

Understanding your child's progress

Your son/ daughter will be set a target grade in each subject area. We do not share these targets with students until the final term of year 9 because we want them to focus on their learning and progress. Targets are also reviewed annually so we feel that giving targets too early could cap their learning and progress.

How do we set targets?

We use Fischer Family Trust to create targets for every student in every subject area. Fischer Family Trust generates estimates in the form of probabilities based on the actual performance of students nationally with similar starting points.

The Primary Key Stage 2 score is used to determine the starting point and then calculate and end point. The class of 2025 did not sit their KS2 SATs due to COVID 19 so they sat CAT tests in the first two weeks of term. From these tests retrospective KS2 scores were given and FFT uses this information to generate targets.

Your son/daughter has been put on a pathway which maps out which skills they should be able to achieve to achieve that minimum target. The pathways are blue, orange and purple.

Their work is assessed against their target grade taking into account their classwork, homework and assessments.

They are given opportunities to refine and improve their work in response to teacher feedback.

How can you understand the progress they are making?

PROGRESSION SCALES

Every subject has a set of twelve steps called progression scales that map out all the skills and knowledge that students need to learn. These can be found on the school website and in the front of your child's exercise books. They help students, parents and teachers judge whether students are on target to achieve their target grade. It also helps students to understand what they need to do to improve their learning and progress further.

Blue Pathway								
Purple Pathway								
Orange Pathway								
	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
AO1 Remember	Remember a range of basic facts and put them into structured sentences in a topic.	Remember a wide range of basic facts.	Remember key facts about most areas of Science.	Describe key facts about most areas of Science.	Use appropriate terminology in answers (key words, phrases and units)	Use appropriate scientific language when recalling scientific detail	Recall all key areas of Science through accurate scientific explanations.	Recall all key areas of Science. Always use appropriate and accurate scientific language and the correct SI units
	Describe some of the risks and benefits of some scientific discoveries.	Use some key words and phrases for any topic studied.	Use appropriate terminology in answers (key words and phrases)	Use appropriate terminology in answers (key words, phrases and units)	Describe relationships between scientific advances, their ethical implications and the benefits and risks associated with them.	Use appropriate SI units on answers. Explain the risks and benefits of scientific advances	Use accurate and appropriate scientific language and units	Explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.
AO2 Application	Apply knowledge effectively in a range of contexts.	Use theories to make simple explanations of events.	Interpret data and use it to support evidence.	Apply knowledge effectively in a range of contexts.	Apply knowledge effectively in a range of contexts.	Always apply knowledge effectively in a wide range of contexts.	Apply knowledge effectively in a wide range of contexts.	Consistently apply knowledge effectively in a wide range of contexts.
	Sometimes use data to support evidence. Consistently use equations in calculations.	Consistently use and sometimes rearrange equations in calculations.	Rearrange equations in calculations.	Use theories to make detailed explanations of events. Interpret data and use it to support evidence. Rearrange equations in calculations. Understand standard form	Use theories to make detailed explanations of events. Interpret data and use it to support evidence. Rearrange equations in calculations.	Always use theories to make detailed explanations of events. Interpret data and use it to support evidence. Consistently rearrange multi-step calculations. Use standard form	Use theories to make detailed explanations of events. Make effective use of data to support evidence. Consistently rearrange equations in complex calculations Use appropriate sig figs	Use scientific theories to make detailed explanations of events. Make effective use of data to support evidence. Consistently rearrange equations in complex unscen calculations
AO3 Analyse	Evaluate basic information to develop simple arguments and explanations.	Write reasoned explanations of a conclusion based on the experimental data	Evaluate information to develop arguments and explanations.	Evaluate data with reference to potential sources of random and systematic error.	Evaluate the reliability of methods in detail	Evaluate information systematically to develop arguments and explanations.	Suggest detailed improvement to methods where reliability may be a concern. Critically analyse	FOR ALL RPAs Critically analyse qualitative and quantitative data to draw
						Draw detailed, evidence-based conclusions.		

This is an example of a science progression scale. Your son/daughter will be put on a pathway that is most appropriate for their ability. This will be blue, purple or orange pathway. If you look at the top of this progression scale you will notice the different colour pathways. For example, if your child is on the blue pathway, they should achieve up to and including step 6, 7 and 8 by the end of the academic year to be on track to achieve their target grade at the end of Year 11.

REPORTS HOME TO PARENTS

We report home to parents three times per year. In Years 7, 8 and 9 your son/daughter’s teachers’ will use all assessments, classwork and homework to judge whether they are working above, below or at expected progress. Teachers will use the progression scales to ascertain whether your son/daughter are making the appropriate progress in line with their target grade.



