The Littlehampton Academy
KS3 Tracking Reports

Guidance for KS3 Parents

What is 'tracking' and why do we use it?

We aim to provide you with information about the welfare and progress of your son/daughter throughout the year and tracking is just one way in which we do this. Other methods of keeping you informed are:

- Progress evenings (once per year group per year).
- Contact with year leaders, tutors and teachers throughout the year as the need arises.

Tracking reports are sent home twice a year for each student in Years 7-13. This document aims to explain how tracking works and what you can do to help your son/daughter.

Tracking is designed to:

- Keep students, parents & carers informed about progress throughout the year – not just at the end of it.
- Be specific to individual students.
- Give students a greater sense of ownership of their own learning.
- Enable us to recognise the achievements of our young people and celebrate the vast majority of students who work hard day in, day out.
- Support students when they are struggling.

At the time of a tracking report, a 'snapshot' of your child's progress is taken to provide you with information of current attainment at that time. The way in which go4schools operates could mean that after this point current attainment may change due to ongoing assessment.

Please see the 'Contact us' section at the end of this document if you would like to discuss any aspect of your son/daughter's report.

Explanation of the terms and codes used in tracking reports:

Tracking reports for all year groups will follow the same format. They will show the following information:

For each subject:
- Agreed Pathway
- Working Pathway
- Priority
- Learner Behaviours

Overall:
- Attendance information
- Behaviour information

Key Stage 3 'Agreed Pathway' and 'Working Pathway':

To fit with our model of Developing, Secure, Exceeding and Mastery pathways at Key Stage 3, students will be given an 'Agreed Pathway' based on their Key Stage 2 test scores. Pathways also show how students might succeed at GCSE and allow us to see if they are making progress in line with, above or below what we are led to expect of them from their Key Stage 2 scores. **In other words, we will be able to see if they are 'on track' through the year as their teachers report their 'Working Pathway'. These will be reported using fine levels e.g +7 Secure, 7 Secure, -7 Secure.**

Year 7 Key Stage 'Agreed Pathway' is based on KS2 test scores:

KS3 Pathway: Developing 80-99 Secure 100 -110 Exceeding 111-117 Mastery 118-120	**English Pathway** Average score from both KS2 English papers	**Maths and Science Pathway** Score from their KS2 mathematics paper	**All other subjects' Pathway** Average score of all three KS2 tests

The Four Pathways to GCSE:

Mastery	A student who is working on the **Mastery** pathway will be demonstrating skills and understanding that could be a good basis for success at Grades 8 – 9 (A*/A) because they will be **fully developed** in all the concepts and knowledge required for subject and are able to **apply** them in a range of different situations. This is an **aspirational** level at Key Stage 3 to ensure that even the most able pupils always have something to strive for.
Exceeding	A student who is working on the **Exceeding** pathway will be able demonstrating skills and understanding that will be a good basis for success at Grades 6 - 7 (…or the old A and top B) because they will be working **beyond the expected** level of knowledge and skills required for a good pass; they understand the concepts and knowledge involved in the subject very well indeed.
Secure	A student described as being on the **Secure** pathway will be able to demonstrate skills and understanding that will be a good basis for success at Grades 4 – 5 (…or the old B and C) because they possess **the expected level** of knowledge and skills required for this subject.
Developing	If a student is described as working on the **Developing** pathway, this means they still need to progress their skills and understanding further in order to achieve a good pass at GCSE. Their knowledge and understanding of the concepts and knowledge required would be a good **foundation**. In Year 7, a few students who **haven't yet met the KS2 standard** begin on an **'Emerging'** Pathway.

Learner Behaviours

'Learner Behaviours' are essentially the link between how young people learn and how they relate to their curriculum, their teachers and their peers. The framework we use is based on national research and is designed to highlight the positive learning behaviours that students need to adopt (inside the classroom and elsewhere) in order to make good progress at school. It encompasses how students feel about their school work, how they manage themselves and how they respond to others.

When teachers determine their 'Learner Behaviour' score, they aim to find the 'best fit' according to the following descriptors:

1	2	3	4
Outstanding Learner	**Effective Learner**	**Compliant Learner**	**Reluctant Learner**
● Always arrives on time and equipped with TLA 5 and other tools. ● Drives own learning, showing independence of thought; doing the right thing often without being asked. ● Proactive in responding to feedback, demonstrating the capacity to take the next step in learning without the teacher. ● Has a sustained positive impact on the learning of others. ● Highly aspirational with an appreciation of the value and bigger picture associated with learning. ● Prep for learning tasks display evidence of wider reading and research.	● Almost always arrives on time with TLA 5. ● Works to the best of their ability and stays on task, doing the right thing, first time, every time. ● Responds to feedback and uses the teacher's support to make progress. ● Has positive relationships with others, speaking with kindness and courtesy. ● Demonstrates a desire to do well, taking some responsibility for their learning. ● Completes prep for learning tasks fully.	● Sometimes late to lessons and does not always have TLA 5. ● Does what is asked and to a standard appropriate to ability but occasionally needs to be reminded to stay on task. ● Accepts support but does not seek it. ● Shows insufficient desire/confidence to achieve full potential. ● Can sometimes act without kindness or courtesy. ● Prep for learning tasks completed adequately but often fall short of full potential.	● Often arrives late to lessons and without TLA 5. ● Avoids work, needs regular reminders to be brought back on task. Doesn't do the right thing, first time, every time. ● Reluctant to engage with feedback or in positive dialogue. ● Displays a lack of aspiration and motivation. ● Can have a negative impact on others. ● Lacks prep for learning and has work missing in books.

Priority

All students will be given a priority to work on, in most cases this is the **primary concern** that needs to be addressed immediately. If a student is performing on or above their Agreed Pathway/Agreed Target Grade, they will be given a commendation, this is to acknowledge their hard work, effort and attitude in that subject.

- **Attendance**: this is used if a student has been away from school for a significant proportion of lessons, thereby making it difficult for them to be on target.
- **Behaviour**: this is when achievement is being hindered by inappropriate conduct in class.
- **Classwork:** this code will be used to highlight concerns with the standard of classwork that is completed/submitted for assessment
- **Commendation:** this code will be used when a student is on or above their Agreed Pathway/Agreed Target Grade to acknowledge consistent hard work, effort and attitude.
- **Presentation**: this code will identify where a student needs to improve the presentation of their work.
- **Revision**: this code will highlight a concern with a student's revision.
- **Preparation for Learning**: this code will identify where a student needs to prioritise their preparation for learning.

Attendance Information

This shows the percentage attendance so far this academic year alongside any authorised and unauthorised absences. The Academy's minimum expectation for attendance is 97%.

If you wish to discuss your son/daughter's attendance, please contact their Tutor in the first instance.

Behaviour Information

This is the number of positive and negative behaviour points accrued by a student since the start of the year, across all subjects. It is not reset between tracking cycles.

Target Stickers

To help students track their own progress and take responsibility for their own learning, they will be asked to fill in Target Stickers in their exercise books or subject folders. These are personalised for each student, and give an indication of how well students are progressing.

Contact Us:

If your query concerns:	*Then please contact:*
Progress in an individual subject…	The subject teacher.
Progress across all or many subjects…	Your son/daughter's Form Tutor in the first instance.
Pastoral care or general well-being…	Your son/daughter's Form Tutor in the first instance.
A general issue…	Your child's Year Leader.

You can send emails via the 'Staff Contact List' link at the top of the website or telephone the Academy on 01903 711120.