

Key Stage 4 - Years 9, 10 and 11

Tracking Guidance for Parents and Carers

This document aims to explain how tracking works and how we can use it, together, to support your child's progress.

[1. What is 'tracking' and why do we use it?](#)

[2. How does the attendance shading system work?](#)

[3. What is the 'attitude to learning' score and how will it be reported?](#)

[4. What aspects of my child's academic performance will be reported?](#)

[5. When are grades reported for my child's performance?](#)

[6. How will the school use this tracking report to support my child's progress?](#)

[7. How can I use this tracking report to support my child's progress?](#)

[8. How should I contact the school about tracking?](#)

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

A tracking report is designed to inform parents and carers about your child's progress at three points throughout the academic year. It contains a range of information to keep students, parents and carers informed. Tracking reports enable us to recognise excellent achievements and attendance as well as target support for students who require it.

We firmly believe that regular and routine communication between home and school means that we can work together to support students to achieve their very best. Tracking sits alongside other methods we use to communicate with you about your child's attendance, attitude to learning, performance and progress - including Parents' Evenings (once per year group per year), contact from tutors and teachers and Talaxy (the online parent portal).

(Key Stage 4 - Year 11 Tracking Report 2 example)

Tracking overview		
Category	Tracking 1 4 weeks in	Tracking 2 Mid-year
Attitude to Learning (average)	1.5	1.0
House points to date	34	52
Attendance to date	100%	
Behaviour points to date	6	11
Behaviour points for homework to date	1	7
Scaled Score on entry	105	

Subject (Curriculum Map)	Teacher	Student's approach				Ave ATL	Student's academic performance		
		Ready	Respectful	Working	Safe		Progress	Assessment (%)	Current Grade Attained
Business	Mr Fry	Sometimes	Sometimes	Sometimes	Rarely	-0.25		60	6
Science (Double GCSE-2 Grades)	Mr Carter								
English	Ms Rigby								

2. How does the attendance shading system work?

At The Weald we place a high priority on attendance because there is a direct link between achievement and attendance. You are more likely to achieve GCSEs graded between 9 and 6 with 97+% attendance. Young people who regularly miss school are more likely to become isolated from friends and suffer from mental health and well-being problems.

The colour in which the attendance % is shaded reflects how close to 100% they are.

100%	97% > a ≥ 95%	95% > a ≥ 90%	90% > a
------	---------------	---------------	---------

3. What is the 'attitude to learning' score and how will it be reported?

A student's attitude to learning (AtL) reflects how far they are able to thrive within our framework for positive learning; so that they are 'ready, respectful, working and safe.' This framework is on posters in every classroom as it is the anchor point to promote positive and productive learning.

Each tracking report has an overview table that shows your child's average AtL score across all of their subjects. This overview table also includes information on your child's attendance, house and behaviour points.

Each subject teacher will report how far your child meets each aspect of the 'ready, respectful, working, safe' framework using a descriptor (always, often, sometimes, rarely). This then calculates the AtL score by subject. The average of all subjects is reported on the overview table at the top of the report.

Ready - They arrive on time with the correct equipment

Respectful - They are polite, kind and keep unnecessary comments/contact to themselves

Working - They complete all work to the best of their ability

Safe - They are safe and do as they are asked when asked

Always +2	Often +1	Sometimes 0	Rarely -1
--------------	-------------	----------------	--------------

Attitude to Learning is one of the key learning behaviours linked to student outcomes and progress. The higher the better and anything at zero or below is a concern, which should be discussed with your child and will be followed up by teachers and, possibly, their Head of Year.

The first tracking report of each academic year will only report your child's AtL.

4. What aspects of my child's academic performance will be reported?

The second and third tracking reports will also include assessment information in addition to reporting your child's attitude to learning. This will include the % score which your child attained in their most recent significant assessment in each subject. These assessments take place twice yearly in exam conditions and are significant because they assess your child's progress in the curriculum up to that point in the Key Stage. In some subjects this % may also combine practical/performance assessments, coursework (NEA) or, where known, external examination marks. **It is not possible to compare % scores between subjects (or**

even between assessments in one subject between reports) because the difficulty will vary so much (even in external exams).

However, these % scores will underpin our reporting of your child's progress in each subject. This will be in the form of a colour: **green** for no concerns and **yellow** for concern. The progress colour is generated by tracking your child's progress in assessments from their own starting point, which can be seen on the summary table at the top. For Key 4 this is from their scaled score on entry from their Key Stage 2 SATS.

As a very rough guide, SATs scaled scores, on average, relate to grades as below. **However, we believe that prior attainment doesn't determine future achievement. A great attitude to learning, great attendance and regular homework routines will lead to great progress.**

SATS scaled score	GCSE Grades
110-120	7-9
100-110	4-6
80-100	1-3

5. When are grades reported for my child's performance?

Not all assessment results will be reported as a grade as well as a % score. This is because the % score more closely reflects your child's exact performance. There is evidence that converting this into grades can detract from students' ability to reflect upon and improve their performance. However there are some key points at which it is helpful for students, parents and carers to know which grade they attained; usually to help inform their decision about the next steps in their education and/or career.

The tracking reports which include attainment grades are summarised in the table below.

Year	Tracking 1	Tracking 2	Tracking 3
9	Attitude to Learning	Attitude to Learning, Progress, Assessment %	Attitude to Learning, Progress, Assessment %
10	Attitude to Learning	Attitude to Learning, Progress, Assessment %	Attitude to Learning, Progress, Assessment % and Attainment grade in Exam
11	Attitude to Learning	Attitude to Learning, Progress, Assessment % and Attainment grade in Exam	Attitude to Learning, Progress, Assessment % and Attainment grade in Exam

Key Stage 4 grades are reported on the 9 - 1 scale for GCSE, and Distinction, Merit and Pass for vocational qualifications.

6. How will the school use this tracking report to support my child's progress?

Tracking information is analysed by Heads of Year and Subject Leaders. This enables them to identify students who are making good progress and acknowledge their achievements. It also enables them to identify students who may require additional support to make greater progress in the curriculum so that we identify and address issues quickly.

This analysis is shared with the Senior Leadership Team and provided to all key staff to ensure that we can all work together to support all students to make good progress. Our response and the package of support which follows, will vary significantly between students, depending on their individual needs. We will focus our support on students who have:

- a low Attitude to Learning
- low attendance
- a yellow 'concern' progress indicator
- low assessment % scores

7. How can I use this tracking report to support my child's progress?

Once tracking reports are sent home, we hope you will be able to set time aside to review the report with your child. We hope you will join us in celebrating their achievements as well as tackle any concerns that have been raised. All tracking reports will be accompanied by a letter from your child's Head of Year which outlines questions to frame these discussions. We hope that this encourages students to take a greater sense of ownership of their learning. Additionally, it may be that we contact you following concerns to discuss a plan of support to work with you to facilitate this at home.

8. How should I contact the school about tracking?

Thank you for taking the time to read this - please feel free to get in touch with the contacts below if you have any further questions.

<i>If your query concerns:</i>	<i>Then please contact:</i>
Progress in an individual subject ...	The subject teacher*
Progress across all or many subjects ...	Form Tutor in the first instance, then Head of Year
Pastoral care or general well-being ...	Form Tutor in the first instance, then Head of House
Assessment policies and procedures ...	Miss Aja Cortizo, Deputy Headteacher: acortizo@theweald.org.uk

***Subject Teachers:** A full list of email addresses for subject teachers can be found on our website under the 'Contact Us' button [here](#). If you would prefer to telephone, or are unsure to whom you should address your query, please call the main reception office on 01403 787200.