

Information for Parents: What does the Tracking report tell me about my child's first term?

The data collection points over the upcoming year showing an 'in-the-round' judgment on current performance

Formal Assessment – each year group has one formal assessment. After this the grade will be recorded here

The **Student Target** is the **grade** that you child has set themselves as a target to achieve at the end of Year 11 in their GCSE exams.

The **Benchmark** (or target grade) is the **aspirational grade** that would put your child one grade above the average for students of their ability in their Year 11 GCSE exams.

Current Grade – This has been **colour rated** to indicate whether **expected progress** has been made. The key can be found attached to the report.

Flight path grade gives an idea as to the expected Grade the student should be working out if they are to make expected progress at each data collection point and ultimately meet their Benchmark at the end of Year 11.

Predicted Grade – In KS4 this grade indicates the teacher's best prediction of your child's final GCSE grade.

These are behaviours that set your child apart as being well motivated and prepared for learning. A full list of the codes used here is at the end of the report

These are behaviours which need improvement. Behaviours indicated here, if adopted, would have a positive impact on your child's learning.

It would not be unusual for this column to be empty. This would mean that your child is doing what is expected of them.

Subject	Current Attainment			Formal Assessment	KS4 Grades			Current Behaviours for Learning		Teacher		
	Autumn 1	Autumn 2	Spring 1		Predicted Grades			Student Target	Benchmark		Positive Behaviours	Behaviours which need Improvement
					Autumn 1	Autumn 2	Spring 1					
English Language	6H			7M			7H	8H	CW		Mrs V. Girling	
<i>Flight path</i>	7H	8L	8M									
English Literature	7L			8L			7H	8H	RP		Mrs S. Collins	
<i>Flight path</i>	7H	8L	8M									
Mathematics	8L			7H			8L	9	FC_WQL	EP	Mrs P. Newton	
<i>Flight path</i>	7H	8M	8H									
Biology	6L			8M			8L	8L			Mrs T. Noden-Hooper	
<i>Flight path</i>	7L	7M	7H									
Chemistry	6L			8L			7H	8M			Mrs C. Barbu	
<i>Flight path</i>	7M	7H	8L									
Physics	6L			8L			7H	8L	PU_AC	IN_EC	Mrs J. Kaiser-Cook	
<i>Flight path</i>	7L	7M	7H									
Business Studies	7L			7H			9	9	CW	IW	Mrs F. Dray	
<i>Flight path</i>	7H	8M	8H									
Food and Nutrition	7M			8M			9	9	EC_IN		Miss I. Bourne	
<i>Flight path</i>	7H	8M	8H									
Geography	6H			8H			9	9	QV		Mr T. Stewart	
<i>Flight path</i>	7H	8M	8H									
History	7M			8H			8H	9	WO_WQL	RR		
<i>Flight path</i>	7H	8M	8H									

Teachers for each subject

Attendance 2018/19	96.2
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Behaviour Points	7
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Achievement Points	20
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Attendance is recorded for the current year to date. **Good attendance** is deemed **95%** and we expect **students to aim for at least 97%**. **Persistent Absentees** are identified as students whose attendance **falls below 90%**; at this point formal proceedings might be commenced.

Behaviour and Achievement Points are a tally of the number of points awarded to a student (to date). **Behaviour points** are recorded for incidents including poor behaviour in lesson, incomplete homework or defiance. **Achievement points** are awarded to recognise acts including making excellent contributions to lessons, volunteering at school events or completing an outstanding piece of class or homework.

How do I interpret the information?

Students will be expected to reflect on the information contained within the report. They should be able to identify subjects in which they are doing well and not so well. They should also be able to identify behaviours for learning which they need to adopt in order to make improved progress.

In the example above mathematics would be the greatest cause for concern; the behaviour for learning to improve code “EP” (Preparing well for examinations) may be the key here. English, geography, and the sciences may also need reflection. On the positive side this student is doing very well to be on broadly on track in their other subjects; they are consistently noted as being focused in class and working well collaboratively with their peers. There is a clear overlap between the subjects in which they are doing well and the classes in which they are demonstrating excellent behaviours for learning.

I would also be mindful of the attendance which is sitting at 96%. At this stage it is something to monitor and be aware of – any absence during Years 10 or 11 can be detrimental and should be avoided if at all possible.

Please also note:

Attendance: Research states that good attendance is one of the key factors to ultimate success at school. Sustained poor attendance (below 95%) can impact students by at least a Grade in their GCSE performance. In a reference (for College, for example), we are usually asked to give the current and previous year’s attendance.

Achievement and Behaviour Points: Achievement and Behaviour points are given by staff during lessons, tutor or for other activities in the school community. We would expect that students Achievement Points are exceeding their Behaviour points tally. Where this is not the case is a good indication that student behaviour may be impacting on their own, and potentially others’, learning.