

Understanding your child's progress

Your son/ daughter will be set a target grade in each subject area. We do not share these targets with students until the final term of year 9 because we want them to focus on their learning and progress. Targets are also reviewed annually so we feel that giving targets too early could cap their learning and progress.

How do we set targets?

We use Fischer Family Trust to create targets for every student in every subject area. Fischer Family Trust generates estimates in the form of probabilities based on the actual performance of students nationally with similar starting points. The Primary Key Stage 2 score is used to determine the starting point and then calculate and end point. The class of 2025 and 2026 did not sit their KS2 SATs due to COVID 19 so they sat CAT tests in the first two weeks of term. From these tests retrospective KS2 scores were given and FFT uses this information to generate targets. Your son/daughter has been put on a pathway which maps out which skills they should be able to achieve to achieve that minimum target. The pathways are blue, orange and purple. Their work is assessed against their target grade taking into account their classwork, homework and assessments. They are given opportunities to refine and improve their work in response to teacher feedback.

How can you understand the progress they are making?

PROGRESSION SCALES

Every subject has a set of twelve steps called progression scales that map out all the skills and knowledge that students need to learn. These can be found on the school website and in the front of your child's exercise books. They help students, parents and teachers judge whether students are on target to achieve their target grade. It also helps students to understand what they need to do to improve their learning and progress further. This is an example of a science progression scale.

Blue Pathway								
Purple Pathway								
Orange Pathway								
	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
AO1 Remember	Remember a range of basic facts and put them into structured sentences in a topic.	Remember a wide range of basic facts.	Remember key facts about most areas of Science.	Describe key facts about most areas of Science.	Use appropriate terminology in answers (key words, phrases and units)	Use appropriate scientific language when recalling scientific detail	Recall all key areas of Science through accurate scientific explanations.	Recall all key areas of Science Always use appropriate and accurate scientific language and the correct SI units Explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.
	Describe some of the risks and benefits of some scientific discoveries.	Use some key words and phrases for any topic studied.	Use appropriate terminology in answers (key words and phrases)	Use appropriate terminology in answers (key words, phrases and units)	Describe relationships between scientific advances, their ethical implications and the benefits and risks associated with them.	Use appropriate SI units on answers Explain the risks and benefits of scientific advances	Use accurate and appropriate scientific language and units	
AO2 Application	Apply knowledge effectively in a range of contexts.	Use theories to make simple explanations of events.	Interpret data and use it to support evidence.	Apply knowledge effectively in a range of contexts.	Apply knowledge effectively in a range of contexts.	Always apply knowledge effectively in a wide range of contexts.	Apply knowledge effectively in a wide range of contexts.	Consistently apply knowledge effectively in a wide range of contexts
	Sometimes use data to support evidence. Consistently use equations in calculations.	Consistently use and sometimes rearrange equations in calculations.	Rearrange equations in calculations.	Use theories to make detailed explanations of events. Interpret data and use it to support evidence. Rearrange equations in calculations. Understand standard form	Use theories to make detailed explanations of events. Interpret data and use it to support evidence. Rearrange equations in calculations.	Use theories to make detailed explanations of events. Interpret data and use it to support evidence. Consistently rearrange multi-step calculations. Use standard form	Always use theories to make detailed explanations of events. Always make effective use of data to support evidence. Consistently rearrange equations in complex calculations	Use theories to make detailed explanations of events. Make effective use of data to support evidence. Consistently rearrange equations in complex calculations Use appropriate sig figs
AO3 Analyse	Evaluate basic information to develop simple arguments and explanations.	Write reasoned explanations of a conclusion based on the experimental data	Evaluate information to develop arguments and explanations.	Evaluate data with reference to potential sources of random and systematic error.	Evaluate the reliability of methods in detail	Evaluate information systematically to develop arguments and explanations. Draw detailed, evidence-based conclusions.	Suggest detailed improvement to methods where reliability may be a concern Critically analyse	FOR ALL RPAs Critically analyse qualitative and quantitative data to draw


Your son/daughter will be put on a pathway that is most appropriate for their ability. This will be blue, purple or orange pathway. If you look at the top of this progression scale you will notice the different colour pathways. For example, if your child is on the blue pathway, they should achieve up

to and including step 6, 7 and 8 by the end of the academic year to be on track to achieve their target grade at the end of Year 11.

