
Tracking & Reporting

Guidance Notes for Parents

2019 - 2020

In this booklet, you will find answers to these questions:

- What is 'tracking' and why do we use it?
- What terms and grades are used in tracking reports?
- How will the school use tracking data?
- How can I help at home?
- Who should I contact if I have a query?

What is 'tracking' and why do we use it?

We aim to provide you with information about the welfare and progress of your son/daughter throughout the year and tracking is just one way in which we do this. Other methods of keeping you informed are:

- Subject Review afternoons/evenings (once per year group per year).
- Tutor/Subject Reports (written) - Years 11, 9, 8 and 7 will have tutor reports and Year 10 Subject Reports
- Contact from tutors and teachers throughout the year as the need arises.
- Insight, our parent portal - <https://insight.worthinghigh.net/insight>

This document aims to explain how tracking works and what you can do to help your son/daughter.

Tracking is designed to:

- Keep students, parents and carers informed about progress throughout the year - not just at the end of it.
- Be specific to individual students.
- Give students a greater sense of ownership of their own learning.
- Enable us to recognise the achievements of our youngsters and celebrate the vast majority of students who work hard day in, day out.
- Support students when they are struggling.

Explanation of the Terms and Codes Used in Tracking:

Agreed Target Grade (ATG) for KS4 (Years 10 and 11 - all subjects) and Year 9 (English, Maths and Science)

We use national data to generate target grades for your son/daughter at the start of their courses. This gives us an expected level of achievement which is based on students' own prior attainment. We then refine this information, using our own knowledge of each student, to produce subject-specific targets. These are called the Agreed Target Grades (ATGs). ATGs for each subject are *challenging* targets: they will have been negotiated between staff and students and are pitched at a level that means they will only be achieved with consistent hard work and effort. It is intended that students *achieve or exceed* the ATG at the **end** of their course. By being unique for each student and each subject, we are recognising an individual's strengths and weaknesses and giving a sense of ownership to students. This also gives us an appropriate benchmark against which we can assess pupil progress.

When reports are viewed on Insight (our parent portal) you can also see the colour coding of your child's predicted grade - Blue for above target, Green for on target, Orange for below target and Red for significantly below target.

Agreed Target Grade (ATG) for KS3 (Years 7 and 8 - all subjects, Year 9 - all subjects except English, Maths and Science)

The Agreed Target Grades at KS3 are based on the new GCSE grading structure, but also include 'breakthrough' grades (B) to support our younger students who may not yet be working at GCSE grade 1. The aim is that students move up through the new grades in Years 7 to 9 and are familiar with the new 1-9 scale when they embark on their GCSE Courses in Year 10.

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Our KS3 reports now include an Agreed Target Grade and a descriptor for each subject which tells you whether, by the end of the year, your child is expected to make 'Above Expected Progress', 'Expected Progress' or 'Less than Expected Progress' towards their Agreed Target Grade. This is designed to give you a clearer understanding of how well your child is making progress in each subject area.

When reports are viewed on Insight (our parent portal) you can also see the colour coding of your child's predicted grade descriptor - Blue for Above Expected Progress, Green for Expected Progress, and Yellow for Less than Expected Progress.

A full list of the grades we use can be found on page 8 of this document.

Current Grade (KS4 only):

Teachers supply this grade as an indication of how well a student is performing **at the time of the tracking cycle**. The current attainment grade will not necessarily match or exceed the ATG, especially at the beginning of KS4 (Year 9 for English, Maths and Science and Year 10 for all other subjects). **(Remember: the ATG is a goal towards which students will be working throughout their courses.)**

Students develop many of the skills required to reach higher grades *throughout* the course; to this effect, students can still be making good progress towards achieving their target grade even if they are not currently performing at that level. Thus, current attainment must be viewed in the context of the **progress** that your son/daughter is making overall.

Predicted Grade (KS4):

Teachers supply this grade as an indication of how well a student is progressing towards their ATG (for the end of KS4 courses at the end of Year 11) and gives a clear indication of the attainment the student is likely to achieve.

Predicted Progress (KS3):

Teachers supply this descriptor as an indication of how well a student is progressing towards their ATG (for the end of each year) and gives a clear indication of the progress the student is likely to achieve.

Concern Code:

These entries highlight **one** key area that needs to be addressed. Students deemed to be 'below target' are likely to have a concern for that subject indicated in this column. Tracking reports only identify one issue at a time; therefore, the most pressing issue is the one that teachers will record. If you have concerns about multiple issues, you are advised to contact the relevant subject teacher directly.

The concern codes are:

a	Amount of absence from this lesson has affected academic performance.
b	Behaviour has been disruptive to learning.
c	Coursework/controlled tests below standard expected for target grade.
e	Has failed to prepare consistently for exam/controlled test.
f	Lacks focus and fails to concentrate fully thus affecting progress.
h	Homework not consistently completed to the required standard.
i	Classwork completed but homework tasks show insufficient detail and effort.
r	Lacks resilience (gives up easily when tasks are difficult). Needs to be more determined to achieve.
q	Quality of classwork is below standard expected for target level/grade.
t	Does not complete tasks fully/sufficiently to develop understanding.

