

Target Report Cards: FAQs for Parents

What is the thinking behind the new system?

The Target Report Cards will come out at the end of the Michaelmas and Lent terms and replace the Michaelmas end of term report. The Target Report Card is designed to work alongside the Effort Card which precedes it. The system aims to be meaningful (for parents), manageable (for teachers) and motivating (for pupils). Together, the cards let parents know how their child is applying themselves, what their progress is like and what they need to work on next. Parents' Evenings follow the Target Report Cards, giving teachers the opportunity to celebrate pupil achievements with parents or discuss next steps for pupils who are not achieving the expected standard.

What will the Report Card look like?

Every subject will complete a section which looks like this:

English				Mrs C L Salisbury
End of year attainment forecast	Emerging	Developing ✓	Secure	Mastering
Targets	-	-	-	-

What do Emerging, Developing, Secure and Mastering mean?

In the Michaelmas and Lent terms we will forecast where we expect a child to be by the end of the year academically. We will look at the attainment and progress of each pupil and make a professional judgement as to whether or not they are going to achieve the end of year expectations by the end of the academic year. In the Trinity Term report we will report on whether or not pupils have actually met those expectations.

Term	Meaning
Emerging	Unless the pupil's achievement improves significantly, only a minority of the end of year expectations will be achieved.
Developing	The pupil is likely to achieve roughly 1/3 to 2/3 of the end of year expectations.
Secure	Between 2/3 and all of the end of year expectations are likely to be achieved.
Mastering	All of the end of year expectations are likely to be achieved and the pupil is now applying learning in new situations, showing a thorough understanding of the material.

But what does that mean in practice?

Here are some examples:

End of Michaelmas Term Forecast	End of Lent Term Forecast	End of Trinity Term Achievement
Secure	Secure	Secure

This is the expected set of reports of the average pupil. They are 'secure' in every term as they are progressing at the expected pace needed to meet all, or almost all, the end of year expectations by the end of the summer term. Being given 'secure' each time does not mean the pupil is standing still – they are making good progress.

However, this may not always be the case. A child's reports could look like this:

End of Michaelmas Term Forecast	End of Lent Term Forecast	End of Trinity Term Achievement
Secure	Developing	Secure

This means that a pupil made the expected progress in the Michaelmas Term but not in the Lent term. It does not mean they are making no progress – they must be as they are being taught new material. It just means their rate of progress has slowed to the extent that, unless the pace of progress increases in the Trinity term, they will not meet the end of year expectations. This would then be explained to parents at the Lent term Parents' Evening (or earlier in the term if appropriate) and a discussion would take place about how best to support that child, both in school

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and at home. In the above example, the pupil's rate of progress has increased enough for their achievement to be judged as secure by the end of the academic year.

Some pupils may have this set of reports:

End of Michaelmas Term Forecast	End of Lent Term Forecast	End of Trinity Term Achievement
Emerging	Emerging	Emerging

These may be children whose specific learning difficulties or behavioural issues slow their rate of progress to the extent they are unable to meet the end of year expectations, despite interventions.

A small minority of very able children may have this set of reports:

End of Michaelmas Term Forecast	End of Lent Term Forecast	End of Trinity Term Achievement
Mastering	Mastering	Mastering

These are pupils who are picking up concepts very quickly, retaining key information and able to use skills confidently in a variety of unfamiliar contexts. They are working at a level well above that expected of their chronological age. Pupils judged to be mastering are not usually pushed to gallop through the curriculum. Instead, they are given expansion tasks and other opportunities designed to challenge them and enrich their learning. This means they can embed their knowledge and use their skills in unfamiliar contexts. This sort of deep learning is much more effective than simply rushing through content.

How are the targets generated?

Heads of Department compile End of Year Expectations for each year group. These will be the key things the average pupil needs to know or be able to do by the end of the academic year. They will cover both knowledge and skills. It will not be a list of everything pupils have been taught, just the most significant things, or key performance indicators.

Teachers will assess their pupils against these expectations and choose the most relevant ones to use to generate two targets for pupils to work towards in the next assessment period. Assessment can take different forms. It includes things like general classwork, pupils' contributions to discussions, ongoing test scores, and more formal end-of-topic assessments.

What happens to the targets at school?

Where appropriate, the targets from the report card are transferred to the pupil's target sheet in their exercise book and referred to on a fairly regular basis to ensure pupils know what they are working towards. When pupils meet their targets the moment is celebrated and then new targets are set.

Will the Target Report Card include anything else?

There will also be a tutor comment. This is designed to sum up the pupil's academic progress and to comment on pastoral matters and co-curricular involvement. Here is an example:

Tutor
Dean is coping well academically and making expected progress in almost all subjects. He struggles with History at times as he says he finds it difficult to remember the key events. He plans to focus on this next term. Dean is a polite young man and regularly receives Golden Credits for holding doors open for others or noticing when help is needed. He says he enjoys school and has made several new friends. Geography and Science are his favourite subjects, and he has loved taking part in the school production of <i>The Lion, the Witch and the Wardrobe</i> .