



Tring School

Progress and Tracking – Information for Parents – Key Stage 4

Introduction

Progress data is collected by departments when class work or home work is assessed. At Tring we collect an overview of the level at which your child is working once each term and this is used in the Progress Report. During the year you will receive two or three Progress Reports and on one of these occasions you will also receive a Written Report from your child's Form Tutor.

What is Academic Tracking?

Significant changes are taking place in the education system which will continue over the next few years. Modular courses have already been replaced by linear courses, where the majority or all of the qualification is assessed through the final examination. The old A*, A, B, C etc GCSE grades will be replaced by a numerical system for students starting GCSE studies from 2016.

GCSE GRADING SYSTEM 2016 ONWARDS

2016 ONLY	
ALL SUBJECTS	
GRADE	SCORE
G	1
F	2
E	3
D	4
C	5
B	6
A	7
A*	8

2017 AND 2018	
UNREFORMED SUBJECTS	
GRADE	SCORE
G	1
F	1.5
E	2
D	3
C	4
B	5.5
A	7
A*	8.5

2017 ONWARDS	
REFORMED SUBJECTS	
GRADE	SCORE
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Grade 1 equal to Grade G

Grade 4 and above = Grade C and above

Grade 5 = Good Pass

Grade 7 and above = Grade A and above

Grade 9 = top 20% of Grade 7 or above



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2016 - All subjects use the same 1-8 points system

2017 - English and Maths use new 1-9 points system - all other subjects use 1- 8.5 point system

2018 - All reformed subjects use 1-9 point system - all unreformed subjects use 1-8.5 points system

2019 - Vast majority of subjects now using 1-9 points system

2020 - Last few subjects convert to 1-9 system

2021 - First cohort to take GCSEs having sat new KS2 tests (using scaled scores)

Year 10 Expected Progress Grades

Tring School uses Fischer Family Trust Aspire [FFT Aspire] as a data tool to calculate and provide **Expected Progress Grades** for students. The Expected Progress grade students are assigned are aspirational ones and we would expect them to achieve these at the end of KS4.

Use of Data

The information collected is used to report to parents and for internal academic and pastoral tracking. It is also used to support events such as Ofsted inspections, where the school is required to show evidence of how we track progress and support our students.

The aim of the tracking system is to provide up-to-date information about the progress of all students. Analysis is carried out after each report. Internally this information is used by Heads of House, Subject Leaders and Teaching Staff, Form Tutors, the Leadership and Extended Leadership Team and relevant Support Staff. Externally information is provided to students and parents/carers.



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What is Being Monitored? [Attitude to Learning]

Attitude to Learning scores are given in relation to Classwork, Homework, Behaviour and Organisation. Scores are from 1-4 for the first three categories and 2-4 for Organisation.

Classwork	
1	<ul style="list-style-type: none"> ● Consistently producing classwork of a standard which demonstrates that students have done more than required e.g. Completing stretch and challenge tasks ● Makes exceptional progress in lessons due to high level of engagement ● Makes consistent oral and written contributions ● Works very effectively with peers
2	<ul style="list-style-type: none"> ● Producing classwork of a standard which demonstrates that students have understood the task and completed to a good standard e.g. Completing all standard tasks ● Makes good progress in lessons ● Takes part in discussion (prompted or unprompted) ● Works well with peers
3	<ul style="list-style-type: none"> ● Standard of classwork is inconsistent. ● Tasks may not always be completed ● There can be off task chat during group activities/paired work ● Can contribute effectively but needs prompting to keep on task
4	<ul style="list-style-type: none"> ● Standard of classwork is inconsistent/poor ● Tasks are often not completed ● There is often off task chat during group activities/paired work ● Rarely contributes positively
Homework	
1	<ul style="list-style-type: none"> ● Meets all deadlines ● Consistently producing homework of a standard which demonstrates that students have done more than required e.g. Completed wider reading/stretch and challenge tasks/additional work/work of a higher standard than expected)
2	<ul style="list-style-type: none"> ● Meets all deadlines ● Producing homework of a standard which demonstrates that students have understood the task and completed to a good standard.
3	<ul style="list-style-type: none"> ● Meets most deadlines but this is inconsistent ● Standard of homework is inconsistent ● Students are not always meeting expectations
4	<ul style="list-style-type: none"> ● Does not meet most deadlines ● Standard of homework is poor ● Students are not meeting basic expectations
Behaviour	
1	<ul style="list-style-type: none"> ● Consistently shows evidence of working very effectively in group work tasks ● Supports the learning of others ● Is always engaged in lessons ● Is a role model to other students
2	<ul style="list-style-type: none"> ● Completes group work well and usually takes part effectively ● Engaged in lessons and is motivated to learn
3	<ul style="list-style-type: none"> ● Focus and engagement is mixed and there is a need for more consistency in approach to learning ● Occasionally disrupts the learning of others. ● There may be evidence of logged concerns in SIMS behaviour log
4	<ul style="list-style-type: none"> ● Poor attitude to learning ● Disrupts the learning of others on numerous occasions ● There is be evidence of logged concerns in SIMS behaviour log
Organisation	
1	<ul style="list-style-type: none"> ● Not applicable to Organisation
2	<ul style="list-style-type: none"> ● Arrives to lessons equipped with all the necessary items for that subject area ● Arrives to lessons on time and ready to learn
3	<ul style="list-style-type: none"> ● Can be organised but this is not consistent ● May attend some lessons without the correct equipment ● Is not always on time and can be distracted on occasions



