Belfairs Academy

Parents/Carers

Year 7 and 8 Progress and Attainment Data Guidance

Dear Parent/Carer

An example of the progress report is displayed below across pages 2 to 4. Explanation of the report can be found from page 5.

Progress Report: Autumn 2025/26

Student	Form
Lates 0 (as 20/12/25)	**As** Dec 2025 **Attendance** **At** 97.53%

Belfairs ACADEMY

Subject	What your child has been studying	Grades				Quadrant
		Current	Forecast	Pathway	*Homework	
Art	In Art, your child has been developing their key technical skills. Studying Art from other Cultures has been the main topic area. Students have been able to explore different themes whilst also experimenting with a range of materials and processes.	1.9	4	Red	1	**High ATL, High Progress**
Computing	In Computing your child has developed their Computational thinking skills and applied them in Scratch coding, building on any Scratch studied in primary school. They are now learning about how Computers work, including the different parts of the computer and their function.	2.3	3	Green	2	**Low ATL, High Progress**
Drama	In Drama, students have been using synchronisation and unison techniques to develop skills matching those used in the Greek chorus. Students are currently exploring how to chorus techniques in their own performance work.	1.9	4	Red	1	**High ATL, High Progress**
English	In English your child has been developing their reading skills through the study of a novel. Students have been responding to the ways in which writers craft their ideas, and developing how they develop themes. They have been responding both critically and creatively to the texts they have studied.	2.3	4	Blue	1	**High ATL, High Progress**
Geography	In Geography, your child will be focusing on physical geography elements. Specifically looking into river and coastal environments. Your child will be expected to know the processes, terminology and interactions that occur both in rivers and at the coast. Landforms within these environments will also be one of the main focus of studies throughout the module. Your child will also be introduced to the rock cycle and how it links to both coastal and river environments.	1.3	4	Blue	1	**High ATL, Low Progress**
History	In History, your child has examined the extent to which the Islamic World was a 'Golden Age' in addition to examining the different roles of medieval monarchs. We have also further explored interpretations of historical sources as well as developing written explanations.	2.3	4	Green	1	**High ATL, High Progress**
Maths	In Mathematics, your child has studied understanding and using algebraic notation, equality and equivalence, exploring sequences and coordinates, fractions, decimals and percentages, fractions and percentages of amounts and adding & subtracting fractions. For retrieval learning, your child has looked at multiplication and long division	2.3	3	Blue	3	**Low ATL, High Progress**

Subject	Description					
Music	In Music, your child has explored historical classical eras, with a focus on the Baroque period. They learnt how to play 'Pachelbel's Canon' on the keyboard in pairs and how to start understanding basic notation. They also learnt about reggae music and the life and songs of Bob Marley. They have learnt how to play the song '3 Little Birds' on the keyboard and through whole class singing. During this project they have also continued their development of musical language, by learning the musical elements pitch, tempo, dynamics, texture and structure.	1.9	4	Blue	3	**Low ATL, Low Progress**
PE	In PE, your child will be performing a variety of activities before Easter followed by two summer activities in the remaining two half terms of the academic year. These may include Football, Rugby, Badminton, Rounders, Athletics and Fitness. The focus will be on developing student fitness, skill levels and wellbeing following the prolonged period away from the academy.	2.9	4	Blue	1	**High ATL, High Progress**
Science	In Science, your child has been learning about atoms and their structure and about electricity.	1.9	3	Green	1	**High ATL, High Progress**
Spanish	In Spanish your child has been developing their language skills through a range of engaging, relevant topics. They have learned to talk about their **age, birthday, where they live, where they are from, their free time activities, relationships with family members, and describing family members**. To support their learning, we have worked on all four key language skills—**listening, speaking, reading, and writing**—using **Dr. Gianfranco Conti's Extensive Processing Instruction (EPI) approach**. Through this approach, students have engaged with carefully structured input, focusing on high-frequency language, sentence-building, and meaningful repetition. This has helped them develop their confidence in both comprehension and communication while reinforcing key grammatical structures and vocabulary.	0.9	4	Red	1	**High ATL, Low Progress**
Technology	In year 7, your child explores the following on a termly carousel basis: **Textiles** – Your child will have learnt design skills, hand sewing and embellishment techniques. **Product Design** – Your child will be analysing existing products, learning about materials including timbers and polymers. Practical techniques include rendering skills, molding of polymers and timber processes. **Food** - Your child has been learning about food safety, hygiene and healthy eating alongside practical knife skills to make a range of products.	1.9	3	Red	1	**High ATL, Low Progress**
RSHE	In Values, your child has been looking at the life of Jesus – in particular views within Christianity and other religions as to who he was. Your child has also started to look at how we should treat one another and how they can recognise and challenge different forms of bullying.	3.3	3	Purple	1	**High ATL, High Progress**

Key

Attendance	Over 97% = **Excellent**	93 - 96.9% = **Adequate**	Below 93% = **Unsatisfactory**
Lates	Number of **lates** this academic year – Morning and Afternoon sessions		

The **Forecast grade** is an aspiration for your child to reach at the end of **Year 8**, based upon their average KS2 score (or CATS information if no KS2 information is available). **Forecast grades do not change.** At Belfairs Academy students are stretched and challenged to surpass their forecast grades in each subject.

The **Current grade** shows the level of knowledge and understanding your child currently commands and will increase toward the Forecast grade. It is a fine grade of .3, .6, .9. where .3 is indicating students are insecure at that grade, .6 indicates students are secure, whereas .9 is indicating strong understanding at that grade.

