

## LAURENCE JACKSON SCHOOL

### Progress Checks, Reports, Formal Assessments TRACKING STUDENT PROGRESS 2011 - 2012

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#### Use of tracking data – for class teacher, Directors of Learning/SL's and Year Leaders:

- ◆ Identifies students in a group who are not making expected progress, can identify possible causes or inform necessary changes in teaching style/ pace etc – by department
- ◆ Enables patterns of progress/underachievement to be identified across cohorts, gender, vulnerable, subjects, and individual teaching groups
- ◆ Shows how cohort is progressing in relation final KS3/4 grades
- ◆ Informs a department of areas of strength and areas needing improvement, and provides evidence for departmental SEF and possible training/support required.
- ◆ Year leaders are able to identify students who are not making progress and intervene where necessary

### Setting up the system – Lower School

Students entering from Primary School are expected and should aspire to making **2 levels** progress from KS2 to the end of KS3. For example a student entering at **level 5A** (Year 7) is expected to improve to **level 7A** by the end of Year 9. **Progress each year should be two sub-levels.** The same student should be **level 6B** by the end of Year 8.

### Starting Point

#### September 2011 KS3

**Core subjects** – will use KS2 core results with sub-levels e.g. 4A 4B 4C. End of Year 7 targets are set 2 sub levels above the KS2 results (or calculated from FFT D KS3 estimates). This information will be automatically transferred electronically from the Primary School and will form the student's **starting point** for year 7. FFTD and CAT data will also be given to Core departments when this becomes available.

**Year 7 other subjects**– Starting points for **all other subjects** in Year 7 will be set via CAT testing due to be administered in October. Target setting conversations need to take place between students and class teachers using CAT, FFTD data and any internal assessment that have taken place since September. The deadline for inputting this is 29<sup>th</sup> November 2011.

Year 8 and 9 target grades will be **set by subject teachers while in year 7 and 8 with the teachers that have taught them all year. The estimates will be given to Departments by the data team from the latest FFTD information. This will include Est1 (minimum) and Est2 (Aspirational).**

There are **3 stages** to setting target grades for years 8 and 9 in KS3:

- the Data team set the KS3 target initially based on FFT D
- Departments will then have the opportunity to go through this data, before involving the students.

Discussion will then take place between the class teacher and each student related to the individual student chances graphs/data provided by the Data team. **Targets should be agreed at least at est1 (FFTD).** This discussion took place in lessons from 13<sup>th</sup> June to 15<sup>th</sup> July 2011.

This information will be shared with students and parents when their baseline, end of year and end of keystage targets are issued to parents with their first progress checks.

### Expected Progress

Most students are expected to make two levels of progress in KS2 – KS3, To make expected progress of 2 levels across KS3 they will need to make 2/3rds progress each year.

Not all students will make the expected progress throughout the year. If they do not, then they will be flagged in the new academic years SIMs mark sheets. These students will still be set new targets based on FFT D data where appropriate.

Students who make better than expected progress will also be flagged within the SIMs mark sheets to insure that their targets are increased appropriately.

### Setting up the system – Key Stage 4

#### Year 10 September 2011

GCSE target grades will be **set by subject teachers in the Summer term of Y9 with the teachers that have taught them all year. The estimates will be given to departments by the data team using the latest FFTD information. This will include Est1 (minimum) and Est2 (Aspirational).**

There are **3 stages** to setting target grades for GCSE/equivalent/alternative KS4 courses in Year 10:

- the Data team suggest the target GCSE/Level 2 equivalent initially based on FFT D
- Departments will then have the opportunity to go through this data, before involving the students.
- Discussion will then take place between the class teacher and each student related to the individual student chances graphs/data provided by the Data team. **Targets should be agreed at least at est1 (FFTD).** This discussion took place in lessons from 13<sup>th</sup> June to 15<sup>th</sup> July 2011.

**Deadline for amending targets and entering this information on the database for Y9 into Y10 is 23<sup>rd</sup> September 2011. This information will be shared with students and parents when Y10 targets are issued on the 1<sup>st</sup> October 2011**

### Progress Checks and Formal Assessments

Regular assessments will be reported to parents (see calendar for sequence) in the form of progress checks/reports/formal assessment results.

#### KS4 Progress Checks

The grade or level on each progress check is **a professional judgment of the final grade the student is online to achieve at the end of their KS4** course for both Year 10 and 11. Teachers will use recent assessment data and class work and course work as an indicator of this grade

#### KS3 Progress Checks

The level on the progress check is a professional judgement of the end of the year level the student is online to achieve. Teachers will use recent assessment data and class work as an indicator of this level.

### Grading criteria

Progress Checks will include the following detail:

- current NC sub level/GCSE or Level 2 equivalent
  - progress
    - ◆ if they are more **than one** level below **Below**
    - ◆ if they one level below **Towards**
    - ◆ if they meet target **On**
    - ◆ if they surpass their target **Above**
- Calculated by SIMs mark sheet when the "Calculate" button is pressed
- Learning approach/organisation mark(1-4)
    - Student is motivated and had excellent time/resource/organisational skills
    - Student is usually well motivated and has good time/resources/organisational skills
    - Student is sometimes motivated and has reasonable time/resources/organisational skills
    - Student is not well motivated and has poor time/resources/organisational skills
  - Behaviour mark(1 – 4)
    - Behaviour is good at all times
    - Behaviour is good most of the time
    - Behaviour is satisfactory
    - Behaviour is frequently poor
  - Homework mark (1 – 4)
    - Student always completes homework
    - Student usually completes homework
    - Student sometimes completes homework
    - Student frequently does not complete homework

### Using data

- Good quality data, supplied at the right time, can provide staff with a key support in confirming what good practice is, and knowing what is not.
- Data is not a precise tool. It requires analysis, interrogation and interpretation.
- All Schools are successful with some students, but few schools are successful with all students.

