with students, when analysed alongside the relevant summative assessment as well as ongoing classwork/Home Learning.

Conscious that parents/carers may not be easily able to locate these Gold Sheets, a summary table of where they are kept for each subject is accessible via a link embedded into the report.



Longer-term Objectives

Longer-term objectives

Thanks to this approach and in line with The Prospect Trust's pedagogy, we aim to enable our young people over time to:

- learn to attribute success to careful preparation, effort, flexibility of approach, persistence, mastery and an increasing sense of control over their studies.
- believe themselves likely to succeed when embarking on a task, because they are doing all the right things to be successful.

Long-term success with Key Stage 4 grade outcomes is mainly the product of students being acutely aware of their strengths and having a constructive attitude and the necessary support to address any weaknesses.

Educational research supports the above and that is why we are adopting this approach at the school: effective learning behaviours are the influential factor.