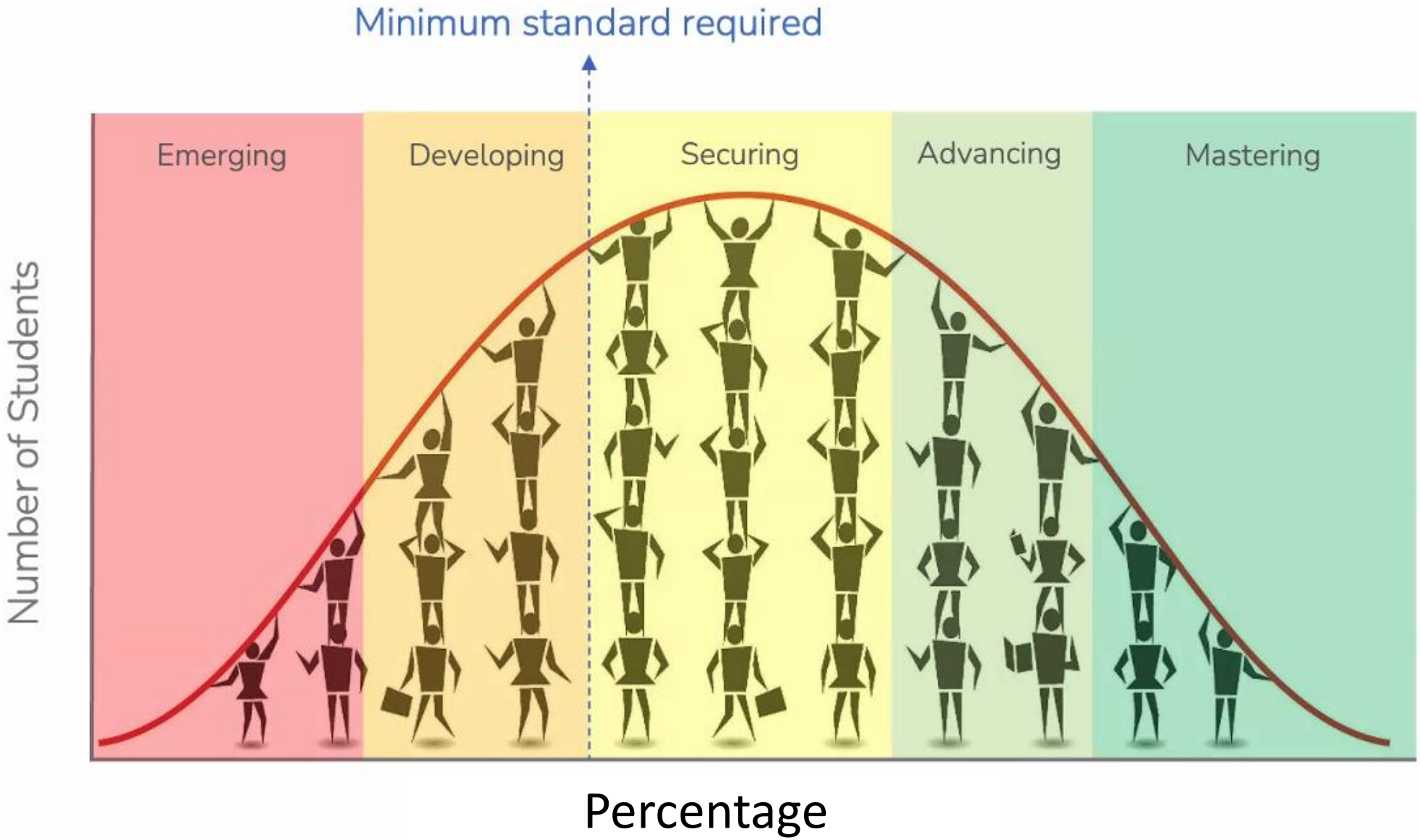
Data and Assessment for 2023/24

Parent Forum – 29 June 2023

Mocks and Parents Reports/Evening Overview

Term	No. of Weeks		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	7	Source	AtL only					Transition/AtL only	Summer Mocks
		Data Output	AtL Parent Reports					AtL Parent Reports	Parent Reports & Internal Analysis
		Parents' Eve	Meet Tutor					Meet Tutor	Parents' Eve
Autumn 2	9	Source				Assessment	Mocks		
		Data Output				Parent Reports & Internal Analysis	Horsforth Reports & Internal Analysis		
		Parents' Eve				Parents' Eve	Parents' Eve		
Spring 1	6	Source			Assessment			Assessment	
		Data Output			Parent Reports & Internal Analysis			Parent Reports & Internal Analysis	
		Parents' Eve			Parents' Eve			Parents' Eve	
Spring 2	4	Source		Assessment			Mocks		Mocks
		Data Output		Parent Reports & Internal Analysis			Horsforth Reports & Internal Analysis		Parent Reports & Internal Analysis
		Parents' Eve		Parents' Eve					Parents' Eve
Summer 1	7	Source	Assessment						
		Data Output	Parent Reports & Internal Analysis						
		Parents' Eve	Parents' Eve				Parents' Eve		
Summer 2	5	Source		Assessment	Assessment	Mocks		Mocks	
		Data Output		Parent Reports & Internal Analysis	Parent Reports & Internal Analysis	Horsforth Reports & Internal Analysis		Parent Reports & Internal Analysis	
		Parents' Eve							

KS3 Assessments – Aim for our Assessments



Key Stage 3 Progress Grid

Student Understanding of Curriculum				
Emerging	Developing	Secure	Advanced	Mastering
Test score 0-20%	Test score 21-40%	Test score 41-60%	Test score 61-80%	Test score 81-100%

Key Stage 3 Progress Grid

	Student Understanding of Curriculum				
	Emerging	Developing	Secure	Advanced	Mastering
	Test score 0-20%	Test score 21-40%	Test score 41-60%	Test score 61-80%	Test score 81-100%
Target Grade	Student on track for W/1	Student on track for 2/3	Student on track for 4/5	Student on track for 6/7	Student on track for 8/9
B	N/A	N/A	N/A	N/A	N/A
W	On Track	Above	Well Above	Well Above	Well Above
1	On Track	Above	Well Above	Well Above	Well Above