## Data Wheel of success



### Teachers Assessment FAQ's

- Did I know my students progress throughout Key Stage 3 & 4?
- Was I surprised by their progress (good or bad)?
- Do I think they made good enough progress?
- Are there particular profiles of students who have not made suitable / appropriate/ expected progress? e.g.
  - **Free School Meals**
  - Boys/ Girls
  - Travellers
  - EAL
  - **Vulnerable students**
  - SEN
  - Gifted and talented students
  - C/D borderlines
- Do I know which areas of the course/ assessment had a positive/ negative effect on the final outcome.
- Does the analysis show that my teaching approaches are successful/ appropriate to all pupils?
- Are my results consistent (in a value-added context) with the rest of the department faculty?
- What do I have to do to improve outcomes of my pupils next year? E.g.
  - Request school observation and constructive feedback.
  - Visit examples of good practice. (within school/ another school)
  - Request consultation/ inspection support / guidance.
  - Determine my own areas for improvement.
- Do my students know where they are in relation their targets and what they need to achieve to reach them?

### Jargon Buster

#### IDACI

The **Income Deprivation Affecting Children Index (IDACI)** is an index of deprivation used in the United Kingdom.

The index is calculated for our local area and measures the proportion of children under the age of 16 that live in low income households. The local areas for which the index is calculated are super output areas. It is used for calculation of the contextual value added score, measuring children's educational progress. The higher the % the more deprived area the student lives. An IDACI of 50-60% indicated an area of extreme deprivation.

#### Jesson

- Jesson Data, this is taken from KS2 results and give a high – low scale. This will show areas where students have under achieved in the past three years (Please see attached)

The five quintiles for Jesson are listed below:

1. **High** >student with average point score > 31.03 = >4a
2. **Above** >student with average point score between 29.12 to 31.02 = 4b
3. **Average** >student with average point score between 27.16 to 29.11 = 4c
4. **Below** >student with average point score between 24.41 to 27.15 =3a
5. **Low** >student with average point score < 24.40 =<3a

#### Points and equivalents (KS3-KS4)

Expected levels of progress KS2 - KS4	
KS2 Level	Expected Equivalents
5	B to A*
4	C
3	D
2	E
B, N	E
A	B

KS4 Points Score	
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16
U	0

KS3 Points Score	
2c	15
2b	17
2a	19
3c	21
3b	23
3a	25
4c	27
4b	29
4a	31
5c	33
5b	35
5a	37
6c	39
6b	41
6a	43
7c	45
7b	47
7a	49
8c	51

### SEN Codes

Key To Targeted Groups					
SEN Status			SEN Major Need		
<b>N</b>	No Special Provision ( No SEN Need)		ASD	Autistic Spectrum Disorder	
<b>A</b>	School Action		BESD	Behaviour, Emotional and Social Difficulty	
<b>P</b>	School Action Plus		MLD	Moderate Learning Difficulty	
<b>S</b>	Certificate of Statement		SLD	Specific Learning Difficulty	
			SLCN	Speech Language and Communication Difficulty	
			VI	Visual Impairment	
			PD	Physical Disability	
			HI	Hearing Impairment	
			Other	Other Difficulty/Disability	

## Calendar for Progress Check and related information (2011-2012)

Date inputted:	Date issued	Year Group	Type of Data	Parents' Evenings	Year Group	Annual Exams
24/9/11	1/10/11	10	End of KS4 Targets			
7/10/11	Review	8,9,10	Deadline for the review of/adjustment of targets set in June			
7/10/11	14/10/11	11	PC1	20/10/11(Thurs)	11	29 Nov-9Dec
10/11/11	17/11/11	9	PC1		9	9-13 Jan 2012
16/11/11	23/11/11	11	PC2			
29/11/11	9/12/11	7	Baseline & targets			
7/12/11	15/12/11	10	PC1	5/1/12(Thurs)	10	6-15 March 2012
6/1/12	12/1/12	11	PC3/Practice GCSE			
17/1/12	25/1/12	8	PC1	2/2/12(Thurs)	8	14-18 May 2012
7/2/12	22/2/12	9	Report/PC2	23/2/12(Thurs, Convention)		
2/3/12	7/3/12	8	PC2			
13/3/12	20/3/12	7	PC1	22/3/12(Thurs)	7	23-27 April 2012
22/3/12	29/3/12	11	PC4			
24/4/12	16/5/12	10	Report/PC2			
18/5/12	12/6/12	7	Report/PC2			
14/6/12	29/6/12	8	Report/PC3			
25/6/12	17/7/12	9	PC3/EKS3			
9/7/12	18/7/12	10	PC3			