



John Mason School
Excellence Through Creativity

Progress Checks at John Mason School

A Guide for Parents/Carers

Progress Checks at John Mason School

This booklet will explain what you need to know about the processes relating to progress checks at John Mason School.

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What is a progress check?

Data relating to students' learning, attainment and progress is collected at regular points throughout the year. This data is used to track students' progress and to identify where there is underachievement so that appropriate interventions can be put in place.

How often is data collected?

There are three data collection points in Years 7 and 8 and four in Years 9, 10 and 11.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7		Progress Check 1 *		Progress Check 2		Progress Check 3
8		Progress Check 1		Progress Check 2 *		Progress Check 3
9	Progress Check 1		Progress Check 2	Progress Check 3		Progress Check 4 *
10	Progress Check 1		Progress Check 2	Progress Check 3 *		Progress Check 4
11	Progress Check 1	Progress Check 2 *		Progress Check 3	Progress Check 4	

What information will I receive?

At each progress check point you will be issued with a progress check report for your child. Example reports for Years 7, 8, 9 and Years 10, 11 are given in Appendix A. The report will include the following information:

- Attendance;
- Achievement and behaviour points;
- Learning in the classroom;
- Learning beyond the classroom;
- A minimum target grade (year 10 and 11);
- A predicted grade for the end of year 11 (year 10 and 11 only);
- An indication of whether your child is making expected progress in each subject (Years 7, 8 and 9 only).
- One progress check per year group will also include a way forward target from each subject teacher (shown with * in the table above).

What does the data mean?

Attendance

Overall attendance for the year is reported along with the number of authorised and unauthorised absences. Morning and afternoon attendance is taken into account so if your child is absent for 1 whole day, this will be shown as 2 on the report.

Achievement and behaviour points

The number of achievement points awarded to your child since the start of the year is shown along with the number of behaviour points given.

Learning in and beyond class

There are five categories for learning in and beyond the classroom: Ambitious; Committed; Developing; Improvement Needed and Absent. Criteria for each category are shown in Appendix B.

Target Grade

Students' target grades for the end of year 11 are based on estimates calculated by Fischer Family Trust (FFT). FFT takes into account students' attainment at the end of KS2, gender and month of birth and calculates the probability of them attaining each GCSE grade based on the progress made by similar students in the top 20% of schools nationally. Teachers have the option to adjust these estimates up to provide more challenge and may have conversations with students and Directors of Faculty to agree the targets together.

In Years 7,8 and 9 each student will have an 'expected flight path' which maps their expected progress from the end of KS2 to their end of year 11 target. Teachers use this to report on whether or not students are on target at each assessment point (see page 4).

Predicted Grade (Years 10 and 11)

This is the grade that teachers think your child will go on to achieve at the end of year 11 if they continue to work as they are currently with no intervention. It is based on work in lessons, work beyond lessons and recent assessments. Teachers record fine grades (e.g. C1, A2 or 5+) where:

- 1 or + (e.g. C1 or 3+) means that a student is very likely to achieve this grade and could go on to achieve a higher grade;
- 2 or = (e.g. A2 or 6=) means that a student is likely to achieve this grade.

Progress

In Years 7, 8 and 9 your child's progress is calculated as the difference between the grade they are currently working at (see 'Assessment at KS3' below) and the grade on their 'expected flight path'. The working at grade is coloured as:

- Red: Well below expected (1 or more grades below flight path);
- Amber: Below expected (up to one grade below);
- Green: On Track (up to one grade above the flight path);
- Blue: Above expected (one or more grades above).

At KS4 a student's progress is calculated as the difference between the predicted grade and the end of year 11 minimum target grade. The predicted grade will be coloured as:

- Red: Two or more grades below target;
- Amber: One grade below target grade;
- Green: On target;
- Blue: One grade or more above target.

Assessment at KS3

Faculties have developed KS3 progression statements/maps which contain "I can" statements for each subject. These correlate with new GCSE grade criteria and assessment mark schemes. Teachers will talk to pupils in class in terms of what they can do and what their next steps are, using these statement banks.

At each progress check, teachers will input a grade for internal tracking purposes. You will receive a summary of information about where your child is currently working in relation to their expected grade.

