



Q3 Academy

Reporting Progress to Parents



How is my child progressing and
how can I help?



Reporting to Parents Purpose



- Understand the information to be able to compare across subjects and years
- Sufficient information to diagnose strengths and areas to develop
- An accurate reflection of what is going on
- Accurately record progress across your child's school life
- What does my child need to do?
- What is taking place to support/stretch my child?



Change...



Significant alterations made nationally to the examination system:

- a new 9 to 1 grading system has replaced A* to G;
- the content of GCSEs has changed;
- the difficulty of GCSEs has increased;
- coursework assessment has been reduced/removed;
- examinations now take place at the end of year eleven;
- the benchmark pass grade will increase
- National Curriculum levels have been removed and are not being replaced
- decoupling of AS and A2

When will it change?

Subjects Reformed or Unreformed	Year Impacted
All subjects unreformed	Year 11
Mathematics and English	Year 10
Majority (except ICT, Business, D&T)	Year 9
All	Year 8

However, only mathematics and English have specifications that have been agreed.

Conversions Reformed GCSEs

NC/GCSE Conversion	Q3 New Grades
A**	9
A*	8
A	7
B=/B+	6
C+/B-	5
7/C-/C=	4
5a/6/D	3
4a/5c/5b/F+/E	2
3a/4c/4b/G/F=	1
3c/3b	Entry 3
2	Entry 2
B	Entry 1

NEW PASS LEVEL →

↑
P
r
o
g
r
e
s
s

Comparison

7 = A
4 = C
1 = G



Reformed	9 9 9 9 9	8 8 8 8 8	7 7 7 7 7 7	7	6 6 6 6 6	5 5 5 5	4 4 4 4	4	3 3 3 3 3 3 3 3 3	2 2 2 2 2 2 2 2	1 1 1 1 1 1 1 1 1 1	1
Unreformed		A* A* A* A* A* A* A*	A A A A A A A	A	B B B B B B B B	C C C C C C C	C	D D D D D D D D	E E E E E E E E	F F F F F F F F	G G G G G G G G	G

6 new grades compared
to 4 old

3 new grades compared
to 4 old



Target Setting

- The minimum the school is aiming for
- Used as a measure to monitor progress
- Students are always encouraged to achieve above their target
- Fixed
- Based on KS2 results





Ambitious Targets



- We expect your child to do better at Q3 than if they were at another school
- At Q3 we expect your child to achieve more highly than national average results
- Low targets can stop students striving for more

Year 11 School Target

Q3 Past

- FFT Estimates
 - historical national patterns of progress
 - compares the progress of students with similar attainment at KS2, to their outcomes at KS4.
 - based on similar schools
 - targets lowered for boys/summer births (as per national data)
 - can be lower than DfE measures
- Adjusted based on student aspiration

Q3 Now

- 'based' on how DfE measures a student's success of 'expected' and 'more than expected' progress
- students at the lower end of the KS2 level make expected progress and those at the middle and top make 'more than' expected progress.
- The A*/8-9 will be set as a target for those students at the very top of level 5 at KS2.
- Same grade for all subjects unless national data indicates higher

Targets are likely to be
HIGHER than previously
because of this change



On Track for 'End of Year' Target

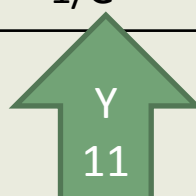


- Progress across subjects takes place at different rates due to:
 - previous learning experiences at Primary school
 - the amount of curriculum time provided at Secondary school
 - subject difficulty.

All reports will identify a Yes/No to identify if your child is 'on track' for their year in each subject.

