

Key Stage 3 (Years 7-9) Reporting at Bourne Grammar School

Coupled with a re-designed report layout, our new Progress Indicators provide parents/carers with an 'at a glance' way to understand their child's progress using a 4-point scale. You can see an example of an interim report at the bottom of this document.

Reporting Criteria

These terms are explained in more detail further down the page.

I know. Also known as declarative knowledge, this is a measure of a student's ability to learn key concepts and facts associated with a topic. E.g., In Design Engineering, a student might learn what a microcontroller, resistor, LED and switch are used for.

I can. Also known as procedural knowledge, this is a measure of a student's ability to apply knowledge to solve problems. E.g., In Design Engineering, a student might use their knowledge of the electronic components listed above to design a circuit to simulate a traffic light. As students need to learn key concepts and ideas before they can use them to solve problems, it is common to see a difference between the 'I know' and 'I can' grades on reports.

Engagement. A measure of a student's approach to their studies, including traits such as motivation, curiosity, and behaviour. This is described more fully further down the page and is unrelated to academic attainment.

Oracy. How well students are able to participate in (through effectively listening) and contribute to oral discussions with others at a peer-to-peer, group or whole-class level. These judgements are commensurate with the student's ability (e.g., some students with SEN may find oral communication more difficult).

BBL (Homework). A judgement based on the quality of work that students undertake outside of lessons and the consistency with which this independent work is completed. Learn more about BBL and homework [here](#).

All students will make progress at a different pace. It should not be a cause for alarm to see Y7-9 students with several '*Close to meeting*' grades in their reports at the start of each academic year as the work incrementally becomes more difficult. These should be seen as opportunities to reflect on areas to focus on in the term ahead.

Definitions

Exceeds Expectations: The student exceeds the standard typically expected of students in their year group. No comment is required for students who have been assessed as exceeding expectations, although teachers are free to do so if they wish.

I know. Able to recall nearly all taught key facts/concepts and key vocabulary, including some beyond what has been taught.

I can. Able to independently and consistently apply the taught knowledge, understanding and skillsets successfully to new situations beyond the syllabus with little or no teacher support.

Engagement. Will consistently demonstrate enthusiasm, motivation & curiosity, showing a determination to complete work. The student will be a positive influence on their peers; always polite, cooperative and quick to settle into lessons.

Oracy. Willing, able, and confident to both actively listen and express themselves orally on a 1:1 basis, in small groups or when participating in group discussions. Their contributions should consistently be of a level of maturity, clarity, and sophistication beyond that expected of other students of the same age.

BBL (Homework). Consistently complete work outside of school to a standard that is markedly above that which might reasonably be expected of others in their year group.

Meets Expectations: The student is performing at the standard typically expected of students in their year group. No comment is required for students who have been assessed as meeting expectations, although teachers are free to do so if they wish.

I know. Able to recall most of the key facts/concepts and key vocabulary that have been taught.

I can. Able to apply the taught knowledge, understanding and skillsets successfully most of the time with some teacher support when required.

Engagement. Demonstrate enthusiasm, motivation & curiosity, showing a determination to complete work in most lessons. The student will be polite, cooperative and quick to settle into lessons most of the time.

Oracy. Willing and able to both actively listen and express themselves orally on a 1:1 basis, in small groups or when participating in group discussions at an age-appropriate level.

BBL (Homework). Consistently completes work outside of school to a standard that is age appropriate.

Close to meeting Expectations: The student is near to performing at the standard typically expected of students in their year group; some progress being made. No comment is required for students who have been assessed as being close to expectations, although teachers are free to do so if they wish.

I know. Limited but growing understanding of the key principles and concepts. Able to recall some of the key facts/concepts and key vocabulary that have been taught.

I can. Is able to apply current knowledge, understanding and skillsets in limited situations with teacher support, with evidence that they are developing further.

Engagement. Will sometimes lack determination to complete work. Evidence of enthusiasm, motivation & curiosity present some of the time. The student will be polite and cooperative much of the time but may need reminders to address their conduct more often than would be expected of others in their year.

Oracy. Will show some ability to both actively listen and express themselves orally at an age-appropriate level but may require coaxing to do so at times or may make comments which are not relevant to the discussion at hand.