2	Below	On Track	Above	Well Above	Well Above
3	Below	On Track	Above	Well Above	Well Above
4	Well Below	Below	On Track	Above	Well Above
5	Well Below	Below	On Track	Above	Well Above
6	Well Below	Well Below	Below	On Track	Above
7	Well Below	Well Below	Below	On Track	Above
8	Well Below	Well Below	Well Below	Below	On Track
9	Well Below	Well Below	Well Below	Below	On Track

Example Parent Report 2023-24

				Attitude to Learning					
Subject	Target	Attainment	Achievement	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art	5	90%	Well Above	O					
Computer Science	5	78%	Above	A					
D&T	5	56%	On Track	E					
English	5	38%	Below	P					
French	5	15%	Well Below	R					
Geography	5	85%	Well Above	A					
History	5	75%	Above	E					
Maths	5	51%	On Track	P					
Media	5	38%	Below	O					
RS	5	57%	On Track	A					
Science	5	35%	Below	E					

Parent Forum Feedback

1. Your Parent View of our proposed new approach?

2. Your Feedback as Parents/Carers, if you were a parent of:
   a) A Middle or High Prior Attainment Pupil? E.g. Grade 5/6 or 7/8
   b) A Low Prior Attainment Pupil? E.g. Grade 2/3
   c) A Very High Prior Attainment? E.g. Grade 9
   d) A Very Low Prior Attainment? E.g. Working at Reception, Year 1 or 2 Level

Option 2: Example Parent Report 2023-24

			Attitude to Learning					
Subject	Target	Achievement	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art	5	Well Above	O					
Computer Science	5	Above	A					
D&T	5	On Track	E					
English	5	Below	P					
French	5	Well Below	R					
Geography	5	Well Above	A					
History	5	Above	E					
Maths	5	On Track	P					
Media	5	Below	O					
RS	5	On Track	A					
Science	5	Below	E					

Option 3: Example Parent Report 2023-24

			Attitude to Learning					
Subject	Attainment	Achievement	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art	90%	Well Above	O					
Computer Science	78%	Above	A					
D&T	56%	On Track	E					
English	38%	Below	P					
French	15%	Well Below	R					
Geography	85%	Well Above	A					
History	75%	Above	E					
Maths	51%	On Track	P					
Media	38%	Below	O					
RS	57%	On Track	A					
Science	35%	Below	E					