Target Setting Reformed GCSE (Y7 to 10)

KS2 NC Level Equiv	Reformed Grade Equivalent Baseline	End of Year 11 Target Grade
5a	3	9/A**
5b	2+	8/A*
5c	2=	7/A
4a	2-	6/B+
4b	1+	5/B-
4c	1=	4/C
3	E3	3/D
1/2	E2	2/EF
B	E1	1/G



Target Setting Unreformed GCSE (Y7 to 10)

KS2 Equivalent	End of Year 11 Target Grade	Levels of Progress (Old)
>=5b	A*	5
5c	A	4
4b/4a	B	4
4c	C	3
3a/b/c	D	3
2	E	3
1	F	3
<1	G	3





Predictions



In the same way that an investment prediction can go up and down, based on performance, so too will your child's prediction.



Year 11 Teacher 'Variable' Prediction



Q3 Past

- The 'best case' scenario for a student basing judgements on:
 - student's prior attainment at Key Stage 2
 - the assumption that expected/more than expected progress would take place
 - full attendance of the student
 - the knowledge that students would attend and fully participate in the extensive planned intervention that would take place after school, at the weekend and in the holidays.

Q3 Now

If the student continues as they are based on:

- Engagement in lessons;
- Homework quality and completion;
- Written communication;
- Internal assessment results;
- Attendance;
- Ability across all areas of the subject.

Predictions are likely to be LOWER than previously because of this change

See actions if predicted is lower than school target when interim results are shared.



Year 11 Teacher 'Aspirational' Prediction*



This is based on your child's full engagement with the intervention actions that the school will put in place.

**Predictions are an indicator and not a guarantee of future performance*

Progress Ladder - Using and Understanding Number



A**	9	I can rationalise the denominator of a fraction when the denominator has rational and irrational parts.
A*	8	I can manipulate surds, including multiplying out a pair of brackets with surd terms and adding/subtracting surds where the surds are not the same. I can rationalise the denominator of a fraction when the denominator is irrational. I can decide when it appropriate to use the upper or lower bound.
A	7	I can simplify surds and rationalise the denominator in simple cases. I can leave values in exact terms of π , or otherwise. I can calculate addition and subtraction with standard form. I can use upper and lower bounds to calculate. I can simplify algebraic fractions by factorising and cancelling common factors. I can apply the four arithmetic rules to algebraic fractions.
	6	I can calculate multiplication and division with standard form. I can find the upper and lower bound of a value when rounded to a decimal place/ sig. fig. I can calculate with powers and roots, including fractional and negative powers. I can simplify simple algebraic fractions.
B	5	I can round to 1 significant figure and use this to make estimates. I can convert between decimal numbers and numbers written in standard form. I know that a measurement given to the nearest whole number may be half a unit bigger or smaller. I can add, subtract, multiply and divide combinations of fractions, decimals and integers as required. I can use simple laws of indices such as 3^5 , $7^3 \times 7^2$, $2^6 \div 2^3$ and $(3^4)^2$.
C	4	I can round to significant figures. I understand what happens when you multiply or divide a number between 0 and 1. I can estimate square roots. I can use the prime factor decomposition to identify the HCF and LCM of 2(+) numbers. I can add, subtract, multiply and divide mixed-number fractions.
D	3	I can write one number as a fraction, or percentage, of another. I can understand and write when fractions, decimals and percentages are equal. I can round to decimal places. I can calculate squares, cubes and small powers of numbers. I can calculate square and cube roots. I can write a number as a product of its prime factors. I can add, subtract, multiply and divide fractions.
E	2	I can multiply and divide integer and decimal numbers by 10, 100 and 1000. I can add, subtract, multiply and divide decimal numbers with up to 2 decimal places. I can multiply and divide 3-digit numbers by 2-digit numbers without a calculator. I can estimate answers by rounding values to the nearest place value. I can order, add and subtract negative numbers. I can identify equivalent fractions and cancel fractions to their simplest form.
F	1	I can multiply and divide integer numbers by 10 and 100. I can use a range of methods to add, subtract, multiply and divide whole numbers (integers). I can find and use the inverse to solve problems, e.g. if $5 \times 9 = 45$, then $45 \div 9 = 5$ I can add and subtract decimal numbers with up to 2 decimal places. I can identify common factors between numbers. I can identify common multiples between numbers.
G		
U	E	I can read and understand the place value of different values. I can add, subtract, multiply and divide small whole numbers on paper. I can find and recognise factors and multiples of different numbers. I know up to my 12x12 times tables.

