

## Tracking Student Progress and Reports

At Rooks Heath College we want ALL our students to make excellent progress from Year 7 right the way through to GCSEs and beyond. The importance of working in partnership with parents to support students' progress is vital, so we send home regular reports which will keep you updated on your child's progress.

Students' reports allow you to look at their **Attitude to Learning** for each subject alongside the **Progress** they are making.

**The reports will look like this:**

| SUBJECT     | FLIGHT PATH | PROGRESS in line with Flight Path       | EFFORT | HOMEWORK | BEHAVIOUR | TARGET |
|-------------|-------------|---|--------|----------|-----------|--------|
| MATHEMATICS | SECURE      | In line with or above Expected Progress | 4      | 4        | 4         |        |
| ENGLISH     | DEVELOPING  | In line with or above Expected Progress | 4      | 4        | 4         |        |
| SCIENCE     | EXCELLENCE  | Below Expected Progress                 | 2      | 3        | 3         |        |
| GEOGRAPHY   | FOUNDATION  | Exceptional Progress                    | 5      | 4        | 4         |        |
| FRENCH      | SECURE      | Broadly in line with Expected Progress  | 4      | 3        | 4         |        |
| MUSIC       | DEVELOPING  | Broadly in line with Expected Progress  | 4      | 4        | 4         |        |
| ART         | SECURE      | Broadly in line with Expected Progress  | 4      | 4        | 4         |        |

### What is Attitude to Learning?

Attitude to Learning is a score students are given based on a combination of their preparation for lessons including bringing the correct equipment and completing homework, their approach to study and completion of classwork and their behaviour in lessons.

- 5 over and above expectations
- 4 target grade
- 3 slightly below expectations
- 2 well below expectations
- 1 cause for concern

### What is the Flight path and how were they allocated?

Your child will be assessed in each subject at the start of Year 7. Core subjects including Mathematics, English and Science teachers, use their experience and professional judgement to place each student on a FLIGHT PATH based on data from their Primary School, the Cognitive Ability Tests (CATS) and Baseline tests in the classroom which they completed at the start of Year 7. These flight paths are used to encourage all our students to strive for their personal best in each subject.

Flight paths for Physical Education, Modern Foreign Languages Music, Art, Dance/Drama and Technology (Design, Food and Computing) will be agreed by subject teachers based on how students are performing in lessons. This allows staff to identify a talent in particular areas which may not be evident from CAT tests or Primary School Data. For example, a child may be aiming for GCSE grade 4 in English, but may excel in Art and therefore be aiming for a GCSE grade 9.

## New GCSE grades

The government has recently changed the way GCSEs will be graded. The old A\* - G grades will now be replaced with a numbers from 9 - 1. The table below shows how the new grades compare to the old system.

### New Grading Structure

|    |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|
| 9  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U |   |
| A* |   | A | B |   | C | D | E | F | G | U |

### Current Grading Structure

## There are FOUR Flight paths.

Each Flight path tells us what grade your child is aspiring towards in each subject.

| Flight Path | Aspiring to Achieve at GCSE in year 11 |
|-------------|--|
| Excellence  | 7, 8 or 9 (A,A*,A*+)                   |
| Secure      | 5 or 6 (B)                             |
| Developing  | 4 or 5 (C or D)                        |
| Foundation  | 1,2,3 (E,F,G)                          |

## What do the Progress statements mean?

We will report progress by identifying whether students are:

| Statement of Progress                      | What it means  | What next?  |
|--|--|---|
| 'Exceptional progress, above expectations' | On track to achieve GCSE grades <b>higher</b> than his flight path.          | Your child should continue with this level of effort.                               |
| 'In line with or above expected progress.' | On track to achieve GCSE grades <b>in line with or above</b> his flight path | Your child should continue with this level of effort, and act on targets.           |
| 'Broadly in line with expected progress'   | On track to achieve GCSE grades <b>in line with</b> his flight path          | Your child should look at targets to improve for next time.                         |
| 'Below expected progress'                  | On track to achieve GCSE grades <b>below his</b> flight path                 | Your child might need some extra help or coaching in school which will be arranged. |

To support this process each subject has developed a list of Statements in what we call a RUBRIC which describes the knowledge and skills students should have at the end of Year 7 for their flight path.

An example of the Statements for Year 7 Maths is given below:

**YEAR GROUP: 7**

**TOPIC: 3.1 ad 3.6 Co-ordinates and Straight Line Graphs**

|                   |   |   |   |   |  |  |
|-------------------|---|---|---|---|--|--|
| <b>EXCELLENCE</b> | <b>A14</b><br>I can use and interpret coordinates in the first quadrant | <b>A15</b><br>I can use and interpret coordinates in all four quadrants | <b>A20 sync</b><br>I can plot the graph of a line parallel to the x or y axis and find its equation | I can use the equation of a line by relating x and y values | I can use the equation of a linear graph to work out values of y given values of x | I can plot the graphs of linear functions given the equation |
| <b>SECURE</b>     | <b>A14</b><br>I can use and interpret coordinates in the first quadrant | <b>A15</b><br>I can use and interpret coordinates in all four quadrants | <b>A20 sync</b><br>I can plot the graph of a line parallel to the x or y axis and find its equation | I can use the equation of a line by relating x and y values | I can use the equation of a linear graph to work out values of y given values of x | I can plot the graphs of linear functions given the equation |
| <b>DEVELOPING</b> | <b>A14</b><br>I can use and interpret coordinates in the first quadrant | <b>A15</b><br>I can use and interpret coordinates in all four quadrants | <b>A20 sync</b><br>I can plot the graph of a line parallel to the x or y axis and find its equation | I can use the equation of a line by relating x and y values | I can use the equation of a linear graph to work out values of y given values of x | I can plot the graphs of linear functions given the equation |
| <b>FOUNDATION</b> | <b>A14</b><br>I can use and interpret coordinates in the first quadrant | <b>A15</b><br>I can use and interpret coordinates in all four quadrants | <b>A20 sync</b><br>I can plot the graph of a line parallel to the x or y axis and find its equation | I can use the equation of a line by relating x and y values | I can use the equation of a linear graph to work out values of y given values of x | I can plot the graphs of linear functions given the equation |

### What are Targets on the reports?

This section will detail what your child should target to improve even further.

In Mathematics for example it may include:

- Learn multiplication tables more thoroughly
- Improve presentation by using a pencil and ruler to underline titles and draw tables
- Practise arithmetic methods (+ - x ÷)
- Aim to produce more accurate diagrams and tables
- Keep more useful lesson notes for revision
- Attempt all core work that is set
- Continue to work independently
- Attempt some extension tasks when set