Option 4: Example Parent Report 2023-24

		Attitude to Learning					
Subject	Achievement	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art	Well Above	O					
Computer Science	Above	A					
D&T	On Track	E					
English	Below	P					
French	Well Below	R					
Geography	Well Above	A					
History	Above	E					
Maths	On Track	P					
Media	Below	O					
RS	On Track	A					
Science	Below	E					

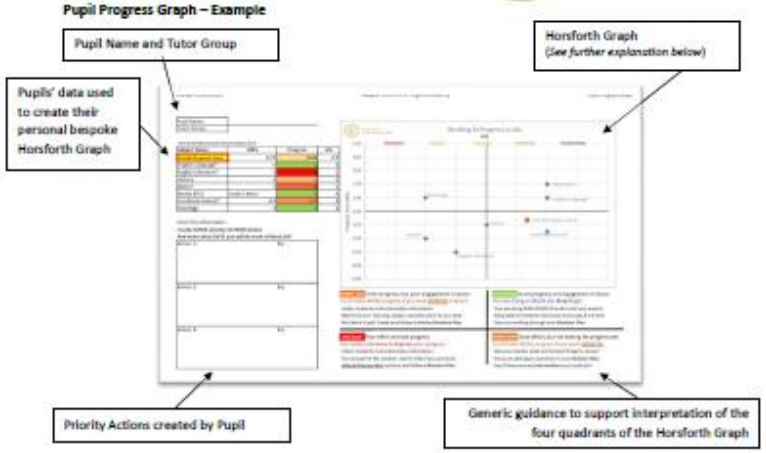
Horsforth Charts

Helping Your Child to Progress Further

Parental Guidance – Pupil Progress Graphs (Horsforth Graphs)

RAWLINS
A CHURCH OF ENGLAND ACADEMY

Pupil Progress Graph – Example



How to interpret your child's Horsforth Graph?

A Horsforth Graph is an individual progress graph. It does not compare Attainment, but the unique Progress of the individual child. This means for every child it is centred around their individual progress point (their Minimum Expected Grade (MEG) for each subject.)

This means although every child will have a different attainment target for each subject the graph will be re-centred for each child/subject so that it shows their personal progress.

Left-to-Right

A Horsforth Graph shows the *Attitude to Learning* going from lowest effort (Reluctant) on the left-hand side to highest effort (Outstanding) on the right-hand side.

Bottom-to-Top

A Horsforth Graph shows the *Progress* for each child going from 5x Grades below their MEG (Bottom), precisely in line with their MEG (Middle line) to 5x Grades above their MEG (Top).

This means the very centre of the graph shows Progress in line with their MEG and an "Engaged" Attitude to Learning. Subjects above and to the right of this point are positive and pupils are progressing above expected. The Horsforth Graph therefore is a great visual way to uniquely focus each pupils' effort on their own Learning and Progress, and not distract themselves with comparing themselves to others academic attainment.

A Horsforth Graph has four quadrants, with different reasons for each.

Green Zone - *Good Progress and Good Atl*

These pupils are getting it right! They are currently demonstrating a great attitude to learning and making great progress, they should continue with their approach.

Whilst we want all pupils to continue maximising their learning and make even more progress (they have high expectations of themselves) we are aware that pupils can occasionally apply too much pressure to themselves and burn out. In order to ensure they can continue the progress they are making they should ensure that their Revision Plan sets out a clear balance of highly focused school work, both in school and out of it, but should also include some "me time" activities to **ensure a healthy balance** on their road to great success.

Amber 1 Zone - *Good Progress, but Poor Atl*

These pupils are not engaging in their learning adequately. They need to work HARDER.

They are currently passive or reluctant learners and this will be impacting their progress. This may be due to lack of effort, or engagement in class or homework. They may not be revising sufficiently, or successfully organising their learning / equipment / coursework enough to reach their full potential.

They need to try harder to always do their very best and take responsibility to ensure they are involved in maximising their learning potential. This will need to occur both in and out of lesson, and will **require a detailed Revision Plan** that shows what they will focus on each evening, prioritising their weakest areas.

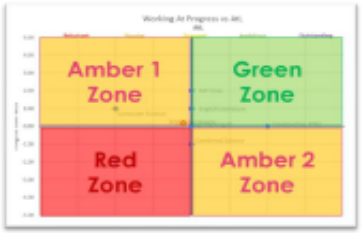
Amber 2 Zone - *Good Atl, but Low Progress*

These pupils are ambitious or outstanding learners who want to do well, but are not currently progressing in line with their potential. They need to work SMARTER.

