

Brighton Hill Community School



Progress Tracker
Parents' Guide

2015-16

Progress Trackers

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In line with national legislation, the way that schools assess learning and progress is beginning to change. At Brighton Hill Community School this affects students currently in Years 7 and 8, as well as all future students.

Key Stage 3

At Key Stage 3 (Years 7 and 8), for each subject, we will report on your child's

- flight path;
- flight path steps;
- current step;
- progress indicator; and
- attitude to learning.

Flight Path

Based on a range of factors, including prior attainment, and considering CAT testing scores, teacher assessments from primary school and a baseline assessment completed in school, a 'flight path' is allocated. Students will either be placed on Purple (P), Orange (O) or Turquoise (T) for each of their subjects. These flight paths represent the journey each student is *expected* to make from Key Stage 2 to Key Stage 4. Given your child's particular and personal starting point, defined by the school as a flight path, this shows how we would expect your child to progress from Key Stage 2 to Key Stage 3 in readiness for Key Stage 4.

Flight Path Steps

These are the steps we require students to be confident and articulate in, in order to move along their particular flight path. Each flight path has steps which are progressive. The upper range of each flight path is an aspirational target. Overall, though, it is about the journey along the flight path.

Current Step

This is the step at which your child is working, in line with their allocated flight path and target steps. Each Head of Faculty and teacher will regularly track the progress of all students in their classes, in order to ensure the current step recorded on the Progress Tracker is accurate. It also provides the knowledge and awareness of what is still to be learnt and how much progress your child is making in line with their Target, along their journey.

Progress Indicator

This will be recorded as being below expected progress (B), at expected progress (E) or above expected progress (A). These reflect where your child is within their flight path, for each subject.

Attitude to Learning

This grade reflects your child's attitude and motivation towards his/her studies. The better a student's attitude to learning the more likely they are to achieve their potential. This is expressed as a number between 1 and 6 (please see Appendix 1 for full details).

Please refer to Appendix 2 for further explanation of flight paths.

Key Stage 4

At Key Stage 4 (Years 9, 10 and 11), courses are varied and different subjects are assessed in different ways.

Therefore, the attainment for a student at the end of KS4 will vary depending upon the nature of the subject and the student's minimum expected grade (MEG). It is normal for students' grades to go up and down throughout their studies but a significant unexplained drop or even an unexpected increase is something to look out for; in these circumstances, it is recommended that you contact the relevant teacher for that subject by telephone.

Please take the time to familiarise yourself with the courses that your child is studying. We hold information evenings for Key Stage 4 students and their families during the course of each academic year to provide further information, advice and guidance about the different pathways and the requirements of individual courses.

During Key Stage 4 most students work towards national qualifications, usually GCSEs and BTECs.

Students must study English, mathematics, science, PE; and citizenship/PSHE.

Brighton Hill Community School also offers at least one subject from each of the following faculty areas.

- Humanities;
- Modern Foreign Languages;
- Design & Technology (including ICT);
- Expressive & Performing Arts; and
- PE.

At Key Stage 4, for each subject, we will report on your child's

- minimum expected grade (MEG);
- predicted grade (based on current assessment); and
- attitude to learning.

Minimum Expected Grade (MEG)

Each student is assigned a minimum expected grade (MEG) for each subject. This is given as a whole grade (such as A*, A, B, C, D, E, F, G or U), and is based on a range of factors, including teacher assessments from primary school and Fisher Family Trust predicted data. This is the lowest grade your child should be aiming for, and we expect many students to achieve well above their MEG.

Predicted Grade

Each Head of Faculty and teacher will regularly track the progress of all students in their classes, and this grade is the grade you child is predicted, taking into account their current achievement and commitment to learning. This is given as a whole grade (such as C1, C2 or C3, instead of just C, where C1 is a secure C, C2 is less secure and C3 would require some further effort to secure).

Attitude to Learning

This grade reflects your child's attitude and motivation towards his/her studies. The better a student's attitude to learning the more likely they are to achieve their potential. This is expressed as a number between 1 and 6 (please see Appendix 1 for full details).

