



## Assessment Recording and Reporting (ARR)

### Rationale

A Tracking report is designed to inform parents and carers about their child's progress so far this academic year. We firmly believe that it is only through regular and routine communication between home and school that we can support children to achieve the best they can, both in academic success and with the development of their character strengths.

### Contents

1. What is 'tracking' and why do we use it?
2. What terms and grades are used in tracking reports?
3. What are the other critical statistics? (attitude to learning, attendance, punctuality to lessons and house and behaviour points)
4. What is the Weald framework?
5. How will the school use tracking data?
6. How can I help at home?
7. Whom should I contact if I have a query?

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

We aim to provide you with information about the character, progress and welfare of your child throughout the year and tracking is just one way in which we do this. Other methods of keeping you informed are:

- Parents' Evenings (once per year group per year).
- Tutor Reports (written) towards the end of the academic year.
- Contact from tutors and teachers throughout the year as the need arises.
- INSIGHT (Parent Portal) online.

Tracking reports are sent home three times during the year for each student. This document aims to explain how tracking works and what you can do to help your child.

Tracking is designed to:

- Keep students, parents & carers informed about forecast grades.
- Give comments on how to improve their character and grades.
- Be specific to individual students.
- Give students a greater sense of ownership of their own learning.
- Enable us to recognise the achievements of pupils and celebrate the vast majority of pupils who work hard day in, day out.
- Support students when they are struggling.
- Support parents in resolving any issues.

## 2. What terms and grades are used in tracking reports?

The subject table on each tracking report details feedback from each of your child's teachers in respect of their forecast grades and specific areas for them to focus on in each subject area in the coming weeks and months.

**KS3:** Mastery Forecast. This indicates the progress being made towards the key concepts in this subject. It is a forecast grade for the end of year 8 rather than a judgement of current attainment.

B – Beyond mastering subject x at KS3

M – Mastering subject x at KS3

W – Working towards mastering subject x at KS3

**KS4:** Forecast grades on the 9 - 1 scale for GCSE and Distinction, Merit and Pass for vocational qualifications (BTEC and Cambridge Nationals). Forecasts grades are a prediction on a pupil's final grade at the end of the Key Stage. These are used for Year 9, 10 & 11.

**KS5:** Forecast grades on the A\* - E scale for A-Level and Distinction, Merit and Pass for vocational qualifications. Forecasts grades are a prediction on a pupil's final grade at the end of the Key Stage. These are used for Year 12 and 13.

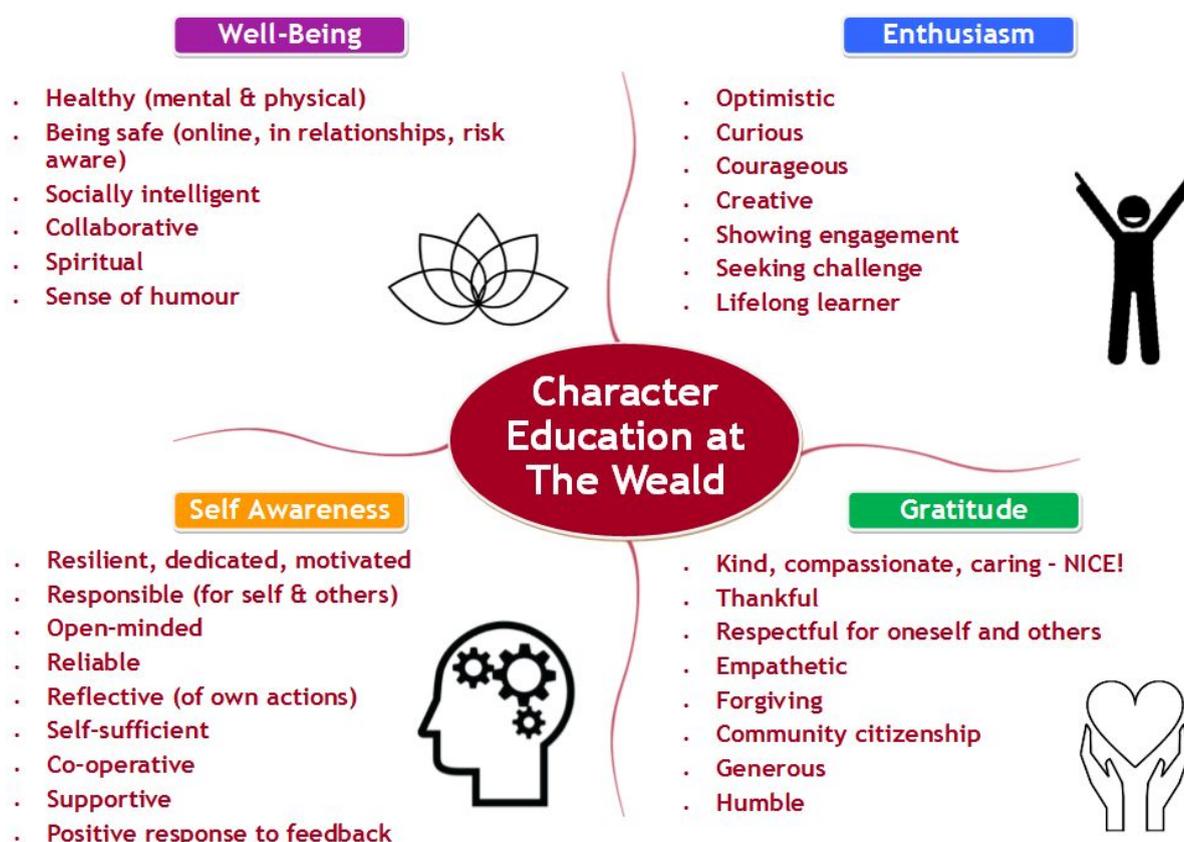
### 3. What are the other critical statistics?