It is likely that they are not yet doing the things that will help them maximise their learning the most. Quite often this can be something simple, like spending too much time revising the things they already know, or spending time superficially on learning activities whilst actually distracted from fully understanding what they are doing by social media/friends/TV.

It may be that they haven't spent enough time revising to cover all the material or that they spent time only highlighting notes (an ineffective technique).

But it may also be that they have been trying to learn facts from flash cards (effective for memorisation), but have not



yet linked ideas in different topics or applied these in context (can they explain how these apply to real world applications/solve problems).

In most cases, however, it is that they have not yet practiced using this knowledge on **past exam paper questions** and checked and corrected their answers based on the examiner mark schemes (this is often the most impactful revision technique).

It is likely that on reflection, with a Revision Plan they could adjust their approaches to lesson/revision and make rapid improvement. They could ask their Teacher for further specific guidance for their subject, and they could see if there are any intervention sessions which they could attend to give them some extra time with an expert to fill any gaps in their knowledge/understanding.

Red Zone - *Poor Atl, and Low Progress*

These pupils need to do more to improve their progress. They are the most in danger of underperforming and not reaching their full potential in this subject. They need to have high expectations for their own learning, working HARDER (See Amber 1 Zone) and SMARTER (See Amber 2 Zone) to achieve more.

These pupils need to:

- **Maximise their learning in school time.** Attending, on time, every day & always trying their best.
- **Create a revision plan** that shows what they will do for each subject, prioritising their weakest areas first.
- **Attend interventions.** Ensure they speak to their teacher(s) to identify which interventions they are invited to attend.

Screen Time

My final guidance applies to all pupils all of the time and relates to screen time. There is an overwhelming amount of evidence that screen time and social media use is not only having a negative impact on the mental health of young people, but also their brain development. Studies show it takes 25mins 15secs for the brain to get "back in the flow" following any screen time distraction e.g. message/TikTok/Snapchat/WhatsApp etc. Further research showed there was a negative performance in tests and learning, even when the phone was simply visible on the desk beside them, or in their bag, as they were still thinking about their device and messages. Therefore, our best advice to support with revision (and a healthy balanced lifestyle) is to create some regular time *(we are aware some revision is done on a device e.g. SPARX)* and space, every day, to revise and work away from screens and devices. Alongside ensuring your child is eating/drinking and getting enough exercise and sleep, this is a critically important way you can support and maximise the learning progress of your child.

Top Tip – Try This:

Get your child to set a countdown timer for an agreed time (e.g. 30mins) and leave the device and all others with you – whilst they go and do revision. They can have their device(s) back again (it becomes a reward for them) If they can explain the detail of what they have been revising, in a way that you understand it! *(Explaining an idea to someone else is called "elaboration" and is a great technique to reinforce learning and rehearse exam answers. It also works even better, if you pretend that you know nothing!)*