Year 8 Interim Report 3

Name: Unlimited | Form 8TERESA

% Attendance : 99.7	Authorised Absence : 1	Unauthorised Absence : 0
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Pathway: Orange

Subject	Progress	Attitude to Learning	Improvement Target
Religious Education	Expected	1	Focus on learning key passages from scripture, this will help you with your A, B and C style questions.
English	Below	1	Consider themes and ideas presented in texts, supporting ideas with textual detail. Use sophisticated vocabulary to improve your writing.
Mathematics	Below	2	Aim to improve focus during lessons.
Science	Expected	1	Continue working with the correct attitude towards work. Be able to interpret data and use it to support evidence in a scientific context.
Art	Below	2	You must try to include all of the require aspects of the task in your final pieces. This will improve your grade.
Design Technology	Expected	1	You worked hard to produce a Textile product this rotation. Aim to improve accuracy on detailed practical tasks. Design work is good and detailed.
Drama	Expected	1	Start to push yourself in lesson focusing on acting skills and evaluation. Use the Drama project to develop group work skills, independent learning and problem solving.
Geography	Expected	1	Look to develop points further in your written work to demonstrate a deeper knowledge.
History	Expected	2	<<Develop your analysis of sources so you can use evidence to examine the causes and consequences of historical events.
ICT	Expected	2	Ask questions when uncertain. Work on managing time effectively to complete all tasks in lesson.
Music	Expected	1	To continue to develop performing skills and your knowledge of music theory.
PE	Expected	1	You must develop your technical detail and your understanding of different Athletic events and how to apply and evaluate these skills.
Spanish	Expected	2	A good effort in your written assessment but you need to conjugate the future tense correctly to make greater progress. Greater focus also needed too.

Key to colours : Purple=Above Expectation; Green=Expected Progress; Red=Below Expectation; Grey=Well Below Expectation

This is an example of a Year 8 report and Year 7 and 9 reports use the same format. Where your son/daughter is working below expected progress, they should follow the improvement target given by their teacher. They can also use the progression scales to find out what they need to do to improve to the next stage of their learning.



Year 11 Interim Report 1

Name: Ann Other Form: St Joseph

Pathway: Purple

% Attendance : <<PercentageAttendance>>	Authorised Absence : <<AuthorisedAbsences>>	Unauthorised Absence : <<UnauthorisedAbsences>>
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Subject	End of Year 11 Target Grade	Current Working Grade	End of Year Forecast Grade	Attitude to Learning	Improvement Target
Religious Education	5	4c	4a	3	Paper 1 showed an excellent use of revision material. Ensure you allow yourself adequate time to revise with care in all aspects of this GCSE.
English	5	4b	5c	2	Complete practice questions. Focus initially on paper one question 5 and paper two questions 4 and 5. Attend boosters.
Mathematics	5	5b	6c	1	Use Mathswatch and exam paper homework, in conjunction with the recent skills grid feedback from the mock exam, to develop areas of weakness and build on problem solving.
Biology	5	5b	5a	1	Revisit each topic independently. Ensure you revise application, data and Working Scientifically questions - interpreting and using graphs, accuracy and validity.
Chemistry	5	5c	5b	2	Attend revision sessions on Monday evenings to increase your familiarity and confidence with Paper 1. Practise questions that involve extrapolating from a graph.
Physics	5	5b	5a	2	Consolidate your understanding of paper 1 content, and ensure you build in practise of giving formulae and using them for calculations.
English Literature	5	4b	5c	2	Revise plot, character and theme for all the English Literature texts. Analyse key scenes/extracts from the literature texts. Complete practice questions. Attend booster classes.
French	5	4c	4a	3	You have made excellent progress and are consolidating your work for a higher grade. Ensure you set up your 'credit card words' for writing and speaking, and practise listening at home regularly.
Geography	5	4b	5c	2	Start dedicated revision for the final exams. Remember to demonstrate application of your knowledge by evaluating points with use of phrases such as "most importantly" and "significantly".
IMedia	5	5b	5a	1	Use past papers from the OCR website to test yourself, then use the mark scheme to check your answers and correct any misconceptions.

Current Working Grade: the grade at which your child is currently working

End of Year Forecast Grade: the grade that your child's teacher considers to be the likely outcome at the end of the year given the skills, knowledge and aptitude demonstrated to date.

End of Year Target Grade: this is your child's current target grade, based upon the achievement of pupils with similar KS2 results. Targets are reviewed regularly.

This is an example of a Year 11 report and the Year 10 report uses the same format. The current grade is based on all assessments to date and reports the grade your son/daughter is currently working at. The forecast grades takes into consideration your son/ daughter's attitude to learning, their current rate of progress and reports the grade their teachers believe they will achieve at the end of Year 11. If your son/ daughter is working below their target grade, they should follow the improvement target given by their teacher and use the teacher feedback in their exercise books to improve to their next stage of learning.

EXERCISE BOOKS

Teachers provide regular feedback in your son/daughter's exercise book. This includes a next step (NS) which informs your son/daughter what they need to do to improve. It is important that your son/ daughter responds to this feedback using their purple pen in order to progress to the next stage in their learning. This feedback and your son/ daughter's response provides you with useful information about their progress.

If you have any concerns or questions about your son/ daughter's progress, please do not hesitate to contact school.