

Sir Thomas Boughey Academy Report Card Guide

Key Stage 3 - Academic Year 2024-2025

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Attendance Data

Please note that attendance data on the report cards may vary slightly with that shown in Arbor. This is because the data for the report cards is taken on a set date, when they are produced, whereas the data in Arbor is live. Therefore, changes in attendance data between the date that reports are produced and the date they're viewed will only be reflected in the live data from Arbor.

Attendance %

This shows the number of statutory sessions actually attended as a percentage of those that could have been attended in total. A standard school day is split into two sessions: morning and afternoon.

Authorised Absence

This shows the total number of sessions that a student has been marked as absent for an authorised reason. This includes, but is not limited to, reasons such as attendance of a medical appointment, for an interview, or for a religious observance. Please note that this figure will display the total number of sessions, rather than the number of days. Absence for a whole day would count as two sessions.

Please also note that even when an absence is authorised, it still impacts your child's attendance figure. An authorised absence means it will not incur a fine.

Unauthorised Absence

This shows the total number of sessions that a student has been marked as absent for a reason that is not authorised. This will include holidays during term time and situations where a reason for absence cannot be established or verified. Like authorised absences above, the figure shown is for the number of sessions, rather than the number of days. For example, a value of two could refer to one whole day or two mornings on different days.

Late

This figure shows the number of sessions that a student has arrived late when the register has already been taken.

KS3 Attainment Data

Scaled Score – Baseline

This is derived from students' KS2 English Reading and Maths scores. For English and Maths, this will be the exact KS2 Reading and KS2 Maths score, respectively. Whereas, for other subjects, it will be the average of the two.

If a student did not take KS2 tests in Year 6, a baseline will be established for them following the first assessment point. This means that this column would be blank for their very first report card.

Scaled Score – Achieved

All students in Windsor Academy Trust's secondary schools take assessments in KS3 and scaled scores are used to show where a student's score sits compared to other students in the trust. It is similar to the scaled scores used at KS2 and is designed to be compared to this.

For most subjects, the scaled score is based on the result of one assessment.

Scaled scores can be compared between report cards and to KS2 scores. Unlike GCSE grades, where the ideal trend would be an increase from a lower grade to higher grade over time, consistency with scaled scores is a good thing. Results can be said to show the student is:

- **Likely making expected progress** if the scaled score that a student achieves remains broadly in line with a previously achieved scaled score.
- **Likely making above expected progress** if the scaled score has increased from that of a previous scaled score.
- **Likely making below expected progress** if the scaled score has decreased from that of a previous scaled score.

Scaled Score – Baseline difference to Achieved

This figure is calculated by taking the KS2 scaled score from the scaled score achieved in the assessment period. For example, if a student has a KS2 score of 104 and achieves a score of 107 in an assessment, the difference would be 3. This indicates that the student has likely made slightly more progress than expected between KS2 and the specific assessment period.

As a rough guide, a student achieving a scaled score of 10 or more above their KS2 score is likely making exceptionally good progress (green in the example below). Whereas a student who is 5 or more below their KS2 score could be a cause for concern (amber in the example below).

Scaled Score - Baseline	Scaled Score – Achieved	Scaled Score – Baseline difference to Achieved
105	100	-5
105	115	10

Student KAT %

Key Assessment Tasks (KATs) are used in Years 7, 8 and 9 to assess students throughout the Windsor Academy Trust family of schools. The raw results of these are what are used to calculate the scaled scores.

The result here is simply the percentage achieved in these tests.

Year Group Average KAT %

This is the average KAT % score of all students within the year group at Sir Thomas Boughey Academy.

It is provided to give some context of how students have performed in relation to their peers within school.

Attitude to Learning

This is used to summarise a student's approach to learning within the classroom. Please see the table below for descriptions of each grade.

<p>Excellent</p>	<p>Displays high levels of enthusiasm for learning. Exhibits a 'can do' attitude. Is an independent learner. Enjoys being creative and can develop alternative approaches. Is prepared to take risks with their learning. Displays an exceptional level of effort and commitment.</p>
<p>Good</p>	<p>Is motivated to learn and make the most of every opportunity. Asks questions to extend their learning. Learns from their mistakes. Often shows the ability to work independently. Manages their time and tasks effectively. Shows a high level of commitment. Regularly acts upon feedback.</p>
<p>Requires Improvement</p>	<p>Sometimes participates in the lesson. Shows some interest in improving their learning. Is developing a 'can do' approach to their learning. Sometimes seeks assistance from the teacher or other learners. Generally stays within their comfort zone. Sometimes acts upon teacher feedback.</p>
<p>Inadequate</p>	<p>Often lacks the motivation to learn. Can be reluctant to participate in all activities. Gives up quite easily. Can easily go off task, but does respond to teacher intervention. Arrives at lessons unprepared to learn (without appropriate equipment/kit/books). Rarely responds to and acts on teacher feedback.</p>

Attitude to Homework

This is used to summarise a student's approach to homework. Please see the table below for descriptions of each grade.

Excellent	Completes home learning to an excellent standard. Home learning is outstanding.
Good	Completes home learning to a good standard. The standard of home learning makes a strong contribution to learning.
Requires Improvement	Home learning is completed to an acceptable standard. The standard of home learning occasionally supports learning.
Inadequate	Rarely completes homework. The standard of home learning does not support learning.