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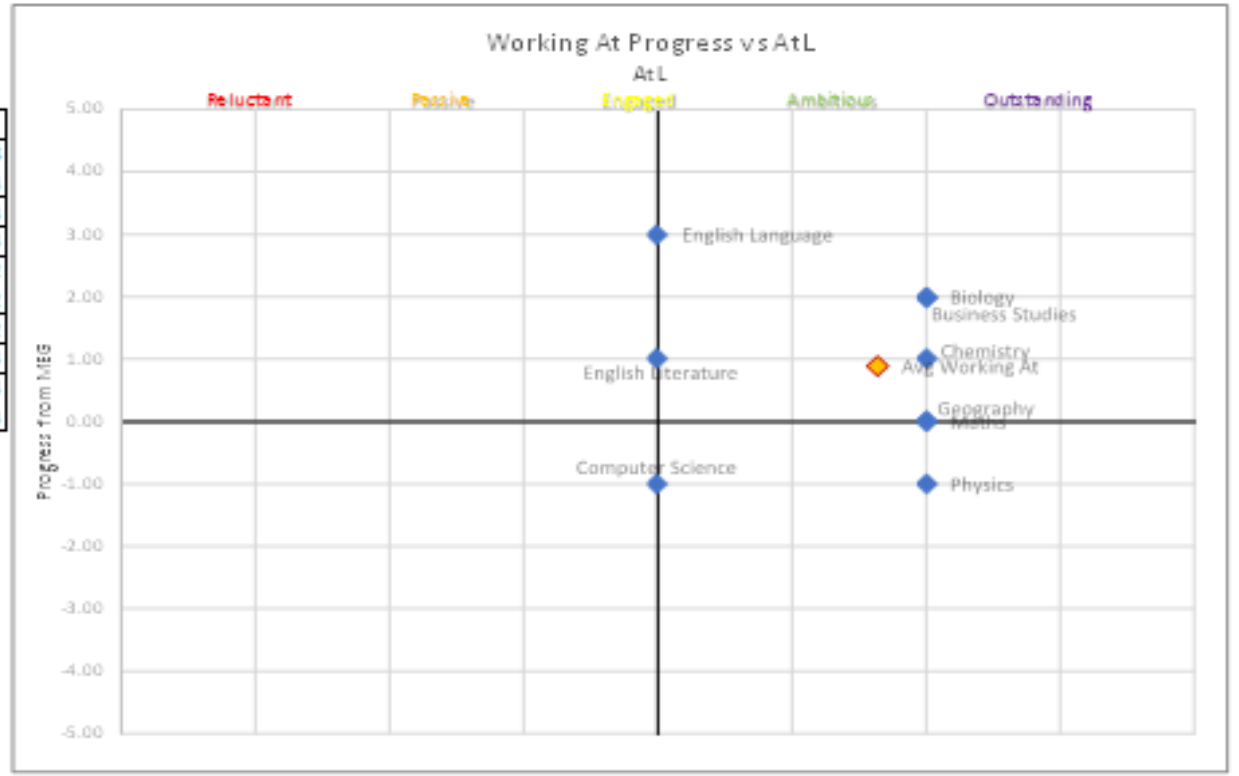
Pupil Progress Graph

Pupil Name:	
Tutor Group:	

Subject Name	MEG	Progress	AtL
Avg Working At	6.56	0.89	2.8
Biology	7	2	3
Business Studies	6	2	3
Chemistry	7	1	3
Computer Science	6	-1	2
English Language	6	3	2
English Literature	6	1	2
Geography	7	0	3
Maths	7	0	3
Physics	7	-1	3



