

Parents guide to boosting progress

Ms Sheriff - Head of Year 9



Grades

GCSE grades 1 - 9

We use GCSE grades for all our students' targets/grades

9 – A**

8 – A*

7 - A

6 - B

5 - C

4 – currently a pass C/D

3 - E

2 - F

1 - G

U



Target Grades

What are target grades based on? Your child's SATs scores from Year 6 or internal assessment data if no SATs

A student in year 9 might have a target grade of a 4=.

This means we expect them to be a 'solid' grade 4 by the end of year 9.

- + Top of the grade
- = Middle/Solid grade
- Bottom of grade

| KS | Su |
|-----|----|
| U | |
| 2+ | |
| 2= | |
| 3= | |
| 3= | |
| 5= | |
| 3= | |
| 1- | |
| 3+ | |
| | |
| 3= | |
| 3= | |
| 4= | |
| 4= | |
| n/a | |
| 2- | |
| n/a | |
| 4= | |
| n/a | |
| 1= | |
| 1+ | |
| 4= | |
| 2+ | |
| 3= | |
| 3+ | |

Colours and Flight Paths

The colours mean:

Blue = on track to exceed target grade

Green = on track to meet target grade

Amber = on track to be slightly below target

Red = on track to be significantly below target

What does progress look like?

| 1 | 2 | 3 | 4 |
|--|--|--|---|
| Great | Motivated | Coasting | Unacceptable |
| Always arrives to lessons equipped and ready to learn. | Usually arrives to lessons equipped and ready to learn. | Lacks organisation at times and can arrive poorly equipped for lessons. | Shows a lack of organisation by rarely arriving with books and/or equipment necessary for lessons. |
| Always demonstrates a positive attitude towards their learning and engages fully within the lesson. Always takes responsibility for their learning and provides support for their peers. | Usually demonstrates a positive attitude towards their learning and engages fully within the lesson. Usually takes responsibility for their learning and provides support for their peers. | Does not always demonstrate a positive attitude towards their learning and can show a lack of engagement within the lesson. Needs guidance to focus upon tasks at hand to ensure steady progress and lacks self-discipline when tasked with working with others. | Does not show a positive attitude towards their learning and does not engage in lessons. Needs direct supervision to ensure focus on tasks is maintained, cannot work with peers due to distractions this offers. |
| Always tries their best and is resilient in their approach to learning, knowing when to persevere independently and when to seek support. | Usually tries their best and can be resilient in their approach to learning, knowing when to persevere independently and when to seek support. | Can lack independence in their work and can give up easily when challenged and readily seeks support. | Will not work unaided, needs constant support and is unwilling to try tasks independently. |
| Always shows respect to staff and peers. Always behaves positively and in a way that promotes the learning of themselves and others. | Usually shows respect to staff and peers and in a way that promotes learning, may at times need direction to settle but responds well to this. | Can show a lack of respect towards staff and peers. Behaviour distracts themselves and others from learning and affects the progress of themselves and others. | Shows very little respect for self, staff or peers. Will frequently not do as asked first time causing disruption to learning, frequently off task causing distraction to the learning of self and others. |
| Always proactive in undertaking work outside the classroom, whether that be formal homework or private study. | Usually proactive in undertaking work outside the classroom i.e. completing homework promptly and to a good standard. | Little work is completed outside of the classroom; that which is completed is not of a good standard for their ability. | Work is rarely completed outside of the classroom; any that is, is of poor quality. |

Supporting your child with progress

- Demonstrate a **positive attitude about education to your children.**

What we say and do in our daily lives can help them to develop positive attitudes toward school and learning and to **build confidence in themselves as learners.**

- You can have high expectations for your child by believing in them and expressing to them that you know they are capable of learning the material being presented in school. Help your child develop new habits or get extra help when needed.