BBL (Homework). Completes work outside of school to an age-appropriate standard, but this may sometimes be incomplete or lack the level of detail that might reasonably be expected of others in their year group.

Below Expectations: The student is not meeting the standards typically expected of students within their year group. A comment is required for students who have been deemed to not be meeting our expectations to this extent. This should include a suggestion of how they might improve.

I know. Poor recall of key facts/principles with little evidence of improvement.

I can. Unable to apply more than a small amount of the taught knowledge. Struggling to show more than a limited understanding without substantial teacher support.

Engagement. Often lacks determination to complete work. Limited evidence of enthusiasm, motivation & curiosity present. The student requires regular reminders to be polite and cooperative in lessons more often than would be expected of others in their year.

Oracy. Struggles to both actively listen and express themselves orally at an age-appropriate level. May be especially quiet or may often make spurious comments.

BBL (Homework). Persistent issues with work set for completion outside of school. May include not being submitted, being incomplete or consistently lacking the level of detail that might reasonably be expected of others in their year group.

Other Report data

Student reports also include attendance/punctuality data and a summary of the achievement and behaviour points that your child has received.

Attendance and Lateness

Attendance data is shown as a percentage.

Students are encouraged to aim to keep their attendance at or above 95%, although it is accepted that in rare and exceptional cases this may not be possible.

'Persistent absence' is defined as 90% or below.

Continued over...

Behaviour Points

Both positive and negative behaviour can lead to points being recorded; each are tallied separately.

Figures published in reports indicate the total number of points since the start of the academic year.

With positive conduct, 1-10 points can be awarded at a time as 'achievement points' to recognise good work, sustained high attendance or for helping others.

With negative conduct, 1-5 points can be assigned at a time as 'behaviour points', depending on the severity of the issue.

It is important to understand that the number of achievement/behaviour points seen on a report does not necessarily reflect the number of instances of positive/negative behaviour.

NOTE: For both attendance and behaviour, you may see small differences between the figures shown in *Satchel:One* and in your child's report, depending on the date your child's report was generated.

Publication Schedule

An overview of when your child's reports will be published can be viewed on our website under:

Home » School Information » Tracking & Reporting

Students' engagement levels will be shared with them at least once per academic year for use during 1:1 Student Progress Review (SPR) meetings, helping students reflect on their performance between reports. These do not form part of the scheduled reporting process and are not sent home.

Further Assistance

For help with your child's report, email academic@bourne-grammar.lincs.sch.uk for assistance.



Term 2 Interim Progress Report - Stephen Brown, 7A

Attendance: 98.5%. Late marks: 2

21 achievement point(s), 2 behaviour point(s).

All figures are since September 2023

Visit our website to learn more about [what has been taught this term](#) or [how to read your child's interim report](#).

Key:

Exceeds
Expectations

Meets
Expectations

Close to meeting
Expectations

Below expectations

Subject	I know...	I can...	Engagement	Oracy	BBL (Homework)	Optional Teacher Comment
	<i>Knowledge of core facts and ideas</i>	<i>Ability to apply facts and ideas</i>	<i>Focus and participation in lessons</i>	<i>Willingness to participate orally</i>	<i>Quality of work outside of lessons</i>	
Art	Meets	Below	Close	Meets	Below	Stephen is easily distracted by his peers in lessons and has picked up several detentions as a result. Homework is often missed.
Computer Science	Meets	Meets	Meets	Meets	Meets	
Design Engineering	Close	Close	Meets	Meets	Meets	
Drama	Meets	Meets	Meets	Meets	Meets	
English	Meets	Meets	Meets	Meets	Meets	
EPR	Exceeds	Meets	Meets	Meets	Meets	Stephen has performed supremely well in the recent topic on Christianity and has been awarded student of the week twice, for which he is to be congratulated.
Geography	Meets	Meets	Meets	Meets	Meets	
History	Meets	Meets	Meets	Meets	Meets	
Mathematics	Meets	Meets	Meets	Meets	Meets	
Music	Meets	Close	Meets	Meets	Meets	
PE	Meets	Meets	Meets	Meets	Meets	
Science	Meets		Meets	Meets	Meets	
Spanish	Meets	Meets	Meets	Meets	Meets	