

Tracking and Reporting Your Child's Progress:

Information on Acton High School's new student progress measure.

Welcome to parents evening.

The aim of the evening is for you to understand the extent of the progress that your child is making in each subject and to know what your child needs to do next to improve.

The government has informed schools that national curriculum levels are not being used any more for grading students' work at Key Stage 3 (Years 7, 8 and 9). The main reasons given by the government for not using levels were:

- A lack of clarity about what levels actually mean about the students' learning. Some parents did not generally understand what a level 3 was in terms of the knowledge and skills that their child had and only focused on the fact that it was better than a level 2
- Students often focused on their level rather than look at their strengths and areas for development
- Levels also encouraged undue pace in learning due to an accountability system that encouraged schools to move pupils up through levels quickly, rather than securing mastery of curriculum content.

Without national curriculum levels for measuring and reporting student progress each secondary school has been encouraged to develop its own measure of student progress. The system used by schools must assess the child's progress in knowing and understanding the concepts and skills in each subject's curriculum.

In developing a system for measuring progress in each subject at Acton High School we have created a system that focuses on developing mastery of concepts and skills. At the start of year 7 students are assessed to check their mastery of the Key Stage 2 curriculum and their "readiness" to confidently and competently learn the subject knowledge and skills as they move through Year 7 and the rest of Key Stage 3. The students' progress in attaining subject knowledge and skills is assessed in lessons and in regular end of topic assessments. These are reported to parents regularly during the three years of Key Stage 3. By the end of year 9 we aim to have equipped students with the knowledge and skills that they will need to enter their GCSE subjects confidently and successfully. The new student progress measure at Key Stage 3 has a clear focus on mastery of the Key Stage 3 curriculum by the end of year 9 and the students' "readiness" for GCSEs. It sets out to ensure maximum progress for each child by the end of year 9.

The progress that your child is making during Key stage 3 is set against learning objectives that are part of your child's learning in each lesson. The learning objectives progress in level of challenge and the skill needed to confidently secure the objective. The new progress measure at Acton High School sets the learning objectives against a system of colours. The objectives are separated in to coloured 'steps' which develop the student from "ready for key stage 3" in Year 7 towards mastery of the key stage curriculum and "ready for GCSE" by the end of year 9.

All subjects follow the same system of "readiness" and follow the same sequence of coloured steps. The learning objectives in each colour step are specific to the subject. The colour sequence which shows the steps in progress is shown over the page:

	The student needs to build and strengthen some of the learning from Key Stage 2; this will support progress in to the more complex learning of other colour steps.
	Key stage 2 learning is secure and the student has the knowledge and skills to make good progress through the challenges of each coloured step
	Learning of new subject knowledge and skills for KS3
	Learning objectives that build on those of the previous step and provide further challenge to the students.
	Learning objectives that continue to build the knowledge and skills of key stage 3 learning and provide more complex challenges to the students.
	More challenging learning objectives that provide knowledge and skills that are building towards being GCSE ready
	Key Stage 3 knowledge and skills are secure. Ready for GCSE learning.
	Already learning at GCSE standard: developing knowledge and skills associated with GCSE work
	Already learning at good GCSE standard and expected to go on to attain the highest grades at GCSE