Supporting your child with Homework

- Make sure that your child gets **homework done**. You can help your child with homework by **setting aside a special place to study**, establishing a **regular time for homework**, and **removing distractions** such as the television and social phone calls during homework time.
- Encourage your child to be **responsible and work independently**. Taking responsibility and working independently are important qualities for school success.
- Homework is set with a deadline and taking ownership of this deadline helps them think independently and develop problem-solving skills. This is a prime example of why homework is important because time management is a vital life skill that helps children throughout higher education and their careers.

Current affairs

- Since we live in a globalized world, every current event affects our daily lives.
- Discussing the news with your child not only helps them share their thoughts and feelings, but also encourages them to develop empathy with others.
- In addition, it prompts them to become responsible citizens. For example, a group of children in Scotland are on a mission to get plastic straws banned in the light of news stories about the global environmental crisis caused by disposable plastics.
- As part of their English language GCSE students will need to form an opinion about current affairs. It is for this reason we want to focus on expanding their knowledge, in preparation for this.
- Watching the news or having discussions with your child will build their confidence around current affairs.

Supporting your child with Reading

- Encourage your child to **read**. Helping your child become a reader is the single most important thing that you can do to help the child to succeed in school-and in life.
- Strong reading skills have been shown to improve children's academic attainment across a range of subjects, including **English, maths and science**
- There are substantial practical benefits, reading is one of life's profound joys. Every child should have the opportunity to experience the **pleasure and enrichment which comes from reading a great novel, biography or play**

Supporting your child with progress-attendance

- 90% attendance equals **half a day** of school missed **every week**
- One school year at 90% attendance = **4 whole weeks** of lessons and school work missed
- 90% attendance over 5 years of secondary school = **half a school year missed**
- There is a direct correlation between low student attendance and future employment prospects

Research suggests that **17 missed school days a year is equal to a GCSE grade drop in achievement** (Department for Education and Skills).

Attendance Ladder

How close is your child to 100%?

0 days off school

100%

Perfection

Equates to 2 days off
school each year

99%

Excellent

Equates to 5 days off
school each year

97%

Good

Equates to 10 days off
school each year

95%

Slight Concern

Equates to 20 days off
school each year

90%

Concerned

Equates to 30 days off
school each year

85%

Very Concerned

ARRIVING
5 MINUTES LATE
EVERY DAY
ADDS UP TO OVER
THREE DAYS
LOST EACH YEAR!



FEEDBACK

| Subject | Frequency of feedback (including assessments) and what it will look like |
|------------------|---|
| English | Twice for each year group every unit. Use of WWW/EBI. 1.5 units per half term, this changes depending on length of unit. |
| Computer Science | Twice for each year group (one peer/self one teacher assessed) per half term. Use of coded marking, seen on Google Classroom. |
| Drama | Once per half term for lower school. Seen in folders as a dialogue. Use of WWW/EBI |
| Art | Twice per half term for all students. Student dialogue tracker used. WWW/EBIs given. |
| MFL | Twice per half term for all students. In books. WWW/EBIs given. |
| Maths | Twice per half term for lower school. Seen in books and assessments. WWW/EBI |
| Music | Twice per half term using GCSE linked rubrics on Google Classroom. |
| PE | Lower school- Verbal feedback consistent |

FEEDBACK

| Subject | Frequency of feedback (including assessments) and what it will look like |
|-----------------------|---|
| Science | Twice per half term for lower school. Some whole class, some WWW/EBI used. Seen in books and on assessments |
| History | Twice per topic for all students. Seen in books and assessments. Coded WWW/EBIs used. |
| Citizenship | Twice per topic for lower school. Coded marking seen in books and assessments |
| Geography | Twice per topic for lower school. Coded marking seen in books and assessments |
| Religious Studies | Twice per topic for lower school. Coded marking seen in books and assessments |
| Food tech | Once per rotation, EBI for each practical photo seen on Google Classroom |
| Design and Technology | Once per rotation for lower school. WWW/EBI on marking and feedback sheet. |

Feedback

- Don't be afraid to make contact with your child's class teachers. This can be a phone call or via email, and can be a valuable way of finding out how you can support your child and if there are any concerns.

Questions?

You can email me at:
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