Faculties will publish the 'I can' statements (also referred to as Progression Maps) and share these with pupils in class. These progression statements/maps form the basis of conversations between pupils and teachers and allow pupils to see how best to progress in their lessons.

Parents/carers and pupils have access to the full progression maps for all subjects via the school website, and are able to see their pupils' individual progression maps in their exercise books and folders. It is teachers' responsibility to update these regularly to ensure pupils fully comprehend their progress over time within each subject area in the school.

Sample Student 11ABC

Attendance: 98.7%	Authorised Absences:	1	Unauthorised Absences:	0
	Achievement Points:	3	Behaviour Points:	2

Subject	Class Teacher	Attitude to Learning		Teacher Assessment Predicted Grade	JMS Minimum Target Grade
		In lessons	Beyond lessons		
English	Mrs V. Munro	Committed	Committed	5+	6
English Literature				6=	6
Maths	Mr A. Clement	Ambitious	Committed	4+	6
Biology	Dr A. Stanger	Committed	Developing	C2	B
Chemistry		Committed	Developing	C2	B
Physics		Committed	Committed	D1	B
German	Mrs E. Mannion	Developing	Improvement needed	C2	B
History	Mr E. Duckham	Ambitious	Committed	C1	B
GCSE PE	Mr M. Davies	Ambitious	Committed	A2	B
Soc Ed	Mrs A. Thornton	Developing	n/a	n/a	n/a
PE	Mr M. Davies	Committed	n/a	n/a	n/a

Sample Student 8XYZ

Attendance: 97.5%	Authorised Absences:	2	Unauthorised Absences:	0
	Achievement Points:	6	Behaviour Points:	0

Subject	Class Teacher	Attitude to Learning		Progress
		In Class	Beyond Class	
English	Ms S. Butler	Committed	Committed	On Track
Maths	Mr R. Moreton	Developing	Improvement needed	Well Below Expected
Science	Mr A. Stanger	Ambitious	Committed	Above Expected
Art	Miss T. Herringshaw	Committed	Developing	On Track
Computing	Mr D. Bate	Committed	Ambitious	On Track
Design & Technology	Mrs A. Prior	Committed	Ambitious	On Track
French	Mr G. Forsyth	Developing	Developing	Below Expected
German	Ms E. Mannion	Ambitious	Committed	On Track
History	Mr E. Duckham	Committed	Improvement needed	Below Expected
Geography	Mr A. Conroy	Ambitious	Committed	Above Expected
Music	Ms. R Williams	Committed	Committed	Above Expected
PE	Mr J. Dhiman	Improvement needed	n/a	On Track
Religious Studies	Mrs. A Sissons	Ambitious	Committed	On Track

APPENDIX B – Criteria for Attitude to learning categories

Learning In Class	A student in this category is likely to demonstrate some or all of these traits:
Ambitious	<ul style="list-style-type: none"> ● S/he is a highly independent learner who is proactive in his/her approach. S/he reads widely around subjects and is ambitious in choice of task. S/he also enjoys and is highly effective in group work and whole class learning. ● S/he makes a positive contribution to lessons, engaging with others enthusiastically; s/he makes the most of enrichment opportunities and extension tasks. ● S/he is highly inventive and makes the most of all opportunities to create original and resourceful work. They show pride in his/her work. ● S/he values his/her own learning and supports others' learning. S/he always behaves in a respectful manner, listening and building on others' ideas in an appreciative way. ● S/he actively chooses the most challenging tasks and shows high levels of determination, s/he is resolute in acting on feedback quickly, striving to improve at all times. S/he is always organised and ready to learn.
Committed	<ul style="list-style-type: none"> ● S/he is a committed learner, on task in lessons, working effectively in groups and independently, enjoying and contributing to the process of learning. ● S/he makes a positive contribution to lessons and is self-motivated and enjoys motivating others. ● S/he is creative and resourceful and work is often well-produced and thoughtful. S/he takes pride in his/her work. ● S/he works hard to produce the best work and s/he supports others in their learning. ● S/he makes a positive contribution and is almost always ready to learn and organised. S/he responds to feedback and makes timely improvements to his/her work.
Developing	<ul style="list-style-type: none"> ● S/he works well on simple tasks but does not yet show the resilience to tackle challenging tasks. S/he does not participate fully in group and whole class work. ● S/he contributes to lessons sometimes and has shown that s/he is self-motivated for short periods of time. ● S/he works in a range of settings usually engaging with creative approaches; s/he sometimes enjoys trying new things. ● S/he usually works hard to produce the best work and s/he supports sometimes others in their learning. ● S/he attempts to contribute in a positive way and is able to accept feedback, act on it and describe his/her strengths and weaknesses.
Improvement Needed	<ul style="list-style-type: none"> ● S/he gives up too easily. There is a lack of engagement towards independent and group tasks. ● S/he relies heavily on help from others and often wastes time in lessons. ● S/he does not respond well to creative approaches to tasks and does not show enough pride in his/her work. ● His/her behaviour can impact negatively on others' learning; s/he may demonstrate a lack of respect for others or for their own learning. ● Work is poorly presented and often incomplete. S/he does not engage effectively with feedback and is often not ready to learn. Work is often poorly presented and /or incomplete.
Absent	<ul style="list-style-type: none"> ● S/he is persistently absent (attendance below 85%) ● Poor attendance is the greatest barrier to progress in this area.

