

# PROGRESS TRACKING INFORMATION EVENING

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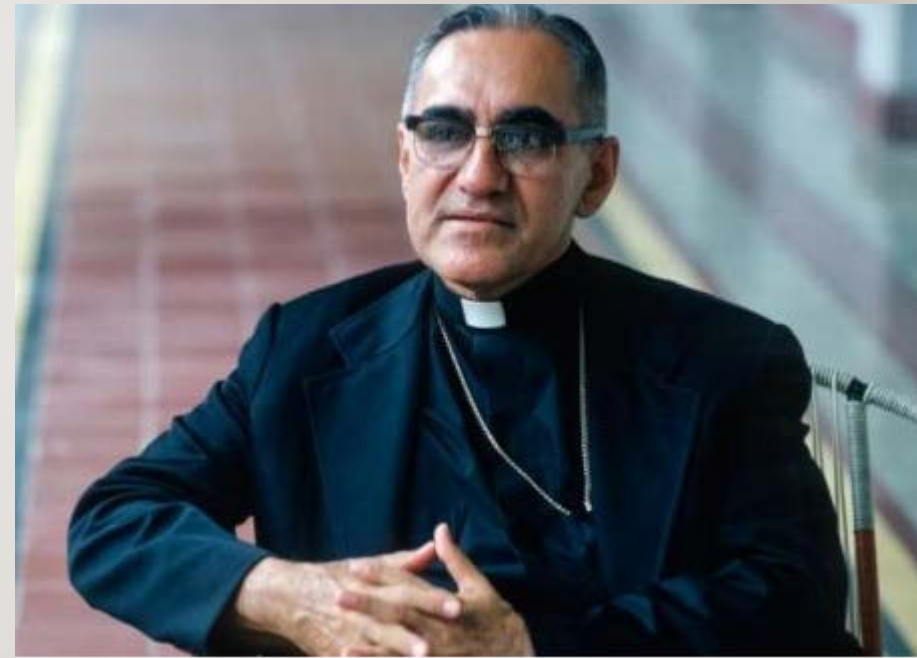
THURSDAY 11<sup>TH</sup> OCTOBER 2018

It helps, now and then, to step back and take a long view.  
The kingdom is not only beyond our efforts, it is even beyond our vision.

No statement says all that could be said.  
No prayer fully expresses our faith.  
No confession brings perfection.  
No pastoral visit brings wholeness.  
No program accomplishes the Church's mission.  
No set of goals and objectives includes everything.

We plant the seeds that one day will grow.  
We water seeds already planted, knowing that they hold future promise.  
We lay foundations that will need further development.  
We cannot do everything, and there is a sense of liberation in realizing that.  
This enables us to do something, and to do it very well.

We may never see the end results, but that is the difference between the master builder and the worker.  
We are workers, not master builders; ministers, not messiahs.  
We are prophets of a future not our own.  
Amen



# KEY DATES FOR YEAR 7

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- Baseline assessments have already taken place
- First assessment window: Monday 11<sup>th</sup> February 2019 – Friday 1<sup>st</sup> March 2019
- Reviews issued w/c 25<sup>th</sup> March 2019
- Parent consultation day: Wednesday 15<sup>th</sup> May 2019
- Second assessment window: Monday 3<sup>rd</sup> June 2019 – Friday 14<sup>th</sup> June
- Full report issued w/c 15<sup>th</sup> July 2019

# ONGOING ASSESSMENT AND FEEDBACK

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- **Quizzes in class**
- **Key word tests**
- **Use of knowledge organisers**
- **End of unit tests**
- **Homework / classwork**
- **Learning conversations**
- **Whole class feedback**



# PROGRESS 8

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- **Progress 8** is a relatively new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects
- It is a type of **value added measure**, meaning that pupils' results are compared to the actual achievements of other pupils with the same prior attainment
- The average progress 8 score for schools is around 0.00

# PROGRESS 8

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- +1.0 represents a whole grade's worth of extra progress across all 8 subjects
- English and maths are double weighted in the Progress 8 system, which is why they have their own separate Progress 8 score (these are the 2 only subjects where this applies and indeed is possible)

	2017 <sup>2</sup>	2016
<b>Well above average</b>	<p><b>About 12% of schools/colleges in England</b></p> <p>Score is 0.50 or higher, and lower confidence interval limit is higher than 0.</p>	<p><b>About 5% of schools/colleges in England</b></p> <p>Score is 0.50 or higher, and lower confidence interval limit is higher than 0.</p>
<b>Above average</b>	<p><b>About 18% of schools/colleges in England</b></p> <p>Score is higher than 0 but lower than 0.5, and lower confidence interval limit is higher than 0.</p>	<p><b>About 25% of schools/colleges in England</b></p> <p>Score is higher than 0 but lower than 0.5, and lower confidence interval limit is higher than 0.</p>
<b>Average</b>	<p><b>About 40% of schools/colleges in England</b></p> <p>Lower confidence interval limit is 0 or lower, and the upper confidence interval limit is 0 or higher.</p>	<p><b>About 40% of schools/colleges in England</b></p> <p>Lower confidence interval limit is 0 or lower, and the upper confidence interval limit is 0 or higher.</p>
<b>Below average</b>	<p><b>About 18% of schools/colleges in England</b></p> <p>Score is -0.5 or higher but less than 0, and upper confidence interval limit is lower than 0</p>	<p><b>About 20% of schools/colleges in England</b></p> <p>Score is -0.5 or higher but less than 0, and upper confidence interval limit is lower than 0</p>
<b>Well below average</b>	<p><b>About 12% of schools/colleges in England</b></p> <p>Score is lower than -0.5 and upper confidence interval limit is lower than 0.</p>	<p><b>About 10% of schools/colleges in England</b></p> <p>Score is lower than -0.5 and upper confidence interval limit is lower than 0.</p>

