

Wednesday 22nd May, 2024

Dear Parent/Carer

The final report for Year 8 contains our usual assessment information and feedback for KS3 Students. The report will also be available in your My Child At School (MCAS) app. If you haven't yet downloaded MCAS, I would urge you to do so. Not only do you get access to academic reports, but you can see your child's attendance, meals, timetable, as well as contacting us directly, all on your chosen device. Please see our website for additional details about MCAS.

Understanding your child's report

There is a separate flyer giving more details about PRIDE and how it is scored included with this report.

After the individual subject PRIDE scores, you will find the current average for your child's PRIDE. An average of 3.5 or more places your child amongst the highest PRIDE scoring pupils in the year and will be celebrated in a future assembly.

During Key Stage 3 (KS3) we don't set individual subject targets as we want every child to exceed our expectations for them and to set themselves up for the best entry into Key stage 4 (KS4) ready for their final examinations.

Our KS3 Progress Comment has 4 possible results.

A - Approaching. Your child is working towards the class teacher expectations for their progress towards the end of KS3 and their understanding of the subject. This means their progress is below our expectations for where they should be and what we feel they can achieve. This can be for a variety of reasons including attendance, behavior, attitude within lesson etc. The class teacher will be working with your child to ensure they understand the steps needed to reach our expectations. Additional interventions may also be put in place if we feel your child requires additional support.

M – Meeting. Your child is meeting the class teacher expectations for their progress towards the end of KS3 and their understanding of the subject. This means their progress in the subject is on track with our expectations for where they should be and what they can achieve. The class teacher will be working with your child to ensure they know and understand what they need to do to continue to meet or even exceed expectations.

E – Exceeding. Your child is exceeding the class teacher expectations for their progress towards the end of KS3 and their understanding of the subject. This means their progress in the subject is higher than our expectations for where they should be and what they can achieve. The class teacher will be working with your child to ensure they know and understand what they need to do to continue to excel in the subject.

X – Absent. Your child has been absent from class, and we have no data to grade them.

Student Performance Indicators

The second area of the report includes performance indicators. These are some of the key areas that we have identified that contribute to your child's capacity to learn and succeed here at Airedale Academy.

The attendance indicator shows us how your child's attendance is impacting their learning. Our minimum expectation for every pupil is 95% Year to date attendance. Both nationally, regionally and our own results continually demonstrate the importance of good attendance to your child's capacity to learn and succeed at school. A 10% absence from every year would mean by the end of Key Stage 4 your child will have lost two and half years of schooling, that's just under 100 weeks of lost learning in class. Our authorised and unauthorised absences are also expressed as percentages year to date.

We use Key Stage 2 (KS2) results to indicate your child's starting point on their learning journey with us. The reading and mathematics grade your child achieved at the end of Key Stage 2 establish a baseline that we can then use to plan and track your child's learning journey through Key Stage 3 and onto Key Stage 4. It allows us to compare results and progress to other children who received the same KS2 average score. Also known as the scaled score. This allows us to work out the probability of your child getting particular grades at GCSE as well as what support they may require along the way not only to meet this target but exceed it.

We have introduced the NGRT scaled score as well as their reading age to help give more detail about your child's reading level. The scaled score is based on the number of questions answered correctly, age adjusted and then placed on a scale that compares against a sample of students of the same age across the UK. The average scale score for pupils in England is 100.

We feel this is the fairest way to compare the performance of different students within year groups and across school. The reading age is the age at which their score is most likely to be achieved based on the national sample.

We use these results to see which students need additional support with their reading. Reading is of course fundamental to success in every subject and the stronger and more confident they are with reading the more likely they are to succeed in their final examinations.

We hope that this information will be of great use to yourselves to provide a detailed picture of how your child is progressing and our expectations as they enter Year 9, their final year of Key Stage 3.

Regards,



D Neal – Principal

Ambition • Bravery • Respect

Top Tips to Engage Readers

at Secondary School



At home:



- Offer a variety of reading material in the home including books, newspapers and magazines.
- Allow them to take ownership of their reading choices.
- Encourage reading which can further their own hobbies and interests. If your child is interested in a particular game or TV series, seek out books which feed this interest.
- At this age, teenagers should be independently using history and science books as well as the internet to deepen their knowledge of the curriculum.
- Offer a quiet environment where a young person can enjoy reading; reading can be a source of relaxation, support mental health and increase self-esteem.

Out and about:



- Register at the local library to access free reading material for young people.
- Visit local book shops, book stalls and second-hand book stores to find new reading material.
- Read tourism information posters or historical facts together whilst out and about. Over time, this will naturally boost confidence in reading aloud to others.
- Involve your child in planning trips including researching activities, accommodation.
- Prepare them for real life reading including reading medicine labels, ingredients, application forms, online user agreements and bills.



Raising Readers at

Airedale Academy

Family life:



- Make realistic connections with the ability to read to future opportunities including practical reading skills and career paths.
- Books are a safe place for teenagers to explore their feelings about different topics, including mature themes. Ask your child about the plot and characters of their chosen book.
- Make reading aloud part of family life. This may include reading articles aloud, reading to younger siblings,
- Subscribe to magazines which would interest your teenager.
- Link books to recently watched series and movies. Many of the best movies are based on books - this can really spark interest!
- Discuss current affairs and news as well as talking about credible sources and fake news.



AIREDALE PRIDE

It's who we are, it's what we do

4

- 100% attendance
- No behaviour sanctions - I arrive at every lesson on time ready to learn
- I am enthusiastic to learn new things
- I am brave and embrace challenging tasks in my learning
- I work hard every lesson so I can achieve the best of my ability
- I wear full uniform, correctly, at all times
- I am polite and respectful to staff and peers at all times
- I show Academy values in every lesson

3

- 90-95%+ attendance
- Some Stage 1 behaviour sanctions - I arrive at the lesson on time ready to learn
- I am interested to learn new things
- I am willing to accept challenging tasks in my learning
- Most work completed to the best of my ability
- I wear full uniform on most occasions
- I am polite and respectful to staff and peers on most occasions
- I show Academy values in most lessons

2

- 85-90% attendance
- Frequent Stage 2 and some Stage 3 behaviour sanctions - I arrive at the lesson late and unprepared
- I am passive when learning new things
- I am sometimes willing to accept challenging tasks in my learning
- I sometimes give up easily when my work gets challenging
- I wear full uniform on some occasions
- I sometimes work hard in lessons
- I am polite and respectful to staff and peers on some occasions
- I show Academy values in some lessons

1

- <85% attendance
- Frequent Stage 3 sanctions - I arrive at the lesson late and unprepared
- I do not enjoy learning new things
- I am not willing to accept challenging tasks in my learning
- I give up easily when my work gets challenging
- I rarely wear full uniform
- I do not work hard in my lesson
- I do not treat all members of the academy with respect
- I rarely show Academy values

PRIDE SCORE