

Understanding Reporting and Pathways

**Intelligence without Ambition Is a
Bird without Wings.** Salvador Dali

Keelie Turner

Progress Leader Year 7



COMMITMENT • RESPECT • EXCELLENCE • SELF-BELIEF • STRENGTH

Aims of the session

**To provide information regarding
the tracking, reporting and
assessment process within Belfairs
Academy.**



Understanding Data input and measuring 'Progress'

Progress can be defined as:

'Understanding of essential knowledge and educational skills that can be applied over time' resulting in a grade (Grade U to 9).

Knowledge + skills + engagement + resilience + confidence
will help to achieve **rapid progress**.



Induction Phase Progress Leaders



Keelie Turner

**Progress Leader
Year 7**



Chris Fieldstead

**Progress Leader
Year 8**



Greg Rodulfo

**Vice Principal
Progress &
Attainment**

**Holding all to account on student progress
through Data Analysis and Impact.**



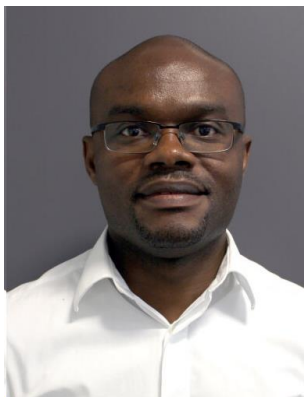
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Intermediate Phase Progress Leaders



**Reece
Woolmore**

**Progress Leader
Year 9**



Tochi Ukah

**Progress Leader
Year 10**



**Emma
Haddow**

**Progress Leader
Year 11**

**Holding all to account on student progress
through Data Analysis and Impact.**



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Role and Responsibilities

A Progress Leader is assigned to each year group with the responsibilities of challenging progress outcomes:

- ❖ Monitor year group grades and specific target groups in reference to their Forecast.
- ❖ Raise aspirations and motivate the year group.
- ❖ Have a nuanced understanding of data.
- ❖ Organise and track interventions to drive progress and improve attainment.
- ❖ Liaise with teachers, faculty team leaders, students and parents.



How do we decide on the pathway?

Year 7, 8, and 11 based on KS2

Year 9 & 10 Pathways are set based on best score from KS1 & 2 TA and CATS

Pathway reviews are important in pushing students to achieve forecast and working above expectations



Pathway boundaries

These are the boundaries used to set up the Pathways based on KS2 Scaled Scores:

- < 95 Green
- > 94 and < 103 Blue
- > 102 and < 113 Red
- > 112 Purple

		KS1 Attainment				
		No Score	PKF	WTS	EXS	GDS
KS2 Attainment	No Score	B	G	G	B	B
	HNM	G	G	G	B	B
	WTS	G	G	G	B	B
	EXS	B	B	B	R	R
	GDS	R	R	R	R	P

PKF Pre-key stage

HNM Has not met the expected standard

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth within the expected standard



How do we use the CATS data?

Students sit CATS tests. These generate retrospective KS2 scaled scores. For students without KS2 data, we use these scores.

(Year 9 & 10- due to COVID)

We compare the scores to give us an indicator of students that have the potential to achieve higher than the TA grades at KS1 and 2. These students had pathway promotions to reflect this. These final pathways are shared with teachers and parents.

All years, CAT data is shared with teachers and students identified if data suggests they could perform above KS2 results or may need support to achieve their forecast grades.



How do we decide on the subject pathway?

Each subject was mapped to one of the Pathways:

Reading Pathway for English, French, Geography, History, Spanish and Values.

Maths Pathway for Computing, Maths, Science and Technology.

Combined Pathway for Art, Drama, Music and PE.



How do we use the CATS data?

The average of the Reading and GPVS retrospective KS2 Scaled Scores (rounded down) gives us

English:

The **English Average Scaled Score**, and is used to set up the pathways for **English, French, Geography, History, Spanish and Values.**

Maths:

The **Maths retrospective KS2 Scaled Score** is used to determine the **Computing, Maths, Science and Technology** pathways.



How do we use the CATS data?

