

## A Companion Guide to Reporting at Wymondham College

### For Year 8 Parents and Carers

#### Reporting Schedule 2025-26

What will an Contain? For each the following:	What are We Doing?		When is a student's performance reported to parents and carers?					Academic Report subject, you will see								
	Summative Assessments These are conducted biannually. See table below for further information		Academic Report 1		Academic Report 2		Tutor Report									
	Y7	30 <sup>th</sup> January	Y7	1 <sup>st</sup> May	9 <sup>th</sup> March											
		Y7 30 <sup>th</sup> January		Y7 1 <sup>st</sup> May		23 <sup>rd</sup> February										
		Y7 1 <sup>st</sup> June		14 <sup>th</sup> April												
<p>Your child's performance in the subject will be displayed as a %. You will be able to see a breakdown of the assessment under 'Assessment' on MCAS – further information on page 3.</p>																
<p>Assessment of students' understanding of the curriculum.</p> <p>This shows what % was needed to be in the top 10% of the year group. This is a marker of how difficult students found the assessment and is included as an aspirational target for learners aiming for the top.</p>																
<table border="1"> <thead> <tr> <th>Subject</th> <th>Student Result</th> <th>Average Student Performance</th> <th>Required % for top 10%</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>44%</td> <td>52%</td> <td>78%</td> </tr> </tbody> </table> <p>You will also be given the average student performance for this assessment in this subject. This will help you to understand how difficult or easy the whole year group found the assessment. For example, if your child scored 65% and the average was 50%, your child found this assessment easier than a number of other children as they were above the average performance.</p>									Subject	Student Result	Average Student Performance	Required % for top 10%	English	44%	52%	78%
Subject	Student Result	Average Student Performance	Required % for top 10%													
English	44%	52%	78%													

If you would like to know more about your child's curriculum, subject pages and linked overview documents can be found here:  
[Subjects, Achievement & Progress - Wymondham College](#)

Subject teachers will also report on students' Core Values. They will report for the following categories:

- Passion: Directed Learning
- Passion: Independent Learning (other than Core PE and Games)
- Positivity: Feedback
- Positivity: Academic Challenge

Students' behaviours and values are classified as either:

- Outstanding Behaviours – World Class Student
- Active Behaviours – The Wymondham College Standard
- Passive Behaviours – Requires Improvement
- Reluctant Behaviours – Significant Concern

#### [What will a Tutor Report Contain?](#)

Tutors will also report on our Core Values and Behaviours. In addition, they will produce a written report summarising your child's journey this academic year, considering their participation in the College community and enrichment opportunities, and summarising their academic strengths and areas for improvement.

#### Tutors will report on the following Core Values:

- Passion: Pastoral
- Positivity: Peers, Staff
- Pride: Attendance, Standards

Students' behaviours and values are classified as either:

- Outstanding Behaviours – World Class Student
- Active Behaviours – The Wymondham College Standard
- Passive Behaviours – Requires Improvement
- Reluctant Behaviours – Significant Concern

## Understanding Your Child's Assessment Data on MCAS

Each assessment your child sits will assess a number of different skills, content and/ or topics. MCAS will report these as 'Topics' on your child's Assessment Page. Below is a summary of each subject and the topics or skills assessed at each assessment point. You will also be able to see how many marks this topic or skill was worth in the assessment.

Year 8:

Subject	Assessment Point 1 November 2025 – Reports in January 2026					Assessment Point 2 May 2026 – Reports in June 2026									
	Topic 1		Topic 2		Topic 1		Topic 2								
Art	Topic 1		Topic 2		Topic 1		Topic 2								
	Design and Research Pop Art Poster			Typography Sweet Wrappers		Printmaking Skills			Printmaking Techniques						
	Layout, choice of artists, creative presentation, painting using wash and colour saturation.			Typography Styles, Name design		Typography, Creating printing plate			Colour mixing/ combinations, layering, lining up design						
	/12		/12		/12		/12		/12						
Students study D&T for 1/2 a year and F&N for 1/2 a year															
Design & Technology Food & Nutrition	Topic 1		Topic 2		Topic 3		Topic 4								
	Design/ Investigate/ Analyse Students are tested on their designing, research and analysis skills		Understanding Making Processes Student are tested on their understanding of making processes		Evaluation Skills Students' ability to critically evaluate their work and the work of others		Technical Knowledge Students are tested on the technical areas of D&T and food science aspects of F&N								
	/100		/100		/100		/100		/100						
	Marks entered for each 'Topic' will be an average of all student scores for this skill over all of the units of work undertaken before the assessment point.														
Drama	Create an original urban myth for performance with a focus on creating tension and suspense					Respond to a performance piece on a docu-drama (Missing - Dan Nolan)									
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5					
	Voice	Use of explorative strategies	Characterisation	Use of Space/ Levels	Written analysis/ evaluation	Voice	Use of explorative strategies	Characterisation	Use of Space/ Levels	Written analysis/ evaluation					
	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20					
English	Topic 1	Topic 2		Topic 3		Topic 1		Topic 2		Topic 3					
	Recall on writer's techniques	Analysis of an extract from a dystopian novel		Response to an evaluative statement based on an extract		Recall on writer's techniques		Analysis of extract from a Shakespeare text		Ambiguous writing from a hero/ villain picture prompt					
	/4	/16		/20		/4		/16		/20					

