

29 January 2024



Smestow Academy
www.smestowacademy.co.uk

Dear Parent/Carer

This academic year we have changed the way we are assessing our pupils at Smestow Academy. The ways your child will be assessed are common across all Matrix Academy Trust schools and are explained in the school report.

The guidance below is just to share with you how the reports work, and how we make our judgements on the progress of your child.

Progress is determined by a 'holistic' view of your child's work. This includes end of topic 'summative' assessments as well as the quality of work in exercise book, lesson tests, homework and online platforms

Where we have a SAT score from Y6 in primary school we use this to put pupils into a 'Prior Attainment Band' which is a fair and equitable way to allow all children to show good progress in their learning.

Key Stage 2 Score	The score from end of Y6 SAT test. This is out of 120 and used by secondary schools to baseline students and measure progress
Prior Attainment Band	Based on the Key Stage 2 score Below 100=Lower 100-110=Middle Above 110=Higher

On the report progress will be indicated as Working Towards (WT), Working At (WA) and Working Beyond (WB). This is based on your child's prior attainment band. Every child is assessed against their own starting point.


Key: Progress		
Working Towards (WT)	Working At (WA)	Working Beyond (WB)
Currently working towards expected standard based on KS2 SAT score	Currently working at expected standard based on KS2 SAT score	Currently working beyond expected standard based on KS2 SAT score

Our Smestow values encourage all children to 'strive to improve and be your best' in all they do. The school report is a very important method of communication between the academy and home. We want the report to give you a comprehensive overview of how your child is getting on in their school work. To achieve well and reach their potential, we comment on 'Attitude to Learning' which is explained below:

Key: Attitude to Learning			
Outstanding	Good	Requires Improvement	Unsatisfactory
1	2	3	4
Highly motivated, with a curiosity and thirst for learning	Well-motivated, keen to learn, contributing regularly in lessons	Sometimes lacking motivation and willingness to learn	Often lacks motivation and doesn't give their best
Asks probing questions to further learning, and deepen understanding	Answers questions well, showing a developing knowledge of the subject	Is not always able to offer answers to questions due to inconsistent attention	Lack of contributions in class highlight poor concentration and effort
Maintains a high level of concentration, allowing deep thought to maximise learning	Concentrates well and avoids distractions, focussing well on learning	Lacks full concentration in lessons, sometimes becoming distracted and may also distract others	Can be disruptive to learning, easily distracted and often distracts others.
Excellent effort, always seeking challenge and fully contributing in lessons	Effort is good, making positive contributions to the lesson	Inconsistent effort and application, not always contributing well to lesson	Reluctant to accept challenge, making little or no contribution to lesson
A reflective learner, always responding to feedback on how to improve.	Engages with feedback and is able to respond positively to improving work	Does not always engage fully with feedback, missing opportunities to improve	Feedback is not actioned, leaving significant gaps in learning
Homework is always completed on time and to a very high standard	Homework is generally completed on time and to a good standard	Homework is sometimes not completed, or to a standard they are capable	Homework is regularly not attempted or completed
Highly independent and resilient, resourceful and shows excellent initiative	An independent learner, showing initiative and resilience	Can lack independence and initiative, often relying on teacher input	Reluctant to engage with learning tasks without frequent teacher input
Extremely well organised, always having correct equipment to maximise learning	Generally, well-organised with correct equipment to learn	Inconsistent organisation can have negative impact on learning	Regularly without equipment, creating significant barrier to learning

Your child was given their report on Friday by their form tutor for the first term of this academic year. If you do not receive the report or you have any questions or comments regarding your child's report, please do not hesitate to contact your child's head of house.

Yours Sincerely



Mr I Chamberlain
Headteacher