Learning Outside Class	A student in this category is likely to demonstrate some or all of these traits:
Ambitious	<ul style="list-style-type: none"> • S/he is a highly independent learner who is proactive in his/her approach. S/he reads widely around subjects and is ambitious in choice of homework tasks, completing to a very high standard, both core and enrichment opportunities. • S/he makes the most of enrichment opportunities and extension tasks and his/her homework is innovative and thought-provoking. • S/he is highly inventive and makes the most of all opportunities to create original and resourceful work. S/he shows pride in his/her work. • S/he values highly his/her own learning outside the classroom. • S/he actively chooses the most challenging homework tasks and shows high levels of determination; s/he makes excellent use of the opportunity to study beyond the classroom.
Committed	<ul style="list-style-type: none"> • S/he is a committed learner, enjoying and contributing to the process of learning outside the classroom. • S/he makes good use of enrichment opportunities offered, and his/her work is of a good quality and shows effort has been made. • S/he is creative and resourceful and homework is well-produced and thoughtful. S/he takes pride in his/her homework. • S/he works hard to produce the best homework, both core and enrichment opportunities are taken up willingly. • S/he chooses interesting homework tasks and makes good use of the opportunity to study beyond the classroom.
Developing	<ul style="list-style-type: none"> • S/he works reasonably well on core homework tasks but does not tackle enrichment or project work regularly. • S/he completes core tasks most of the time. • S/he tries to create interesting responses to core homework tasks where possible and is sometimes successful with this. • S/he usually works hard to produce the best homework. • S/he attempts to complete core and occasional enrichment homework tasks.
Improvement Needed	<ul style="list-style-type: none"> • S/he does not hand in core homework. There is a lack of enthusiasm about his/her own learning. • S/he relies heavily on help from others and often misses homework deadlines. • S/he does not respond well to enrichment tasks and does not show enough pride in his/her work. • S/he may demonstrate a lack of respect for his/her own learning outside the classroom. • Homework is poorly presented and often incomplete.
Absent	<ul style="list-style-type: none"> • S/he is persistently absent (attendance below 85%) • Poor attendance is the greatest barrier to progress in this area.

APPENDIX C – GCSE and equivalent grades

New GCSE subjects will be graded from 9 – 1 with 9 being the top grade. It is not possible to directly compare these to A*-G grades but the table below shows a broad comparison between the two grade types.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (D/E)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

The table below shows grades that will be awarded for non GCSE subjects and how they relate to GCSE grades. (D=Distinction, M=Merit, P=Pass, F=Fail, L2=Level 2, L1=Level 1.)

GCSE	A*	A	B	C	D	E	F	G	U
Performing Arts	D*	D	M	P	L1D	-	-	-	F
Health & social care, Creative IT	L2D*	L2D	L2M	L2P	L1D	L1M	L1P	-	F
ECDL	D*	D	M	P	-	-	-	-	F

The following subjects are awarded the grades shown:

Preparation for working life	L2	L1	F
Princes Trust	P		F