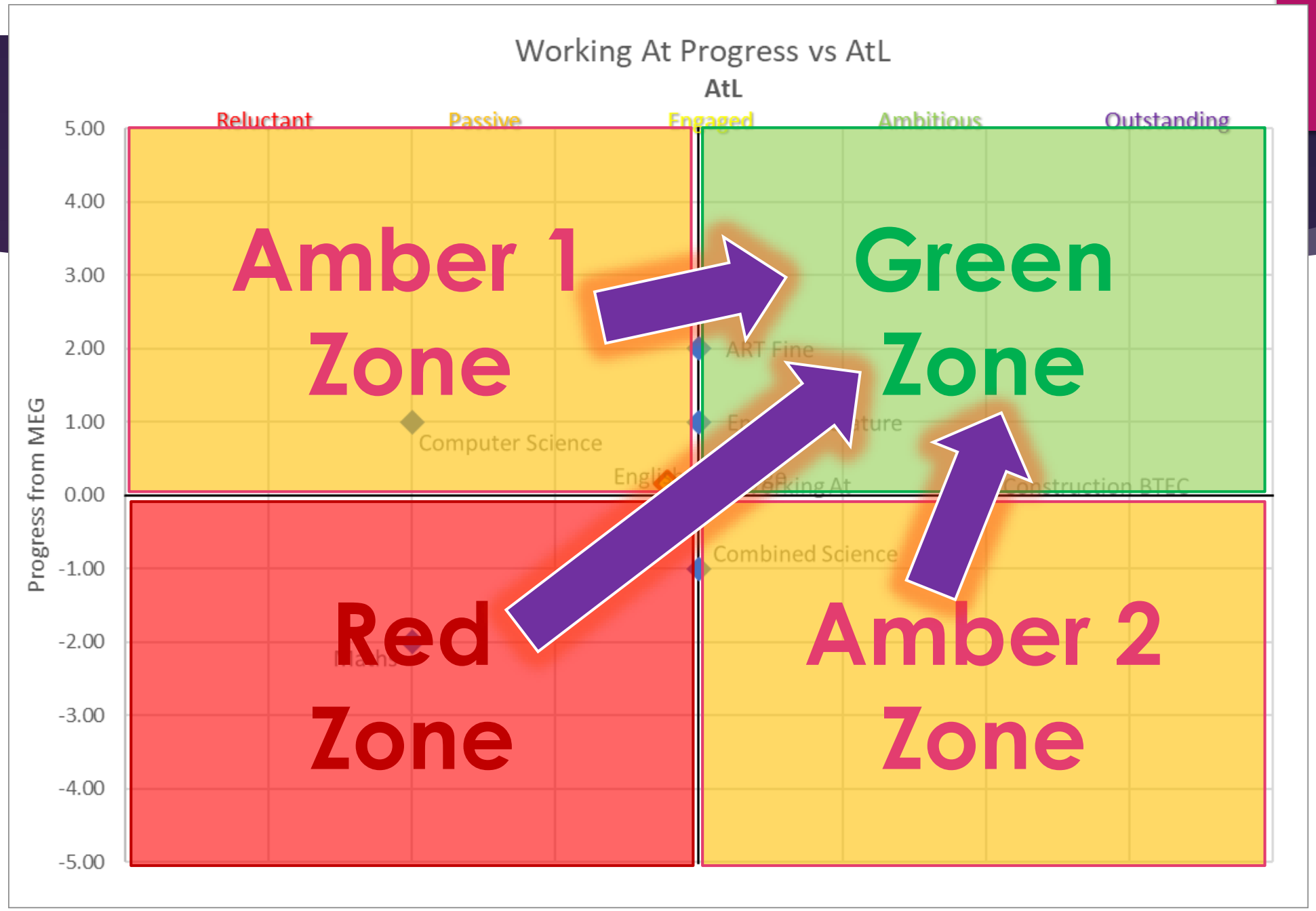
Action 1	By
Action 2	By
Action 3	By

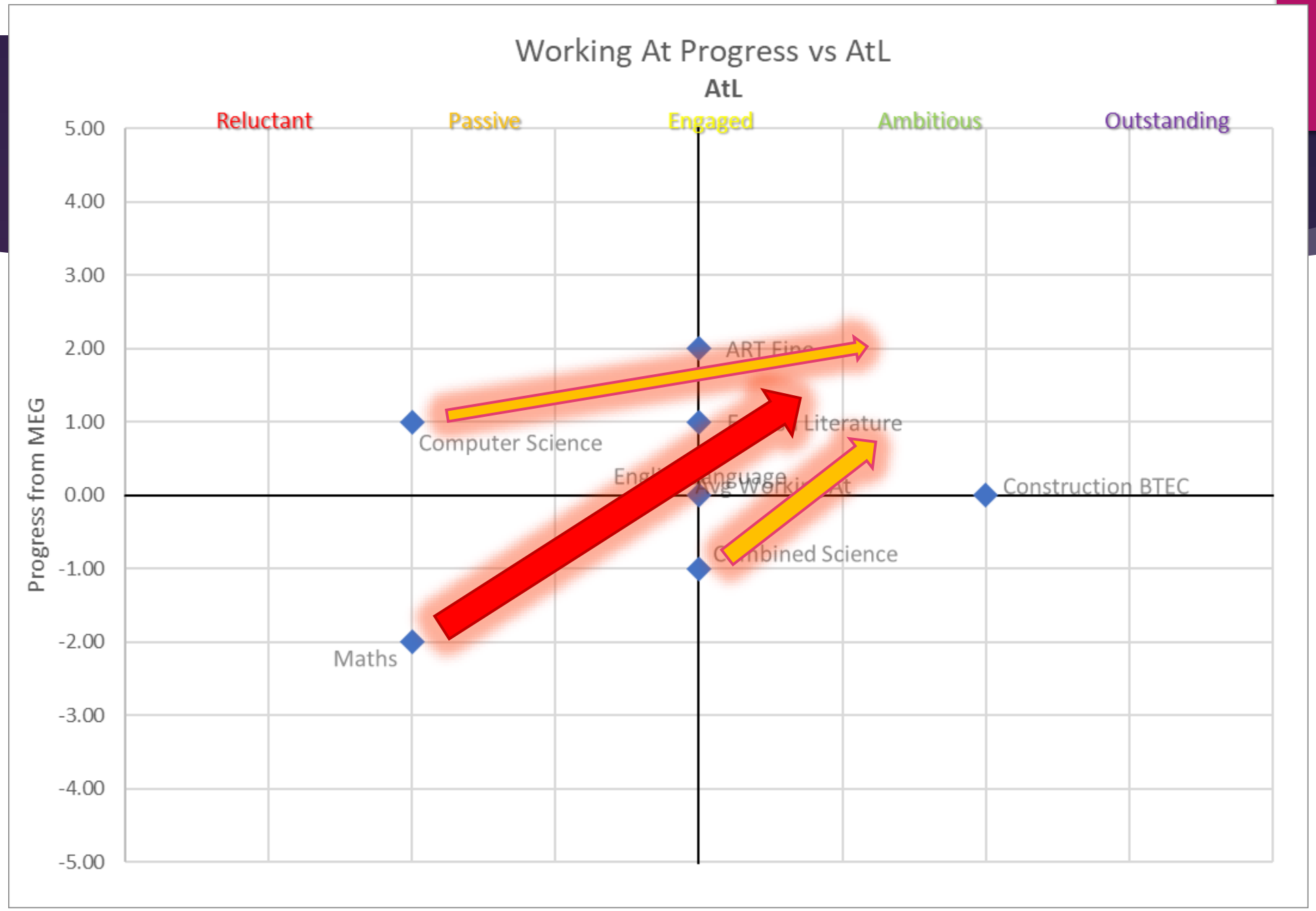
Amber1 Zone Some progress, but poor engagement in lesson
You'll make MORE Progress if you work HARDER in lesson
- Listen closely to instructions/key information
- Maximise your learning, always try your hardest
- Create and follow a detailed **Revision Plan**