# PRIOR ATTAINMENT

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- Progress at secondary school is measured based on a child's KS2 SATS scores
- We know how much progress your child needs to make in order to achieve really good results at the end of KS4

KS2 Fine Grade'	KS2 Scaled Score
6.10+	119+
5.67-<6.10	115-<119
5.33-<5.67	111-<115
5.00-<5.33	107-<111
4.67-<5.00	104-<107
4.33-<4.67	100-<104
4.00-<4.33	96-<100
3.67-<4.00	94-<96
3.33-<3.67	91-<94
3.00-<3.33	89-<91
0.00-<3.00	80-<89





# ALL HALLOWS CATHOLIC COLLEGE

A VOLUNTARY ACADEMY / NATIONAL TEACHING SCHOOL

ACADEMIC REVIEW MARCH 2019

## A. STUDENT

	Current Assessment Percentage (%)	Progress	Classwork	Homework	Behaviour	Merit Plus
English			5	5	5	5
Mathematics			5	5	5	5
Science			5	5	5	5
Art			5	5	5	5
Computer Science			4	4	5	5
Food Technology			5	5	5	5
Geography			4	4	4	4
History			4	4	4	4
Music			5	5	5	5
Performing Arts			5	5	5	5
Religious Studies			5	5	5	5
Spanish			5	4	5	5

PE Core	Progress Levels			Classwork	Effort	Behaviour	Merit Plus
Basketball:	Football:	Netball:	Rugby:	5	5	5	5

### KEY TO CLASSWORK, HOMEWORK & BEHAVIOUR

- 5 Excellent
- 4 Good
- 3 Satisfactory
- 2 Some Concerns
- 1 Significant Concerns

% Attendance: 100.0%

Extra Curricular Activity:

**Michaelmas**

*I am going to summarise my notes onto revision cards at the end of each week so that I have less revision to do leading up to my assessment. I am going to work on remembering all of the key words and definitions in science.*

**Christmas****Easter****Trinity**

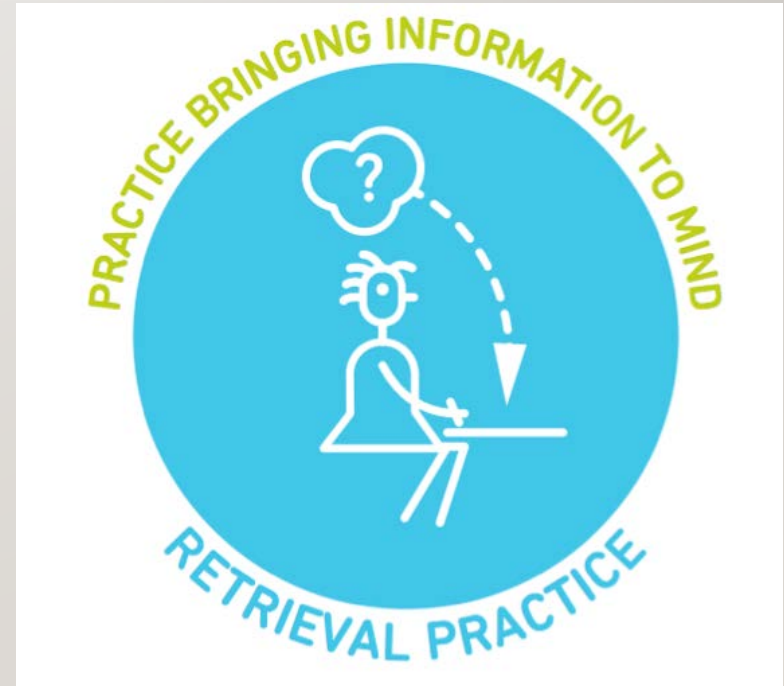
Formative targets are composed by students at the start of each term and should be specific, aspirational, yet achievable

The table (above) for these has been pre-printed into the exercise books.

# WE NEED YOUR HELP...

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- Encourage hard work and focus at home, greater self-reliance, retrieval practice and resilience



# WE NEED YOUR HELP...

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- Ensure time and space is provided to work at home and **limit other commitments**





## **WE NEED YOUR HELP...**

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- Students aren't expected to get everything right first time
- They will receive feedback and be able to improve their work
- They can then redraft and make each piece of work better each time

# SUPPORTING PROGRESS

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- Take an active interest in your child's progress
- Monitor and support any homework
- Promote the extra curricular
- Encourage independence
- Discuss and share any concerns with us