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- Disorganised and doesn't respond to support to improve
- Not engaged in lessons and arrives late and not ready to learn

Key Stage 4 – Teacher Prediction

When your child starts their GCSE studies the Current Levels from Key Stage 3 are replaced by a Teacher Prediction of their likely outcome at the end of the course.

Key Stage 4 Grades are:

GCSE Level grades are: A*, A, B, C, D, E, F, G and U [Subjects: Business, Design & Technology, Leisure & Tourism and Sociology]

Numerical GCSE grades are: 9, 8, 7, 6, 5, 4, 3, 2, 1 and Fail where 9 is the highest grade available
BTEC grades are: D*/Distinction*, D/Distinction, M/Merit, P/Pass and F/Fail

ASDAN CoPE grades are: WTC (Working Towards Certificate), WAC (Working At Certificate)
College grades are: P/Pass and F/Fail

The Predicted Grade at Key Stage 4 indicates the subject teacher's professional judgment on the grade your child is likely to achieve at the end of the course if they continue to apply the same degree of effort to their studies as they are currently.

How are Teacher Predictions Calculated?

The level or grade given reflects a subject teacher's professional judgment of your child at each assessment point. Depending on the subject, the teacher is likely to take into account a number of assessments to support their decision. These may include formal/test assessments as well as informal assessments, including observations made throughout lessons, topic tests, homework and the quality of work submitted in class. It might also take into account their work ethic.



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Key Stage 4 – GCSE, BTEC, College and other courses

Understanding Your Child's Progress Reports

During Key stage 4 you will see that trackers have colour coding on them to indicate their predicted level compared to their Expected Progress Grade. The colours used are 'super' green for higher than EPG, green for working at EPG, amber for one grade below EPG and red for two grades or more below EPG. If a student has a large number of amber or red grades this may be a cause for concern.

Attitude to Learning is colour coded as previously indicated, with green for 1s, indicating the student is regularly exceeding the standards expected, no colour for 2s indicating the student is meeting the expected standards, amber for 3s and red for 4s. For a number of 3s and any 4s on their tracker students will receive intervention from subject staff or through the pastoral system depending on the individual requirements of the student.

The report will look like this:

Subject	Teacher Prediction	Expected Progress Grade	Attitude to Learning			
	Autumn 2015		Classwork	Homework	Behaviour	Organisation
English Language	7	8	2	2	2	2
English Literature	7	9	2	2	2	2
Mathematics	7	9	2	2	2	2
Triple Science	9	9	2	2	2	2
Biology	9	9				
Chemistry	9	9				
Physics	9	9				
Computing	8	9	2	3	2	3
Geography	7	9	1	2	2	2
German	8	9	1	2	1	2
PRS Short Course	7	9	2	2	1	2
PE BTEC	D	D*	2	2	2	2



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Courses that take place at college will be reported through West Herts College. Courses which take place in school will be reported on through trackers and written reports.

In the first half of the Autumn Term you will receive your child's first Progress Trackers of Year 10, showing Attitude to Learning as well as grades indicating their expected progress and a Teacher Prediction.

In the first half of the Spring Term you will receive updated progress information and a written Tutor Report.

In the first half of the Summer Term you will receive the final Progress Tracker of the year for your child which also includes the results of the Year 10 Mock Examinations.

Feedback

Academic progress needs to be supported by collaboration between parents, students and staff. Reports and Parents Evenings should stimulate discussion about your son or daughter's progress, yours and the schools expectations of them and provide regular, up-to-date information on where you child should be, where they actually are and where they might be at the end of Key Stage 3, 4 or 5 Course.

Subject teachers, form tutors, Directors of Learning and Heads of House receive feedback on how your son or daughter is performing across all their subjects at regular intervals. The level of support your child will receive in school will depend on the nature of any concerns raised and whether they are subject specific or general.

Progress information can be thought provoking or even confusing. If you have any comments or queries about the information you receive feel free to contact the school. If you have specific concerns about your child's progress you should initially contact their tutor or Subject Leader for that subject directly. If it is a more general concern please contact the main school number in the first instance. Staff will ensure that your query or concern is passed on to the relevant person.

Mr Iain Rogers

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