Each tracking report has an overview table that shows your child's critical statistics regarding attitude to learning (ATL), attendance, punctuality to lessons, house and behaviour points. These are the headlines which highlight students' general approach to their own education. Here is a further explanation of the statistics in this table:

<p><b>Attitude to learning:</b></p> <ul style="list-style-type: none"><li>+2 Exceeds all expectations - outstanding achievement and progress</li><li>+1 Positive - expected achievement and progress</li><li>0 Acceptable - doing the minimum to make some progress</li><li>-1 Inconsistent - needs improvement</li><li>-2 Having a negative impact on their learning and on that of their peers</li></ul>
<p><b>Attendance:</b></p> <ul style="list-style-type: none"><li>100% Outstanding</li><li>98-99% Good (this equates to having 2 to 5 days off school per year)</li><li>96-97% Below expected (this equates to having 6 to 8 days off school per year)</li><li>Below 96% Cause for concern (this would mean your child is having more than 2 weeks off out of 39 in the academic year)</li></ul>
<p><b>Number of late marks:</b></p> <p>This shows the number of times the student arrived late to a lesson or form time.</p>

#### 4. What is the Weald framework?

The Weald framework identifies the characteristics we wish to develop in our learners while at school and beyond. The framework is divided into four key characteristics: well being, enthusiasm, self awareness and gratitude. With these key strengths we believe students will succeed in life, be happy and safe and go on to develop positively as adults.



#### 5. How will the school use the tracking data?

The information supplied by subject teachers is analysed after each round of tracking by the Directors of Learning 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 are experiencing difficulties and put the appropriate support in place. The aim is to ensure that issues are identified and addressed quickly, thus enabling students to perform to the best of their abilities.

Directors of Learning present an analysis of their findings to the Senior Leadership Team after each round of tracking. Information is also provided to other key staff,

e.g. Heads of House and Subject Leaders to ensure that all parties are well informed about pupil's character and progress and can act accordingly.

## 6. How to help at home

We are keen to involve parents in this process. Tracking reports will be sent home to you shortly after compilation and 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 your child's achievement when suitable. Equally important is the support you can offer your child to help tackle concerns that have been raised. If you would like further information about how to do this, or would like to discuss issues that have been raised by tracking, then please contact us (see below).

In some cases you may also be contacted by the relevant Director of Learning or Head of House when there are significant issues to address, or notable successes to celebrate.

Thank you for taking the time to read this – please feel free to get in touch if you have any further questions, or would like to comment about how we report your son/daughter's progress to you.

## 7. Contact Us:

### *If your query concerns:*

Progress in an individual subject...

Progress across all or many subjects...

Pastoral care or general well-being...

Comments about the school's assessment policies and procedures...

### *Then please contact:*

The subject teacher\*

Form Tutor in the first instance

Form Tutor in the first instance

Mr Steve Catt, Assistant Headteacher:  
[scatt@theweald.org.uk](mailto:scatt@theweald.org.uk)

### **Directors of Learning:**

#### **Key Stage 3 (Y7-8)**

Ms Sue Egan

[segan@theweald.org.uk](mailto:segan@theweald.org.uk)

#### **Key Stage 4**

**Mr Graham Cook (Y9)**

[gcook@theweald.org.uk](mailto:gcook@theweald.org.uk)

***Ms Georgina Holt (Y10-11)***

[gholt@theweald.org.uk](mailto:gholt@theweald.org.uk)

***Key Stage 5 (Head of Sixth Form)***

Mr Tom Backshall

[tbackshall@theweald.org.uk](mailto:tbackshall@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. 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.