Attitude to Learning:

Teachers are able to assess students' engagement and learning behaviours in their subject. The criteria have been shared with staff and students and are listed below. Please note it is a best fit model with staff taking into account engagement, hard work and dedication.

(4)	(3)	(2)	(1)
I rarely work to achieve my target grade. I often fail to follow my teacher's instructions. I often disrupt teaching and learning. I rarely show consideration for or work well with others.	Although there are times when I work to achieve my target grade and show consideration for or work well with others, I sometimes disrupt teaching and learning as I fail to follow my teacher's instructions.	I frequently work to achieve my target grade. I frequently follow my teacher's instructions. I do not disrupt teaching and learning. I frequently show consideration for and work well with others.	I always work to achieve my target grade. I always follow my teacher's instructions. I support the teaching and learning in the classroom through active participation in all tasks. I am a role model by always showing consideration and working well with others.

How will the school use the tracking data?

The information supplied by subject teachers is analysed after each round of tracking by the Subject Leaders and Community Leaders. This enables them to identify students who are making good progress and acknowledge their achievements. It also enables them to identify students who are experiencing difficulties and put the appropriate support in place. The aim is to ensure that issues are identified and addressed quickly, thus enabling students to perform to the best of their abilities in final examinations.

How to help at home:

We are keen to involve parents in this process. Tracking reports will be sent home to you shortly after compilation and we hope you will be able to set time aside to review the report with your son/daughter. We hope you will join us in celebrating your child's achievement when they are on target to meet their ATG. Equally important is the support you can offer your child to help tackle concerns that have been raised. If you would like further information about how to do this, or would like to discuss issues that have been raised by tracking, then please contact us (see below).

In some cases you may also be contacted by the relevant Community Leader when there are significant issues to address, or notable successes to celebrate.

Thank you for taking the time to read this - please feel free to get in touch if you have any further questions, or would like to comment about how we report your son/daughter's progress to you.

*A Cook
Deputy Headteacher*

Contact Us:***If your query concerns:***

Progress in an individual subject...
 Progress across all or many subjects...
 Pastoral care or general well-being...
 Comments about the school's
 assessment policies and procedures...

Then please contact:

The Subject Teacher then Subject Leader
 Form Tutor then Progress Leader
 Form Tutor in the first instance
 Mr A Cook, Deputy Headteacher

Changes to Education - A Parent's Guide Factsheet: GCSE Reform

1. Introduction

New GCSEs in English language, English Literature and Maths have been taught in schools in England from September 2015, with the first results issued in August 2017. Further subjects will see new GCSEs introduced over the following two years.


2. What do new GCSEs look like?

The main features of the new GCSEs are:

- A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions. Please see the table (on the next page) to show when each subject will award grades using the new grading scale.
- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There will be new, more demanding content, which has been developed by government and the exam boards.
- Courses will be designed for two years of study - they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
- Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities.
- Resit opportunities will only be available each November in English language and Maths

New GCSEs in Maths and English.

The new GCSEs are graded from 1-9. The diagram below shows how the new GCSEs are reported.



New GCSE grading structure

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

GOOD PASS (DfE)


5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

GCSE, AS and A level reforms in England
New GCSE grading structure

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A* to G grades.



Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) in 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

pinterest.com/ofqual/postcards

Broadly the same proportion of students now achieve a grade 4 and above as used to achieve a grade C and above. The grade 5 is positioned in the top third of the marks for an old Grade C and bottom third of the marks for an old Grade B. This means it is harder to achieve than the old grade C.

The grade 5 is what will be required from sixth form colleges and universities as the benchmark for a strong pass. The school will sub-level the data to indicate whether students are working at the top end of the numerical scale, secure or just achieving the grade. This will be signified by a + sign for the top end, = for secure, and a - sign for just into the grade.

Grades used at Worthing High School

Key Stage 4 (Years 10 and 11) and Key Stage 3 (Years 7, 8 and 9) Agreed Target Grades:

9, 8, 7, 6, 5, 4, 3, 2, 1

KS4 (Years 10 and 11 - all subjects) and Year 9 (English, Maths and Science) - Current and Predicted Grades:

The following grades are used as a scale that begins at B3- and ends at 9+:

9+	4+	B1+
9=	4=	B1=
9-	4-	B1-
8+	3+	B2+
8=	3=	B2=
8-	3-	B2-
7+	2+	B3+
7=	2=	B3=
7-	2-	B3-
6+	1+	
6=	1=	
6-	1-	
5+	B+	
5=	B=	
5-	B-	

(Grade) + Indicates a student is working at the high end of the grade and has potential to move to the grade above.

(Grade) = Indicates a student is working securely within the grade.

(Grade) - Indicates a student is working at the low end of the grade and could drop back to the grade below.

BTECs/CNAT/VTCT:

Distinction *

Distinction

Merit

Pass

Fail