Dear Parent/Carer,

We are making some changes to how we report on progress to parents. We have four progress review points during the year when you will receive a copy of your child's progress report. These reports will now be stuck into your child's planner rather than be accessed through MCAS. We ask that you discuss the report with your child and sign at the bottom so that tutors know you have seen the reports. An email and text message will be sent when the report is due to come home. If you have any concerns please contact the subject teacher in the first instance, or if a more general concern then please contact the form tutor.

At PRP1 (Progress Review Point 1) the students in years 9 – 11 will only receive an ambition ladder score and not a current working at grade: this is new and explained on the attached sheet. We are focusing on the ambition ladder score this time as we want to make sure we are supporting the students' attitude to work; furthermore, it is too early to provide an accurate grade for subjects they have only just started. The current predicted grade will be on every subsequent report each year; the next one is due around early December for years 9 to 11. For year 11, PRP2 follows the mock exams in November which will give us an excellent indication of likely performance in the summer exams.

The reports also show the students Minimum Expected Grade (MEG). This grade is calculated from the students KS2 results and is the minimum grade the students would be expected to achieve in each subject. In some cases students will be aiming higher than these – we want all students to be ambitious for themselves.

We have a Parents Information Evening planned for Wednesday 7th November at 5pm to discuss these new reports further. This is open for anyone to attend but I ask if you could let us know if you are attending by emailing office@stokesleyschool.org.

Yours sincerely,

Rob McGreal

Assistant Principal

Information on house points and negative entries up to when the report was generated. Alongside this is the average for the whole year group to give some context.

Attendance up to when the report was generated. Target is 96.8% but anything below 90% would class as a persistent absentee.

Stokesley School Progress Report   Student: NAME SURNAME   Form: FORM   Attendance Information

I AMBITIOUS
RESPECTFUL
READY

	STUDENT	YEAR AVERAGE
House Points awarded		
Negative behaviour entries		
Late and missing equipment entries		

Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-5 than a student with an attendance between 85-90%		
Attendance Percentage	DfE Target	96.8%

Subject	Teacher	MEG	Current Predicted Grade	Ambition Ladder
English	Ms E Thompson	7	8	Exceptional
Mathematics	Mr A Tighe	7	7	Exceptional
Science	Miss J Fitzwalter	7	7	Exceptional
Design & Technology	Mr M Stevens	6	7	Exceptional
French	Mrs Cave	7	7	Motivated
Geography	Miss N Watson	7	7	Motivated
German	Miss L Brown	6	5	Coasting
History	Mrs M Stanley	7	7	Motivated
Physical Education	Mrs R Gosling	7	7	Motivated
Religious Education	Miss N Watson	7	7	Motivated
IT	Mrs S Metcalfe	7	6	Coasting

Ambition Ladder Scale
Exceptional
Motivated
Coasting
Poor

Parent Signature: _____

Ambition ladder score and scale. This is our new measure of students' attitude to their learning. The definitions of each term are on the next page and can be also be found in the students' planner. Coasting students are probably doing the minimum that is expected of them most of the time, but we want students to be motivated to produce their best work all of the time and not just "coast" and get by.

Space for parent's signature

MEG – Minimum Expected Grade. Calculated from KS2 results. Students will always be encouraged to aim high and be ambitious.

Current Predicted Grade. Based on what the student has done so far this is the grade we would expect them to go on and achieve at GCSE if they maintain their current performance. This will not appear on the first progress report.

| AMBITION LADDER | How far up the ladder of ambition are you? How far will you climb this year? |

Exceptional

4
- ✓ I am always **ambitious** in lessons, displaying enthusiasm and dedication regardless of the task
- ✓ My work is always **ready** on time and I display ambition by doing above and beyond what is expected
- ✓ Work is always completed to the best of my ability and I am not afraid to be **ambitious** in what I try to achieve. I am happy to take risks.
- ✓ I sometimes complete additional work, displaying **ambition** by wanting to further my learning
- ✓ I encourage **ambition**, **respect** and **readiness** in others: inspiring them too to do well
- ✓ I am **respectful** of rules, adults and other students at all times.

Motivated

3
- ✓ I am **ambitious** in my contributions in lessons, often taking an active role
- ✓ My work is always **ready** to be handed in on time
- ✓ All of my work is completed to a good standard, and I am often **ambitious** in what I do
- ✓ I am mostly on task and **respect** my classmates' desire to work
- ✓ I am always punctual and therefore **ready** to learn at the start of the lesson
- ✓ I am always **ready** to learn with the equipment and resources that I need
- ✓ I am **respectful** of rules, adults and other students at all times.

Coasting

2
- ✓ I am usually co-operative, sometimes being **ambitious** by asking questions or offering answers
- ✓ Work completed at school or at home is usually **ready** on time
- ✓ Most of my work is completed and is of an acceptable standard
- ✓ I am occasionally off-task, and sometimes need reminding to **respect** my classmates by allowing them to work
- ✓ I am mostly punctual and therefore **ready** to learn at the start of the lesson
- ✓ I am usually **ready** to learn with the equipment that I need
- ✓ I **respect** the rules and rarely receive sanctions

Poor

1
- ✓ I am not **ready** to learn and my behaviour has negative impact on the learning of others
- ✓ I often need reminders and sanctions to ensure that work is complete
- ✓ I am **unambitious** and complete very little work, often giving up easily without asking for help
- ✓ My behaviour can be inconsistent; I choose when and where to work effectively.
- ✓ I make very little effort with work done in school and at home
- ✓ I do not **respect** my classmates because I distract them
- ✓ I am frequently late and therefore not **ready** at the start of lessons
- ✓ I am frequently not **ready** with my equipment
- ✓ I frequently receive sanctions in lessons