



KS4/5 Tracking Reports

Guidance for KS4/5 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. Year 11, 12 and 13 students will also receive mock exam results in addition to their tracking reports. 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 youngsters 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:

Key Stages 4 & 5

- Agreed Target Grade
- Working at Grade
- Priority
- Learner Behaviours

Overall:

- Attendance information
- Behaviour information

Key Stage 4 & 5 'Agreed Target Grade'

We use national data to generate challenging target grades for students. This gives us an expected level of achievement which is based on your son/daughter's own prior attainment at the end of primary school and in CAT tests sat at TLA. We then refine this information, using our own knowledge of each student, to produce subject-specific Agreed Target Grades (ATGs).

Subject teachers will discuss the target grades with their students early in the academic year and these will then be fixed for the year. These are challenging targets and they are pitched at a level that means they will only be achieved with consistent hard work and effort. It is intended that students achieve (or exceed) the Agreed Target Grade at the end of their course, usually at the end of Year 11 or Year 13.

Key Stage 4 & 5 'Working at Grade'

This is an indication of how well a student is performing *at the time of the tracking cycle*. Students develop many of the skills required to reach higher grades throughout the course; as such, the working at grade will not necessarily match the Agreed Target, especially at the beginning of a course or Key Stage. (**Remember:** the Agreed Target is a goal towards which students will be working throughout their courses.)

A working at grade that is lower than the Agreed Target is not necessarily a cause for concern.

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.
- **NEA:** this code is used when non-examined assessment is highlighted as an area of concern.
- **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.

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
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

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 the Form 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.

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 school on 01903 711120.

Appendix 1:

The diagram below details how the new GCSE grading system corresponds to the old.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5 STRONG PASS	C
4 STANDARD PASS	
3	D
2	E
1	F
	G
U	U