

Understanding Y7 and Y8 Trackers - Transcript

- Mr Walton-McBain** This is a High Storrs Tracker. In KS3 Y7 students receive two trackers and in Y8 students receive 3 Trackers over the course of the year. The purpose of this short clip is to help parents, carers and students 'read' our trackers even better ... the trackers tell us so much about each and every child but the wealth of information in the tracker may not be obvious to all at first. We aim to change that!
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- Mrs Tasker** So here we have a mocked up Y8 tracker – this is not a real student but it is great example of a tracker. It tells us so much about this young person – what has gone well and what they need to do to improve.
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- Mr Walton-McBain** Firstly, let's look at the attendance %... Very important (our school aim is for all students to have 97% attendance or higher). This student has 93.2% attendance which is a concern. Someone with below 95% has missed 2 weeks of lessons over the year. Students with less than 90% attendance have missed an average of one day per fortnight. This is a problem. Students need to attend to learn.
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- Mrs Tasker** Sometimes there are genuine reasons for poor attendance (a serious illness for example) but you have to be here as much as possible to learn. Next we look at the 'late to lessons'. Student should ALWAYS be on time to learn. When students are late they disturb everyone's learning. Also even 2 minutes late to each lesson is an hour's lost learning over the week.
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- Mr Walton-McBain** What about the balance of commendation points to behaviour incidents? Commendations are awarded for extra special endeavour and everyone should have some. Behaviour incidents recorded on the tracker are actually fairly serious incidents that have warranted a behaviour report from the class teacher (or other member of staff) and consequence. Most students in Y7 and Y8 do not have any behaviour incidents. We are already building a picture of a student whose lateness and behaviour points indicate that things are slipping. We learn even more in the next section.
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- Mrs Tasker** Before we do, let's actually look at the end of the report. As a rough guide Y7 A2L grades will range from 1 to 3 and Y8 A2L grades will range from 3 to 5. And they should improve over the course of the year. The average A2L (attitude to learning) for this child is 2.88. This is below the expected range for Y8 students in tracker 2. Also the average A2L for the year group is 3.22 – this shows that this student's A2L is below what is expected for a Y8 student at this point and also below the average for their peer group. This is a concern.
- If the child's A2L is lower than the average for the year group and below expectations, then they really need to improve their learning behaviours. The full details of learning behaviours (ie A2L at each grade) are sent home along with the tracker and we would hope parents/carers would look through this with their child and talk about what improvements could and should be made. The Ks3 learning behaviours are designed to help students succeed in their first two years at HSS and to put them in a strong position for success at KS4.
- Regardless of child's ability, achievement and success is directly linked to their approach to lessons and their learning behaviours – in short a high A2L will ensure success in school and in life.
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- Mr Walton-McBain** Now look at each subject. Are there any 'areas for improvement' noted? If not, that does not mean there is nothing to improve! Students will know from feedback (often verbal), activities in class and tests what they are good at what needs to improve. But if the things they need to work on are a big worry (*for their learning and the good of the whole class*) they will have been noted as an 'area for improvement'.
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- Mrs Tasker** We can also look at each A2L grade. Teachers use a 'best fit' approach to decide a final A2L grade. These are often finalised following student self-assessment and discussion. The 'areas for improvement' are also linked to aspect of A2L. If we look at Science for example, the A2L grade is low (2). below expectations for the year group and below average. Engagement and behaviour are listed as an area for improvement'. When you look at the

A2L grid that goes out with the tracker you will be able to see the behaviours that have led to this judgement (point) and look to higher grades to see what improvements we should see in classrooms (Point).

Mr Walton-McBain	Looking at the areas for improvement overall this tracker shows a clear issue. Behaviour only appears twice which suggests that this child is behaving sensibly in most lessons and not causing significant disruption. However, both effort and engagement appear 5 times each! This suggests that this student is not really trying in lessons. Therefore, their work is not as good as it could be. This helps explain the lower than expected average A2L score
Mrs Tasker	It is also useful for parents/carers to know what we use the trackers for in school. The data we get from them is invaluable. We celebrate the best and most improved A2L (<i>with letters home and commendations</i>). We also celebrate students who have no 'areas for improvement' on their trackers.
Mr Walton-McBain	We note the lowest overall A2L and those students are mentored to help them improve. Students with a high number of 'areas for improvement' have conversations with and support from school staff such as Heads of House, Head of Key Stage 3 (Mrs Gott), form tutors and others. Subject Leaders talk to the teachers in their team about students with 'areas for improvement' to plan how they can get back on track (<i>that might mean putting them on report, changing seats, contacting parents, swapping to another group or something else</i>). Form Tutors also talk to students about their trackers and celebrate the positives and discuss how to improve on low A2L and concerns
Mrs Tasker	Finally, what if your child's tracker shows 'no concerns'. What does that mean? Is it less helpful? In the recent Y8 tracker 122 students had no concerns! This is great – all these students are working well across all subjects. But even if there are 'no concerns' the A2L information indicates ways to improve - look at the criteria for the next grade up to see the learning behaviours expected. Plus, your child will know what they need to improve upon in terms of subject content and skills in each lesson. It is also worth talking to your child about the seeming best and worst subjects. Why is A2L stronger in some lessons than others? Have they talked to teacher (politely) if they are unsure what they have got the A2L grade they got? But if you do worry that you are not know enough to support your child then do get in touch. Contact the House office or Mrs Gott for (Key stage 3 Learning & progress).
Mr Walton-McBain	We really want our trackers to be as helpful to you as they are to us. And we hope this has helped!