Progress maps will identify for each strand what is required. Use of plus, minus, equals to show progress through each.

Year 11 'Working at Grade'

Number	Algebra	Shape, Space & Measure	Data Handling
3+	5-	4=	1+

Q3 Past

Provided a grade that was often only for a proportion of work covered and did not necessarily mean that the student would achieve the same level on the next topic or in an examination.

Often an average which did not help parents to understand the areas within the subject that were strong or weak.

Q3 Now

- A grade will be provided for each strand on the Progress Map
- This will reflect the way students learn
- Measure progress
- Different subjects will have a different number of strands
- Will be able to see how the teacher prediction is arrived at.

An overall Working at Grade will not be provided on reports.

Strands will indicate weighting through percentage to identify importance.



Action



- If student is below end of year prediction then:
 - An action will be set by the subject teacher
 - additional homework
 - additional after school lesson
 - parent meeting
 - PLDs will put in place intervention if student is below in several subjects

Students will be expected to improve the area of concern immediately



Homework



Q3 Past

Y or N to identify if completed

Q3 Now

Code to indicate completion and quality

1. Homework is consistently done to a high standard and is reliably submitted on time. Time has been invested with clear evidence of own research or extension of the original set work.
2. Homework is of a varying standard but the majority is of a good quality with occasional pieces of work that are exceptional. It is almost always handed in on time and on the rare occasion it is not done it is always submitted the next day.
3. Homework is usually submitted on time but with little evidence of effort or time being invested in the work.
4. Work is rarely submitted and detentions have been set regularly for non completion. When homework is completed it shows little effort and is often incomplete and/or copied from the web or peers. No attempt has been made prior to deadline to seek additional help.

Homework and 'out of class' learning is a key activity in ensuring your child makes exceptional progress

Homework below level expected will be re-submitted



Behaviour for Learning



Q3 Past: An effort grade of 1 to 4 reported

Q3 Now: B4L 1 to 4 reported now based on a range of behaviours that contribute to exceptional progress.

1 = Student is equally capable of working as part of a group in a variety of different roles or individually. An effective problem solver who has a range of strategies to deploy when faced with challenges. Hard work with significant effort is put in to achieve own aspirational goals. Is reliably well prepared for lessons and deadlines are met. Being an effective communicator both orally and written is able to provide clear explanations of key concepts. Student is an attentive and enthusiastic learner who is a regular contributor to activities. Actively seeks feedback recognising the part it has to play in improving understanding.

2 = Shows responsibility in responding to class expectations and only rarely requires reminders. Responds fully to all feedback on work submitted. Equipment brought to lessons and deadlines met. Capable of working individually or in groups but has preference for one or the other. Will explain understanding but this has to be drawn out. Will persist in an activity but has limited strategies which can result in giving up.

3 = Majority of learning time is used well with student completing the minimum requirements. Encouragement is required to respond to questions verbally or written. Student is usually prepared for learning although can struggle to sustain effort and enthusiasm throughout the lesson. Will correct basic errors identified in feedback but needs to be reminded to respond in detail to a question posed.

4 = Inattentive and may distract the effort of others or avoids participation in the learning. Can struggle to focus for the entirety of the lesson and is frequently not prepared for learning.



Action



Action will be taken:

Year 7 and 8

EBacc subjects (not Computing): Mathematics, English, Geography, History, Science
(other subjects 'in lesson' only)

Year 9, 10, 11

All subjects but a particular focus on Mathematics, English and Science



Intervention Strategies



- Additional homework
- Extended school day
- Monitoring of work in all books and planner on a weekly basis
- Shadowing student in lesson to identify 'barriers to learning'
- Frequent communication home