Green Zone Good progress and engagement in lesson
You are doing a brilliant job. **Keep it up!**
- You are doing RAW-SOME! (5mnths until your exams)
- Keep balance in working hard every day
- Carry on working through your **Revision Plan**

Red Zone Poor effort and low progress
You need to **do more to improve** your progress
- Listen closely to instructions/key information
- You are part of the solution. Ask for help if you are stuck
- **Attend Intervention** sessions and follow a **Revision Plan**

Amber2 Zone Good effort, but not making the progress yet
You'll make MORE Progress if you work SMARTER
- Ask your teacher what are the best things to revise?
- Focus on past paper questions in your **Revision Plan**
- See if there are any **interventions** you could join


Working At Progress vs AtL
AtL
Reluctant
Passive
Engaged
Ambitious
Outstanding
Progress from MEG
5.00
4.00
3.00
2.00
1.00
0.00
-1.00
-2.00
-3.00
-4.00
-5.00
Amber 1 Zone
Green Zone
Red Zone
Amber 2 Zone
ART Fine
Computer Science
Combined Science
Construction BTEC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AtL
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5.00
4.00
3.00
2.00
1.00
0.00
-1.00
-2.00
-3.00
-4.00
-5.00
ART Fine
Computer Science
Literature
Construction BTEC
Combined Science
Maths

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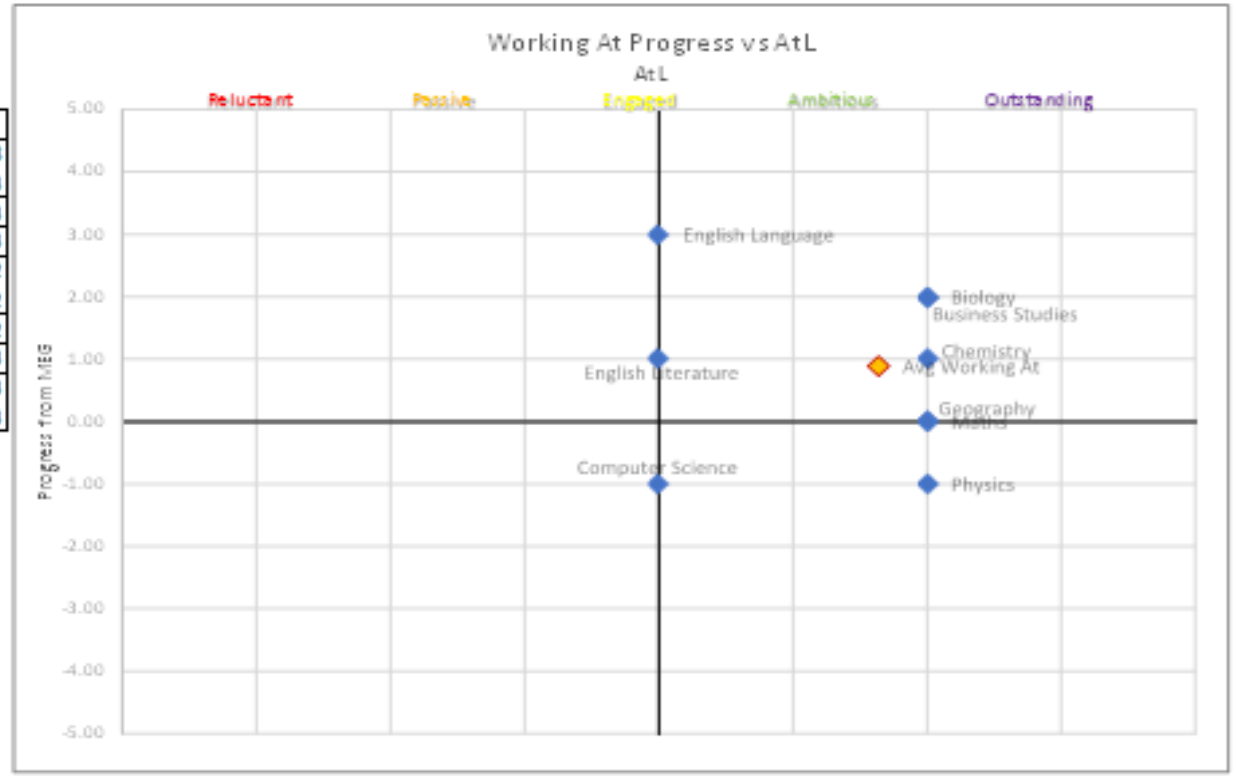