Combined:

The **average of English Average Scaled Score and Maths retrospective KS2 Scaled Score (rounded down)** is used for the **Art, Drama, Music and PE pathways**.

We use the highest indicator of these 2 to generate a Forecast grade based on pathways



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The table below explains the typicality of each child's Grade attainment in their Pathway at YR11 GCSEs exams.

What does the pathway mean? (SATs and CATs scores)

Green Pathway	Blue Pathway	Red Pathway	Purple Pathway
typically be <u>working towards a grade 4</u> at GCSE level by the end of year 11.	typically be <u>working around a grade 4 or 5</u> at GCSE level by the end of year 11.	typically be <u>working around a grade 5 to 7</u> at GCSE level by the end of year 11.	typically be <u>working around a grade 7 to 9</u> at GCSE level by the end of year 11.



These Pathways are to be used when evaluating 'Progress.'

Students **can change**
Pathways based on
progress.

It is part of the process in
subject team meetings to
discuss **pathway moves.**
hard and soft.

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Learning styles

The CATS data provides us with useful information on a student's ability in the 4 strands:

- Verbal
- Non- verbal
- Quantitative
- Spatial

When we compare these strands, it identifies students that have an extreme or moderate bias that **could indicate a barrier to learning**.

These student profiles are shared and discussed by Teachers.

Strategies are shared with teachers to support students to ensure rapid progress is being made.



Reports

- Yr 7 & 8: Similar.
- Yr 9, 10 & 11: Similar
- Yr12 & 13 : Similar.



Year 7 Progress Report: Summer Term 2022/23

Student

Form 7E1

Progress Leader Mrs K Turner

As 26/05/23

Tutor Mrs Venables

Att

Is 91.38%

Lates 0



Subject	What your child has been studying	Grades			Score Levels		PPE %
		Current	Expected	Forecast	*Home Work	**Attitude To Learning	
Art	In Art, your child has been developing their key technical skills. Studying Popular Culture as an Art form has been the main topic area. Students have been able to explore different themes whilst also experimenting with a range of materials and processes.	2.6	4.6	4	1	1	71
Computing	In Computing your child has learnt about Computational thinking and has applied this to advanced Scratch programming	3.3	4.6	4	1	1	77
Drama	Your child has been encouraged to collaborate with their peers to create their own production based on a stimulus. This allows your child to put into practice all the techniques they have learnt in year 7. It is an exciting time for us to see the year 7	2.6	4.6	4	1	1	93

Year 10 Progress Report: Summer Term 2022/23

Student

Form

Progress Leader

As 26/05/23

Attendance

Is 95.86%

Lates 0



Subject	Grades			Score Level Homework	PPE %
	Current	Expected	Forecast		
Biology	5.3	6.6	6	1	27
Chemistry	5.9	6.6	6	1	15
English	5.9	7.3	7	2	54
English Literature	5.6	6.9	7	2	34
Health & Social Care	M3	M1	M	1	65
History	4.6	6.6	6	2	37
Mathematics	5.9	6.6	6	3	40
Physical Education	4.9	6.6	6	1	48
Physics	4.9	5.9	6	2	34

Current Grade

❖ The grade the student has been working at during the reporting term.



Expected Grade

- ❖ **Expected Grade** is the teachers professional expectation on what the student will attain at the end of the key stage, based on their current progress cross-referenced with their **Forecast Grade**.
- ❖ For Year 7 & 8 this grade is what they are expected to achieve at **the end of Year 8** with reference to their student **Forecast Grade**.
- ❖ For year 9-11 this is what they are expected to achieve at the end of **Year 11** with reference to their **Forecast Grade**.



Year 7 Progress Report: Summer Term 2022/23

Student

Form 7E1

Progress Leader Mrs K Turner

Tutor Mrs Venables

Attendance

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Forecast Grade

- ❖ Set based on pathway (SATS/TA/CATs)
- ❖ **Forecast grade does not change**
- ❖ Students can exceed Forecast and if students are progressing quicker than initially set, they will receive a **pathway promotion**



Tracking Progress-Fine Grading

Fine grading structure.

Grades 1 – 9 : a fine grading approach.