Geography	Topic 1	Topic 2	Topic 3	Topic 4	Topic 1	Topic 2	Topic 3	Topic 4				
	Knowledge	Understanding	Application	Skills	Knowledge	Understanding	Application	Skills				
	Showing what you know- using relevant evidence such as named places, facts, figures and geographical terminology.	Using connectives to write developed explanations, e.g. because, leads to, therefore (BLT), this means that, due to	Using knowledge and understanding to interpret evidence or form an argument.	Showing what you can do – how accurately you use or complete maps, graphs and data.	Showing what you know- using relevant evidence such as named places, facts, figures and geographical terminology.	Using connectives to write developed explanations, e.g. because, leads to, therefore (BLT), this means that, due to	Using knowledge and understanding to interpret evidence or form an argument.	Showing what you can do – how accurately you use or complete maps, graphs and data.				
	25%	25%	25%	25%	25%	25%	25%	25%				
History	Topic 1	Topic 2	Topic 3	Topic 4	Topic 1	Topic 2	Topic 3	Topic 4				
	Knowledge Recall – Based on Prep	Chronological Understanding	Supporting historical claims using evidence	Extended Writing	Knowledge Recall – Based on Prep	Chronological Understanding	Supporting historical claims using evidence	Extended Writing				
	/15	/10	/10	/15	/15	/10	/10	/15				
ICT	Cyber Security				Control Systems		Digital Artwork					
	Topic 1	Performance in Mini Tests To score 4 a student would average 80%+ in all mini tests.		/4	Topic 1	Topic 2	Topic 3	Topic 4				
					Project	Assessment		Assessment				
	Topic 2	Cyber Explorers Progress Score										
	Topic 3	Cyber Security Test		/32								
	App Development											
	Topic 4	Progress Score										
	Topic 5	Test		/19	/4	/30	/4	/31				
Maths	Topic 1		Topic 2		Topic 1		Topic 2					
	<u>Paper 1 Non-Calculator</u> Place value, 2D&3D shapes, fractions, front & side elevations, angle problems, indices & laws of indices, negative numbers, surface area and volume.		<u>Paper 2 Calculator</u> Money problems, number problems, fractions, number lines, forming expressions, substitution, sequences, solving equations, venn diagrams, two-way tables, ratio, proportionality		<u>Paper 1 Non-Calculator</u> Fractions, decimals, percentages, BIDMAS, Area of 2D shapes, substituting into a formula, solving equations, ratio, approximation, HCF and LCM.		<u>Paper 2 Calculator</u> Factors, multiples, primes, cubes, number problems, angle problems, surface area, proportionality, two-way tables, area and circumference of circles, using the functions on a calculator.					
	/60		/61		/60		/61					
MFL (French or Spanish)	Topic 1		Topic 2		Topic 1		Topic 2					
	Reading Skills		Writing Skills		Listening Skills		Speaking Skills					
	/40		/20		/40		/20					

Music	Topic 1	Topic 2	Topic 3	Topic 4	Topic 1	Topic 2	Topic 3	Topic 4		
	Performing	Composing	Performing	Composing	Performing	Composing	Performing	Composing		
	Do As I Tell You performance		Vocal Rhythmic Rounds		Space Rondo performance and recording		Film Music – Leitmotif performance and recording.			
	/10	/10	/10	/10	/10	/10	/10	/10		
RE	Topic 1		Topic 2		Topic 3		Topic 1			
	Historicity – how to prove the existence of Jesus		The birth and baptism of Jesus		Analysis and evaluation of miracles and teaching		Key terms and concepts in Islam from Arabic			
	/10		/20		/10		/10			
Science	Topic 1	Digestive System			/7	Topic 1	Food chains	/4		
	Topic 2	Breathing System			/6	Topic 2	Parts of a flower	/6		
	Topic 3	Types of Rock			/3	Topic 3	Pyramids of number	/7		
	Topic 4	Rock Cycle			/5	Topic 4	Metals and the periodic table	/5		
	Topic 5	Climate Change			/5	Topic 5	Acids and metals	/5		
	Topic 6	Friction			/4	Topic 6	Reactions of iron and sulphur	/6		
	Topic 7	Balanced & Unbalanced Forces			/5	Topic 7	Series and parallel circuits	/6		
	Topic 8	Springs			/5	Topic 8	Bulbs and switches	/7		
						Topic 9	Current in a parallel circuit	/5		

Reporting on PE performance in Key Stage 3:

	Performance Indicators	Social Traits	Cognitive Traits
Thriving (1)	- High-level technique and control - Strong tactical awareness - Consistent influence on performance	- Works well in team - Can lead small groups - Shares ideas confidently	- Strong understanding of strategies - Applies coaching points - Reflective in feedback
Securing (2)	- Performs core skills with control - Applies tactics - Reliable contribution across different sports	- Communicates well - Accepts roles - Willingly supports team goals	- Understands key rules - Beginning to evaluate choices - Responds to feedback
Developing (3)	- Inconsistent application - Developing tactical understanding - Effort evident	- Participates with support - Developing cooperation - May lack confidence in groups	- Basic understanding - Beginning to think ahead - Can follow instructions