REPORTS HOME TO PARENTS

We report home to parents three times per year (two interim reports and one full report). In Years 7, 8 and 9 your son/daughter's teachers' will use all assessments, classwork and homework to judge whether they are working above, below or at expected progress. Teachers will use the progression scales to ascertain whether your son/daughter are making the appropriate progress in line with their target grade. This is an example of a Year 7, 8 and 9 report. Where your son/daughter is working below expected progress, they should follow the improvement target given by their teacher. They can also use the progression scales to find out what they need to do to improve to the next stage of their learning.

St Joseph's RC High School
KS3 Interim Report 1



Name	Ann Other		
Registration Tutor	Mrs E Normous		
CAT Standardised Mean Score	98		
Attendance	100%		
Punctuality (no. lates to school)	0		
Behaviour Points	0		
Epraise Points	423		

Subject	Progress	Attitude to Learning	Teacher
RE	Expected	2	Miss Y Pray
English	Expected	1	Mr G Greene
Mathematics	Expected	3	Mr P Theorem
Science	Expected	2	Mr S Cooper
Art	Expected	1	Ms T Ervin
Drama	Above	1	Mrs A Behr
Geography	Expected	2	Mrs E Churchill-Semple
History	Expected	2	Miss L Winsley
Music	Expected	2	Mr E Sheeran
PE	Expected	2	Mr M Farah
Programming & Control	Expected	2	Mrs A Lovelace
Spanish	Expected	2	Miss P Cruz
Technology	Expected	2	Mr O Wright


Report Guidance

CAT Standardised Mean Score	GCSE Grade Indicators	Attendance Criteria
111-120	Grades 7-9	Above 95%
100-110	Grades 4-7	Between 95% - 97%
Below 100	Grades 1-4	Below 95%

Attitude to Learning Descriptors

1	Resilient pupil with an outstanding work ethic, commitment and application to learning
2	Resilient pupil whose work ethic, commitment and application to learning is consistently in line with expectations.
3	A pupil whose work ethic, commitment and application to learning is satisfactory
4	A pupils whose work ethic, commitment and application is unsatisfactory and a serious cause for concern

St Joseph's RC High School
KS3 Interim Report 3



Name	Ann Other		
Registration Tutor	Mrs E Normous		
CAT Standardised Mean Score	98		
Attendance	100%		
Punctuality (no. lates to school)	0		
Behaviour Points (year to date)	0		
Epraise Points (year to date)	423		

RE Teacher: Miss Y Pray
Attitude to Learning : 2 Progress : Expected

Progress Comment:
Ann has made some good progress in RE this year. She happily participates in classroom discussions, shares her thoughts and ideas with her peers and has produced some excellent work on Judaism during the last term.

Target Comment:
Ann is working towards her expected target grade but, with an extra push, I am confident that she can better this. Expanding her knowledge of other faith and religions would help her to achieve a higher grade.

English Teacher: Mr G Greene
Attitude to Learning : 1 Progress : Expected

Progress Comment:
Ann is a delight to have in class, she is always interested in the topics we are learning and has produced some excellent work this year, most notably, her poem about dustbins, in which she used alliteration and rhyming couplets in a most interesting fashion.

Target Comment:
Ann should read a wider range of literature. Magazines, newspapers, internet articles will all help her to broaden her knowledge and help her surpass her target grade. Ann should also expose herself to different literary genres and not just stick with the teen fiction that I know she loves so much.

Maths Teacher: Mr P Theorem
Attitude to Learning : 3 Progress : Expected

Progress Comment:
Ann has found some areas of the subject very difficult. Whilst her behaviour is always good she can often be distracted in class, often day dreaming and not focusing on the task in hand.

Target Comment:
Whilst Ann is currently making expected progress this may slip if she does not begin to focus more in class and ask for help when she is stuck. Ann should use Mymaths to consolidate her learning.

Science Teacher: Mr S Cooper
Attitude to Learning : 2 Progress : Expected

This is an example of a Year 11 report and the Year 10 report uses the same format. The current grade is based on all assessments to date and reports the grade your son/daughter is currently working at. The forecast grades takes into consideration your son/ daughter's attitude to learning, their current rate of progress and reports the grade their teachers believe they will achieve at the end of Year 11. If your son/ daughter is working below their target grade, they should follow the improvement target given by their teacher and use the teacher feedback in their exercise books to improve to their next stage of learning. EXERCISE BOOKS Teachers provide regular feedback in your son/daughter's exercise book. This includes a next step (NS) which informs your son/daughter what they need to do to improve. It is important that your son/ daughter responds to this feedback using their purple pen in order to progress to the next stage in their learning. This feedback and your son/

daughter's response provides you with useful information about their progress. If you have any concerns or questions about your son/ daughter's progress, please do not hesitate to contact school.

