



# ST MARGARET'S SCHOOL

## A Parent's Guide to the Senior Reports

	Teacher Expectation	Above Expectation	Meeting Expectation	Below Expectation	
	<b>Years 7 to 11</b>	Working beyond the expected standard of a St Margaret's girl and the targets set by the teacher at the start of the term. This is well above the national 'expected' standard.	Meeting or working towards the individual targets set by the teacher at the start of the term and in line with the expectation of a St Margaret's girl. This is above the national 'expected' standard.	Working below the individual targets set by the teacher at the start of the term. This will be in line with or below the national 'expected' standard.	Please note that these expectations refer to what we expect of an <i>individual</i> girl and are not based solely on the national 'expected' standard. For example, a girl may be working well above national expectations but only 'meet' our expectations if we feel she is coasting.

	<b>Excellent</b> <i>Your daughter....</i>	<b>Very Good</b> <i>Your daughter....</i>	<b>Good</b> <i>Your daughter....</i>	<b>Satisfactory</b> <i>Your daughter....</i>	<b>Some concern</b> <i>Your daughter....</i>	<b>Major concern</b> <i>Your daughter....</i>
<b>Attainment/Performance</b> Years 7 to 11	Always achieves a high grade/mark for pieces of work completed. Quickly grasps new concepts and ideas and is able to apply these to her own work.	Achieves high grades/marks on a consistent basis and shows clear knowledge and understanding of the subject.	Achieves good grades/marks the majority of the time. May find some strands of a subject easier than others and this is represented by a variation in outcome.	Has achieved a mixture of grades/marks to date and this suggests some gaps in knowledge and/or skills and understanding or ability. These areas will be addressed and discussed with parents.	Regularly achieves grades/marks which represent gaps in her knowledge, skills or understanding. These will be addressed and discussed with parents.	All work produced to date has demonstrates large gaps in knowledge, skills or understanding and grades/marks have been very low. These will be already in the process of being addressed.



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<p><b>Effort</b> Years 7 to 11</p>	<p>Works to the best of her ability at all times and needs little teacher reassurance. Has a very positive attitude to tasks even when these are difficult. <b>Is able</b> to focus on a task and see it through to the end with little or no prompting. Often takes time to think through a difficult problem and decide on the best course of action, or repeat a skill until it is perfected.</p>	<p>Works hard in lessons and is able to ask for help when necessary, but will often take the initiative to think through tasks independently. Will begin tasks at the correct time and complete tasks to the best of her ability.</p>	<p>Works to the best of her ability most of the time and responds well to positive reinforcement by the teacher. <b>Has a positive attitude</b> towards tasks. Will complete tasks in lessons and come up with ideas on how to tackle difficult problems. Will ask for teacher help when needed.</p>	<p>Works well at times but input varies and this has a direct impact on the outcome of tasks. Is less focused on tasks that are viewed as difficult or require independent thinking. Prefers to follow a prescribed method and may not always fully complete a task, occasionally giving up.</p>	<p>Shows a lack of interest in completing tasks in class, lacks commitment to a task and often displays work avoidance strategies. Work is often incomplete and more challenging tasks are met with a negative attitude or one that lacks confidence (i.e. not prepared to risk failure).</p>	<p>Shows little understanding of the value of a task, lacks commitment to a task and displays off task behaviour regularly. Work is generally incomplete as a result of an unwillingness to tackle more difficult tasks that may require thinking skills.</p>
<p><b>Contribution to lessons</b> Years 7 to 11</p>	<p>Makes thoughtful comments in class discussion and shows excellent understanding of a topic of study when questioned. Listens to the viewpoint of others and takes interest. Participates fully and has a positive attitude that enthuse others.</p>	<p>Is able to raise her hand in class discussion or respond to directed questions. Usually takes into consideration the opinions of others and will also justify her own opinion.</p>	<p>Readily takes part in class discussion and responds well to questioning to check understanding. Usually participates fully in activities.</p>	<p>Will respond to directed questions in class discussion to show understanding but may be less successful at listening to others or may be very quiet in a whole class situation. May do all that is asked but nothing extra.</p>	<p>Is able to respond with short limited answers in class discussion and only when prompted. May have a poor understanding of the rules of discussion (e.g. talking over others or calling out). May be unnecessarily limited in their performance in activities.</p>	<p>Does not take part in class discussion or follow the rules of discussion. Does not join in without coercion.</p>
<p><b>Homework</b> Years 7 to 11</p>	<p>Work is handed in on time and is accurate. It is produced to the best of her ability at all times.</p>	<p>Work is completed on time and reflects a clear understanding of the task set.</p>	<p>Work is usually handed in on time and shows a good understanding of the task set.</p>	<p>Work is complete but is not always handed in on time or brought to the lesson, and the quality varies.</p>	<p>Several pieces of work have been missed and there is growing concern over the progress made as a result.</p>	<p>Shows little understanding of the importance of homework and there is little regard for handing work in on time.</p>



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<b>Organisation/ Equipment</b> Years 7 to 11	<p>Has the correct stationery and books needed to take full part in a lesson at all times.</p>	<p>Has the correct equipment and stationery the majority of the time and will take the initiative to ask to borrow from the classroom and return items when necessary.</p>	<p>On occasion has forgotten a subject specific item such as a calculator but on the whole is prepared for the lesson.</p>	<p>Will have basic stationery (such as a pencil/pen) on arrival to lessons but will often need to ask a teacher for extra items such as a ruler, pencil, paper or text book.</p>	<p>Will have difficulty with organisation and rely on teacher help with the supply of stationery and books on a regular basis.</p>	<p>Will have a lack of understanding of the need to bring their subject specific tools to a lesson and heavily rely on teacher help. This is disruptive to learning.</p>
<b>Behaviour</b> Years 7 to 11	<p>Shows impeccable standards of behaviour at all times.</p>	<p>Understands the school's expectation and acts in a mature manner</p>	<p>Usually meets teacher expectation. May on rare occasions lapse into involvement in low level disruption (chatting etc at inappropriate times).</p>	<p>Has a fair understanding of good behaviour but may not always meet the expectation set by her teacher. May be occasionally involved in low level disruption (for example calling out or talking over others)</p>	<p>Requires teacher reinforcement of expectations on a regular basis. This is disruptive to progress within the classroom and leads to teacher follow up.</p>	<p>Is regularly disruptive within class and this is followed up by her teacher.</p>