

## Assessing Progress

### How do we assess progress?

We are delighted to introduce our new school-wide assessment model, designed to provide a clearer and more comprehensive understanding of your child's academic journey. This system aims to give you a detailed picture of their progress journey from Year 7 through to Year 11. We strongly believe that knowing the academic progress they are making is crucial for both students and parents. For the student, this clarity fosters ownership over their learning, motivates them to set ambitious goals and helps them to understand the direct impact of their effort. For the parent, it ensures you are an informed active partner in your child's education to support their learning at home and celebrate their ongoing success.

If success is a destination, a clear journey is required to reach that destination effectively. The start of your child's journey to this destination must therefore begin with determining their current position. From this it guides the path of progress tracking to inform whether the student is making the progress they should. We use Key Stage 2 data to provide a minimum progress path. The primary benefits of this system to you and your child are that it will afford the opportunity to not only celebrate the individual progress within the year but also give your child and you an even clearer vision on the potential GCSE outcomes, by subject, come the end of Year 11. This system will further strengthen our ability to track progress in line with potential GCSE outcomes and where necessary, apply targeted intervention? to address the diagnosed areas for development that may be required to maintain your child's positive progress.

Qualifications are now graded 9 – 1 in GCSE subjects, with 9 being the highest level of achievement and 1 being the lowest awarded grade (An ungraded U can be awarded to students who fall short of the number graded standard). A grade 4 is considered a pass (equivalent to a mid to low C in the old format) with a grade 5 considered a strong pass (equivalent to a high C in the old format). With our culture of high expectations, we expect to see students make a minimum of 1 fine grade of progress per term in each subject they study. Now GCSE subjects have adopted the 9 – 1 grading system we are able to apply this model by subject to all students on arrival in Year 7. As a result, this model of minimum expected progress will continue across Key Stage 3 uninterrupted into Key Stage 4. The result is a clear progress pathway from their 'baseline fine grade' at the start of Year 7 towards a final projected end of course minimum projected 9 – 1 grade within an allocated 'End of Year 11 projected performance band'

In Key Stage 4 we offer some vocational GCSE equivalent subjects that are graded Pass – Distinction. We can match these to corresponding GCSE grades and include these on our trackers.

## What level of qualification could my child achieve?

### End of year 11 projected performance band

End of Year 11 projected performance band	Year 7 Baseline Fine Grade	Projected final GCSE grade
Excellence	2C and above	7-9
Strong	1F to 1A	5-6
Secure	1I to 1G	4
Foundation	1J to PRE-H	1-3

*End of Year 11 projected performance bands indicating projected final GCSE grade range, where minimum progress or higher is achieved and maintained across the years by the student.*

## What grade is my child currently achieving?

### Current working at fine grade

In order to measure and track progress throughout each year we use a fine grade system where each grade is divided into 3 parts '3 sub grades'. Grade 1 has additional sub grades to enable this foundational progression.

Grade	Fine Grade	Current working grade	Descriptor
4	A	4A	Securely meeting the criteria for this grade, close to achieving the grade above.
4	B	4B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
4	C	4C	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

## Is my child making progress this academic year?

### In year fine grade progress to date

The expected number of fine grades achieved in each year may vary between subject area due to the nature of their course and activity. On average we would expect students to make 1 fine grade progress each term.

The number of fine grade progress to date column will indicate the number of fine grades achieved within the year. As this is the first report of its kind in the first term this will not include a figure.

## Is my child still on track to achieve their end of year 11 projected performance band?

### Overall progress since starting TBCS

This is a measure of how your child is performing in each subject area relative to their 'end of year 11 projected performance band' and 'current working at fine grade'.

Progress Descriptor	
Making exceptional progress	The student is progressing at such a rate that they are now projected to achieve 2 or more performance bands higher than their originally projected performance band.
Making good progress	The student has made more than expected progress and is set to achieve the next performance band up from their originally projected performance band.
Making expected progress	The student remains on track to achieve their expected band
Making less than expected progress	The student has regressed compared to their minimum expected progress and is no longer currently on target to achieve their performance band.

## Is my child still displaying the right attitude to learning?

### Attitude to Learning

As an overall school guide, the attitude descriptors are

Grade		
4	Outstanding	The student is consistently engaged in their learning, always giving maximum effort and responding to teacher feedback. Students show a thirst for leaning and an eagerness to improve. Behaviour is always excellent.
3	Good	The student is usually engaged in their learning, often giving their maximum, responding effectively to teacher feedback, behaviour is always good.
2	Requires Improvement	The student can be off task but responds to re direction, The student requires reminders to demonstrate progress and does not always respond to feedback independently. Approach and behaviour can be inconsistent at times.
1	Requires Significant Improvement	The student often becomes off task and rarely responds to re direction. Escalation to sanction is often required. Little effort is demonstrated in class and is unable to work independently. No effort is made to engage with their learning. Behaviour is often poor and disruptive.

### Progress Tracker

You will receive your child's academic data in the form of a progress tracker. This will contain the information above in the following table.

Example Progress Tracker:

Subject	What level of qualification could my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 performance band (Based on KS2)	Number of in year fine grade progress to date	Current working at fine grade	Subject progress since joining TBCS	Attitude to Learning
English Language	Secure	+2	3C	Making expected progress	4
English Literature	Secure	+2	3C	Making expected progress	4
Mathematics	Secure	+2	2B	Making less than expected progress	2
Science	Secure	+4	2A	Making less than expected progress	3
Spanish	Foundation	+2	3A	Making good progress	3
Drama	Secure	+2	3B	Making expected progress	3

Your child's subject progress indicates if they are on track to achieve grades within their performance band.

If you have any questions or concerns about your child's progress, we strongly encourage you to contact the class teacher in the first instance via the school enquiries email address: [enquiries@tbcs.sfet.org.uk](mailto:enquiries@tbcs.sfet.org.uk)

Each year group has two opportunities annually to discuss progress and learning during our Parents' Evenings. However, please do not feel you need to wait for these scheduled events. Open communication with parents allows us to provide the best collaborative support to help your child thrive and achieve their full potential.