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Top 10 Overall Progress Awards

Name	Progress Score
Will	3.00
You	2.80
Win	2.75
	2.63
See your	2.50
Name	1.98
Here?	1.81

£5.00
Shopping Voucher each

New Year – Same High Expectations

Next Steps

Revised AtL Descriptors and Colours

- We are looking to revise the AtL descriptors to make them more tangible for pupils to use to improve

ATTITUDE TO LEARNING DESCRIPTORS

Category	Description
Outstanding Learner	I **consistently** show **all** of the characteristics of an 'ambitious learner' in every lesson. I **lead** the learning in the classroom. I **seek** challenge and **independently** extend my learning outside of the classroom. Going above and beyond!
Ambitious Learner	I am **always** fully engaged in **all** lessons and **actively listen** at all times. I am **always** focused in lessons and complete all of my work to an **exceptional standard**. I am **always** looking how to improve my work, listening to teacher feedback and applying improvements **independently** and to a **high standard** I **always** have a positive attitude in lessons and am determined to try the most challenging tasks I have **a positive influence** on the learning of others, engaging in discussion, showing empathy to others and always adhering to the school expectations
Engaged Learner	I am engaged in the **majority** lessons and **actively listen** consistently I am focused in lessons and complete my work to a **good standard most** of the time **I want to improve my work**, and will listen to teacher feedback and make improvements when prompted I **usually** have a positive attitude in lessons and am determined even when tasks get challenging I am **enthusiastic** most of the time. I engage in discussion and can show empathy to others. I **try** to adhere to the school expectations and **respond quickly** if I am not.
Passive Learner	I **am sometimes disengaged** in lessons but do **try** to listen**.** I can focus in lessons but my work **isn't always to the best standard**. **When prompted** by the teacher, I want to improve my work, and respond to feedback but this may not be in as much detail as I'm capable of I sometimes give up when tasks get hard or I get stuck, I can show a lack of effort I am polite and can engage in discussion **if prompted**. I try to adhere to the school expectations but may **sometimes** show a poor response by getting a C2.
Reluctant Learner	I am **regularly disengaged** and do not always try to listen I do not focus in lessons, am often off task or produce work of a poor standard. The teacher has to continually prompt me to improve my work. I don't always respond to feedback or I give up. I often give up if I find a task hard or I get stuck I **regularly** have a negative impact on the learning of others as I don't adhere to the school expectations. I **often** show a poor response by getting a C2 or more.

Parent Forum Feedback

Your Parent View of this and any other questions:

- Option 1 (Unanimously)
- Change RED colour on Well Below (to a less aggressive)
- Reconsider ON TRACK to a more positive phrase
- Improve language of AtL descriptors to make it more meaningful to pupils, and ensure staff use it consistently.
- Consider if phrase “MASTERING” meets EDI guidance criteria on Gender