

## Understanding the Praising Stars<sup>®</sup> Report

We use our Praising Stars<sup>®</sup> system to inform you about your child's progress. The frequency of six half-termly reports enables us to improve the quality and impact of our intervention with students. We hope you will be equally pleased with the frequency with which you receive information about your child's progress. Please note the current pandemic has impacted upon some aspects of our usual assessment processes but we have attempted to report where possible.

### Year 7, 8 and 9 Reporting

As schools have been closed throughout this Praising Stars<sup>®</sup> cycle, we have made the decision NOT to report on attainment for this report, as it is difficult to accurately assess this whilst working remotely. Therefore, please do not be alarmed if you see 'n/a' against attainment and progress fields.

We will report on effort and revised descriptors have been devised to reflect remote learning and can be found at the bottom of this document.

### Year 10, 11 and Post 16 Reporting

- Students in years 10, 11, 12 and 13 are given a prediction against their GCSE or A level target. This prediction enables you to see the final grade expected, should they continue to develop at the same rate. We do recognise that during lock-down the accuracy of our predictions is more difficult than ever as we don't have as many sources of evidence to draw upon.

Progress	
PS 1-6	From Prev. PS

- **Progress.** This tracks your child's progress across all 6 Praising Stars<sup>®</sup> and enables you to see the level of progress your child is making in each subject.



The graph will develop across the academic year indicating your child's progress towards targets.

At each Praising Stars<sup>®</sup> your child's rate of progress for that half term is indicated by the use of the arrows below:



Moving forward – Your child has maintained the current working level while learning more content.



Moving upwards – Your child has **increased** the working level while also learning more content - this is **exceptional!**



Moving downwards – Sufficient progress has not been made throughout this Praising Stars<sup>®</sup> cycle – this is a cause for concern.

**Effort grades**

**Effort (E1-E4).** Teachers will use their professional judgement to give each student an effort grade which best fits how well that student is engaging with their learning at home (or in-school for those who are accessing school). This will provide a clear indication of the work ethic in particular lessons.

<p><b>E1</b> Outstanding Effort with remote learning</p>	<p>Learners have high levels of engagement with remote learning. They regularly submit work that is of a high standard and demonstrates their learning. They always engage in virtual lessons and Google Classroom tasks. They likely participate well in online discussions, respond to questioning and feedback, trying their best with quizzes and other forms of learning checks. Praise is needed for these students.</p>
<p><b>E2</b> Good Effort with remote learning</p>	<p>Learners have good levels of engagement with remote learning and engage well in Google Classroom tasks. There is evidence that learning is taking place through participation, contributions to classes, and responses to tasks set. Some good quality work has been submitted.</p>
<p><b>E3</b> Some effort with remote learning</p>	<p>Learners are accessing some remote learning. They sometimes engage in Google Classroom tasks but need to participate more. Some work has been submitted, but more effort could be made.</p>
<p><b>E4</b> Concerns over effort with remote learning</p>	<p>Very limited engagement with remote learning demonstrated. Little/No work submitted. This is a concern.</p>