

Script for Y9 T1 Video

Andrew – This is a High Storrs Y9 Tracker. The key difference from KS3 is the inclusion of an indication of progress, indicating whether students are above, in line or below their school target. As in Y8, Year 9 students receive 3 trackers over the course of the year. The purpose of this short clip is to help parents, carers and students ‘read’ Year 9 trackers ... and decode the wealth of information within them.

Claire – Here is an example of a mocked up Y9 tracker – this is not a real student but tracker tells us a great deal about this student – both what has gone well and what they need to do to improve.

Andrew – 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 93.8% 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.

Claire – 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 ‘lates 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.

Andrew - 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 often fairly serious incidents that have warranted a behaviour report from the class teacher (or other member of staff) and consequence. Most students in Y9 do not have any behaviour incidents. So here we have a student whose tracker indicates that things are not quite as they should be. Subject information also raises a number of questions.

Claire – Before we do let’s actually look at the end of the report. As a rough guide Y9 A2L grades will range from 1 to 3. And they should improve over the course of the year. The average A2L (attitude to learning) for this child is 1.72.

Although within the range for Y9 students, it is low for the year group. The average for the year group is 2.32 – this shows that this student's A2L is low for a Y9 student and well below the average for the year 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 (i.e. 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 KS4 learning behaviours are designed to help students build on skills acquired in KS3 and build resilience in preparation for GCSE examinations at the end of Y11.

Regardless of the 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.

Andrew – Next, let's look at Adam's target grade ... in this case 5.4. This figure is based on National expectations of student progress, which in turn are based on KS2 SATS scores from Y6. At High Storrs, we do not view the target as a maximum grade or a limit to aspiration. It is rather an indicator of minimum expectations and something that students and staff should work to exceed.

The target of 5.4 is an average across all GCSE subjects. For example, if a student takes 10 GCSEs, to get an average of 5.4 they would need to achieve 6 grade 5s and 4 grade 6s. However, a student may have a particular talent in Maths, Art, or Drama, and aim for a grade 7 or 8 in these subjects, regardless of their target grade. Any target is only a guideline.

Now look at each subject. In Y9, we are still keen for students to develop their attitude to learning, as these underpin the skills required to succeed at GCSE. So rather than focusing on individual grades, the tracker gives information as to whether a student is above, in line with or below their school target. As you can see from this tracker, this student is below target in English and Maths, which also corresponds to the 2 lowest attitude to learning scores.

Claire – 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'.

Andrew – As we have said, we must also look at each A2L grade. As you know from Y7&8 trackers, 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 Maths for example, the A2L grade is low (1) ... low for the year group and below average. Engagement and effort are listed as "areas 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 to Engagement column and Resilience and Commitment***) and look to higher grades to see what improvements we should see in classrooms (***Point***).

Claire – Looking at the areas for improvement overall this tracker shows some clear issues. Behaviour is listed 3 times. This suggests that this child is not behaving as expected some lessons and possibly causing disruption to their own learning and the learning of others. Effort and engagement both appear 3 times each. This suggests that this student is not really trying in lessons. For example, they are likely not starting work promptly, not completing work to a good standard or not listening to instructions. Therefore, their work and learning are not as good as they could be. This helps explain the lower than expected average A2L score.

Andrew – 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 (*with letters home and commendations*). We also celebrate students who have no 'areas for improvement' on their trackers.

Claire – 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 4 (Mr Bedford), 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 (*that might mean putting them on report, changing seats, contacting parents, swapping to another group or something else*). Form Tutors also talk to students about

their trackers and celebrate the positives and discuss how to improve on low A2L and concerns

Andrew – Finally, what if your child's trackers shows 'no concerns'. What does that mean? Is it less helpful? In the recent Y9 tracker, 164 students had one minor concern or no concerns at all! This is great – all these students are working well across all their 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 Mr Bedford for Key stage 4 Learning & progress.

Claire – We really want our trackers to be as helpful to you as they are to us. And we hope this has helped!