Pathway			
Green Pathway	**Blue Pathway**	**Red Pathway**	**Purple Pathway**
Typically working towards a **grade 4 GCSE** level by the end of Year 11	Typically working around a **grade 4 or 5 GCSE** level by the end of Year 11	Typically working around a **grade 5 or 7 GCSE** level by end of Year 11	Typically working around a **grade 7 or 9 GCSE** level by end of Year 11

Homework meaning
1 Exceeding: Where homework often goes beyond the teacher's requirement. They embrace homework as a learning opportunity and use it to its full potential.
2 Secure: Submits their homework on time and it is of an appropriate standard which meets the teacher's expectation.
3 Developing: 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. There may have been sanctions due to a lack of homework. When homework is completed, it is not of the quality expected by their teacher.

Quadrant Descriptor (Attitude to Learning (ATL) and Progress)
High ATL, High Progress: These students are working hard and as expected. They typically demonstrate good organisation skills, commitment to learning inside and outside of the classroom and are making expected or above expected progress in that subject.
Low ATL, High Progress: These students could be described as coasting achievers. They are making good or expected progress, but teachers think there is untapped potential. At times they may be easily distracted.
High ATL, Low Progress: These students are those that work hard and put in effort, but for some reason the results or progress aren't quite where they should be. It could be that their revision and study techniques are not used most effectively, or that there are specific gaps in knowledge that need to be addressed.
Low ATL, Low Progress: These students can improve both their ATL as well as their progress. While some students may not be putting in the effort and dedication to their learning as required, other students in this category may have significant barriers to their learning that first needs to be identified and addressed before targeted academic support can be provided.

Additional Information

Current Grade: This is a *fine grade* to indicate the current grade students are working at relative to their Forecast Grade.

Fine grading structure:

The **Current grade** shows the level of knowledge and understanding your child currently commands and will increase toward the Forecast grade. Grades are awarded between Grade U – 9 where U is ungraded.

It is a fine grade of .3, .6, .9. best explained with the following Grade 2 example:

- **2.9** = This indicates students are working at the top of grade 2, attainment is just outside the boundaries of a Grade 3.
- **2.6** = Student is working securely within a Grade 2.
- **2.3** = The bottom range of Grade 2. This could as easily convert to a Grade 1 instead of a secure Grade 2.

Forecast Grade: this is an aspiration grade for your child to reach at the end of Year 8, based upon their average KS2 score (or CATS information if no KS2 information is available). **Forecast grades do not change.** At Belfairs Academy students are stretched and challenged to surpass their forecast grades in each subject.

What are pathways?

We operate a system of four Pathways at Belfairs Academy: Purple, Red, Blue and Green. These are subject specific and derived from KS2 SATs scores. Pathways are set at the start of the year and reviewed at 3 points during the year. These operate across year groups (7-11).

There are two types of moves:

Soft: Pathway change but stays in the same class

Hard: Pathway and class change

The table below explains the typicality of each child's Grade attainment in their Pathway at Year 11 GCSEs exams.

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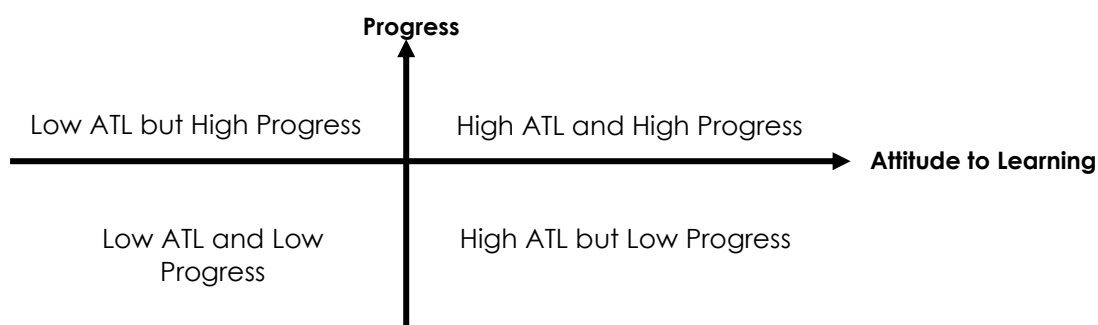
Quadrant (Attitude to Learning and Progress)

Students will be placed in a quadrant based on the progress they are making against the effort or attitude to learning (ATL) they are showing in each subject. The quadrant descriptors will indicate to all concerned whether students are on track to meet forecast grades or not.

Plotting ATL against Progress is helpful to diagnose why students' efforts and progress may not be as expected. This supports the student; the parent and the Academy is spotting both individual and cohort trends.

For example, once we have identified that an individual, or a group of individuals, are High ATL Low Progress, we can start to look at how they are learning, what they are understanding about how learning works, and how they do this in lessons and at home. If they are displaying High ATL characteristics but not seeing the anticipated levels of progress, there is something wrong somewhere.

This quadrant helps us to target support for specific groups of students, whether this be by subject, Progress Leader or Year Leader. It helps us to identify why some students are putting in more effort in some subjects than others.

	Progress ↑	
Low ATL but High Progress		High ATL and High Progress
←—————————————————		—————————————————→ **Attitude to Learning**
Low ATL and Low Progress		High ATL but Low Progress

Explanation of the Quadrant Descriptors

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Summative Assessments and Pre-Public Examinations (PPEs)
(These assessments are published when applicable.)

What is the Summative Assessment or PPE percentage information on the report?
Each student will undertake one Summative *Assessment* and one PPE in every subject across the academic year.

Each assessment is a discrete percentage which reflects the attainment in that summative test / PPE based on the fundamentals of the specific subject to date. Therefore, any

reported percentage will reflect the students' understanding as the complexity develops. This will mean the data will reflect where students are secure or gaps in skills / knowledge are opening. Intervention and support will be employed to bridge gaps in knowledge.