Example of Year 10 and 11 Reports

St Joseph's RC High School KS4 Interim Report 1



Name	Lucy Atherton					
Reg Group - Tutor	10DEVEREUX - Mr Smith					
KS2 Scaled Scores	Maths	109	Reading	112	GPVS	112
Attendance	97.8					
No of lates	0					
Behaviour Points	0					
Epraise Points	377					

Subject	Teacher	End of Y10 Minimum Target	Current Working Grade	End of Year 11 Forecast Grade	Attitude to Learning
Religious Education	Miss Jones	7a	5a	7a	1
English Language	Miss Prunty	6a	4a	6a	1
Mathematics	Mr Hodgson	6a	4b	6c	1
Combined Science	Miss Miller	6b	5b	6b	1
Business Studies	Mrs Haslehurst	6a	4a	5b	3
English Literature	Miss Prunty	7a	4a	6a	1
Geography	Mr Tate	7b	5a	7c	2
Spanish	Mrs McDonnell	6a	4a	6a	1

Explanation

Attendance: The expected attendance is 97%.

Target Grade: This is your child's end of Year 11 GCSE target based on prior attainment (KS2 data/CATS/baseline assessments). These grades are the minimum grade your child should be aiming for, some students exceed these.

Current Grade: This is the grade you child is currently achieving based on the work completed since the start of the GCSE course.

Forecast Grade: This is the grade that your child's teacher considers to be the likely outcome at the end of the year given the skills, knowledge and aptitude demonstrated to date.

Attitude to Learning: Your child has been given an Attitude to Learning grade. The report guidance below provides an overview of what each ATL means. Pupils who achieve a 1 or 2 are to be congratulated on their efforts and they will receive a praise letter home. It is advisable to discuss with your child their attitude to learning grades for each subject area.

Report Guidance: This is guidance for GCSE indicators, attendance and the criteria that subject teachers have used to evaluate your child's attitude to learning.

St Joseph's RC High School KS4 Interim Report 3



Name	Lucy Atherton					
Reg Group - Tutor	10DEVEREUX - Mr Smith					
KS2 Scaled Scores	Maths	109	Reading	112	GPVS	112
Attendance	97.8					
No of lates	0					
Behaviour Points	0					
Epraise Points	377					

Religious Education	Teacher: Miss Y Proy	Target Grade: 5
Current Grade: 4	Forecast Grade: 5	ATL Grade: 1

Progress Comment:

Ann has made some good progress in RE this year. She happily participates in classroom discussions, shares her thoughts and ideas with her peers and has produced some excellent work on Judaism during the last term.

Target Comment:

Ann is working towards her expected target grade but, with an extra push, I am confident that she can better this. Expanding her knowledge of other faith and religions would help her to achieve a higher grade.

English	Teacher: Mr G Greene	Target Grade: 5
Current Grade: 4	Forecast Grade: 5	ATL Grade: 1

Progress Comment:

Ann is a delight to have in class, she is always interested in the topics we are learning and has produced some excellent work this year, most notably, her poem about dustbins, in which she used alliteration and rhyming couplets in a most interesting fashion.

Target Comment:

Ann should read a wider range of literature. Magazines, newspapers, internet articles will all help her to broaden her knowledge and help her surpass her target grade. Ann should also expose herself to different literary genres and not just stick with the teen fiction that I know she loves so much.

Maths	Teacher: Mr P Theoram	Target Grade: 5
Current Grade: 4	Forecast Grade: 5	ATL Grade: 1

Progress Comment:

Ann has found some areas of the subject very difficult. Whilst her behaviour is always good she can often be distracted in class, often day dreaming and not focusing on the task in hand.

Target Comment:

Whilst Ann is currently making expected progress this may slip if she does not begin to focus more in class and ask for help when she is stuck. Ann should use MyMaths to consolidate her learning.

Science	Teacher: Mr S Cooper	Target Grade: 5
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