# **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 and 2026 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. This is an example of a science progression scale.

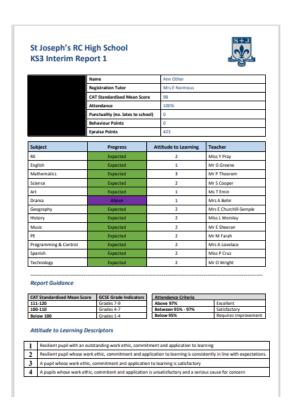
Blue Pathway								
Purple Pathway								
Prange Pathway								
	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
AO1 Remember	Remember a range of basic facts and put them into structured sentences in a topic.	Remember a wide range of basic facts.	Remember key facts about most areas of Science.	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 appropriat and accurate scientifical language and the corre SI units Explain the relationships between scientific advances, the scientific advances, the the benefits and risks associated with them.
	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	
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 a wide range of contex
	Sometimes use data to support evidence.	Consistently use and sometimes rearrange equations in calculations.	Rearrange equations in calculations.	Use theories to make detailed explanations of events.	Use theories to make detailed explanations of events.	Always use theories to make detailed explanations of events.	Use theories to make detailed explanations of events.	Use scientific theories make detailed explanations of event:
	Consistently use equations in calculations.			Interpret data and use it to support evidence.	Interpret data and use it to support evidence.	Always make effective use of data to support evidence.	Make effective use of data to support evidence.	Make effective use o data to support evidence.
				Rearrange equations in calculations.	Rearrange equations in calculations.	Consistently rearrange multi-step calculations	Consistently rearrange equations in complex calculations	Consistently rearrange equations in complex unseen calculations
				Understand standard form		Use standard form	Use appropriate sig figs	
	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	FOR ALL RPAs
AO3 Analyse						Draw detailed, evidence- based conclusions.	where reliability may be a concern Critically analyse	Critically analyse qualitative and quantitative data to dr

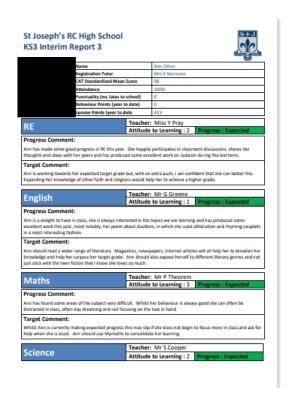
Your son/daughter will be put on a pathway that is most appropriate for their ability. This will be blue, purple or orange pathway. If you look at the top of this progression scale you will notice the different colour pathways. For example, if your child is on the blue pathway, they should achieve up

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 (two interim reports and one full report). 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. This is an example of a Year 7, 8 and 9 report. 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.





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.

# Example of Year 10 and 11 Reports