E.G **3.3,3.6,3.9 to 4** or **8.3, 8.6, 8.9 to 9** etc. within each grade boundary of 1 to 9.

EXAMPLE of a Grade 4.

- ❖ **4.9** = The top of a Grade 4, knocking on the door of a 5.
- ❖ **4.6** = Secure Grade 4.
- ❖ **4.3** = The bottom range of a 4 Grade – this could as easily convert to a 3 as to a 4.



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Homework Grade

Grade given to students based on homework completed during the reporting cycle.

- ❖ **1 Exceeding-** Your child's homework often goes beyond the teacher's requirement. They embrace homework as a learning opportunity and use it to its full potential.
- ❖ **2 Secure** -Your child submits their homework on time and it is of an appropriate standard which meets teacher expectation.
- ❖ **3 Developing-** There have been occasions where homework has been late. When homework is completed, the work may feel rushed, and they are not using it as an opportunity to progress.
- ❖ **4 Emerging-**Homework is regularly late or not completed. They may have received sanctions due to a lack of homework. When homework his handed in, it is not of the quality expected by their teacher.



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Attitude to Learning

Grade given to students based on attitude to learning completed during the reporting cycle.

❖ **1 Exceeding**

Your child is always prepared and eager to learn. They listen attentively and work hard to acquire the skills and knowledge to progress. They contribute thoughtfully in class and have a “can do” attitude.

❖ **2 Secure**

Your child is generally organised and equipped for learning, they start tasks promptly, and see activities as an opportunity to improve. They care about their presentation and contribute to the class where appropriate.

❖ **3 Developing**

Your child might not be fully organised for learning, dates and titles may not be underlined, and they may not always push themselves to progress in their learning.

❖ **4 Emerging**

Your child may have poor presentation, they could be slow to start and quick to complete work, and they might not have the self-discipline to work hard in class.



Year 10 Progress Report: Summer Term 2022/23

Student

Form

Progress Leader Mr C Fieldstead

As 26/05/23

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Lates 0



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Attendance and Punctuality

Attendance to 12 th July 2021 - 100.0%			Excellent
97 - 100% Excellent	93-96.9% Adequate	Below 93% Unsatisfactory	
Punctuality 0			
Number of occasions late this academic year – morning and afternoon sessions			



When do we report assessment information?

- ❖ Teachers must assess students learning regularly through monitoring of classwork, homework and assessments.
- ❖ 3 times a year, teachers input summative grades for students based on the work submitted for homework, in class and assessments.
- ❖ Reports are issued to parents/guardians in November, March and July.
- ❖ Teachers provide regular feedback and discuss learning and progress with the students



What if there is a gap in progress?

- ❖ Learning conversation with student and teacher.
- ❖ Contact home with strategy.
- ❖ This will be **monitored and progress tracked** by subject teacher and subject leaders.
- ❖ Progress leader will monitor the data and coordinate strategies for students where there is a concern across multiple subjects or where it is felt students are facing a challenge/ barrier to learning that needs to be overcome.
- ❖ Work together to support the student.



Stretch and challenge

- ❖ All students are challenged in lessons to achieve their full potential.
- ❖ Teachers will use assessment data to plan lessons accordingly.
- ❖ Personalised Learning Checklists (PLCs) targeting specific grade boundaries so as to inform the 'how to improve my grades'.
- ❖ Success & Target (S & T) used to provide feedback for progress.



Key Students

What is a 'marginal student'?

Students who are ready for moving over into the next whole-grade boundary.

Eg: 3.9 to 4.3 or 4.9 to 5.3 or 6.9 to 7.3 etc



What is the term 'Vulnerable Student'?

- Students whose progress has plateaued and has **the potential to underachieve by end of year.**
- Focus students who have a discrepancy between KS2 grades and CATS data.



Who can you talk to about progress?

- ❖ **Subject teachers if there is a concern about progress in one subject area.**
- ❖ **Progress Leaders-concerned about general progress.**
- ❖ **Other concerns re. progress support or reporting – Mr Rodulfo.**



Over-coming Challenges

The answers to this is built in our ethos:

- Commitment
- Respect
- Excellence
- Self- Belief
- Strength



Thank you



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