Appendix 1 – Attitude to Learning

1	<p>An <u>outstanding</u> attitude to learning.</p>	<ul style="list-style-type: none"> ▪ A proactive approach taking responsibility for his/her own learning ▪ A significant amount of resilience is shown, relishes work that is challenging and stretching. ▪ Energetic and positive attitude shown towards making progress, strives to exceed his/her target grade. ▪ A self reflective approach to learning consistently shown. ▪ A creative approach is evident and, is willing to take risks with his/her learning
2	<p>An <u>enthusiastic</u> attitude to learning</p>	<ul style="list-style-type: none"> ▪ Well motivated, demonstrates enthusiasm to learn, and determined to achieve his/her potential. ▪ Attentive in lessons, willingly contributes, shares ideas and asks questions. ▪ Completes tasks thoroughly, to the best of his/her ability and with extra attention to detail. ▪ Acts upon advice given, developing the skills to enhance his/her own learning independently. ▪ Independent work is managed well. Deadlines are met.
3	<p>A <u>passive</u> attitude to learning</p>	<ul style="list-style-type: none"> ▪ Cooperative and complies with instructions. ▪ Complacent/too easily satisfied. ▪ Lacks initiative/self-motivation. ▪ Lacks enthusiasm for/interest in the subject. ▪ Satisfies the minimum requirements. ▪ Participates & contributes if encouraged.
4	<p>An <u>inconsistent</u> attitude to learning</p>	<ul style="list-style-type: none"> ▪ Performs well, needs monitoring, and lacks focus and effort for parts of the lesson. ▪ Is not the first to get involved with activities, answer questions or attempt work. ▪ Can lack motivation, needs regular encouragement to engage in learning. ▪ Class and homework are often attempted but not always completed; no real effort is made to improve the quality of work. ▪ Unorganised and can often attend lessons without the appropriate equipment needed for the lesson.
5	<p>A <u>reluctant</u> attitude to learning.</p>	<ul style="list-style-type: none"> ▪ Only contributes to group or individual discussion when it is asked of him/her. ▪ Can easily go off task but does respond to the intervention of the teacher. ▪ Can demonstrate skills and understanding within the subject but with reluctance. ▪ Frequently misses deadlines and struggles to complete class work and homework. ▪ Arrives to lessons without appropriate equipment/kit/books.
6	<p>A <u>poor</u> attitude to learning.</p>	<ul style="list-style-type: none"> ▪ Work is regularly completed to a poor standard and is often not completed at all. ▪ Homework is not completed due to a combination of poor organisational skills and attitude to the subject and learning. ▪ Will be a disruptive influence in class discussions and will always demonstrate a pessimistic and challenging attitude to new concepts and activities. ▪ Actively avoids or disrupts learning opportunities inside and outside the classroom.

Appendix 2 – Flight Paths

Below is an outline and a description of each flight path in Year 7. Flight paths in Year 8 work in exactly the same way, but are increased to include Steps 5 and 6 also.

Flight Path	Year 7 Steps	Example – Current Step and Progress Indicator from a Progress Tracker		
		Current Step	Progress Indicator	Notes (for clarification)
Purple	3 & <u>4</u>	2	Below	Working below the steps to be covered on their flight path journey
Purple	3 & <u>4</u>	4	Expected	Working within the steps to be covered on their flight path journey
Purple	3 & <u>4</u>	5	Above	Working above the steps to be covered on their flight path journey
Purple	3 & <u>4</u>	3	Expected	Working within the steps to be covered on their flight path journey
Orange	2 & <u>3</u>	4	Above	Working above the steps to be covered on their flight path journey
Orange	2 & <u>3</u>	3	Expected	Working within the steps to be covered on their flight path journey
Orange	2 & <u>3</u>	2	Expected	Working within the steps to be covered on their flight path journey
Orange	2 & <u>3</u>	1	Below	Working below the steps to be covered on their flight path journey
Turquoise	1 & <u>2</u>	2	Expected	Working within the steps to be covered on their flight path journey
Turquoise	1 & <u>2</u>	1	Expected	Working within the steps to be covered on their flight path journey
Turquoise	1 & <u>2</u>	3	Above	Working above the steps to be covered in their flight path journey