

**B**

# Measuring progress at Beal



# Personalised learning journeys

- KS2 SATS scores are used as a baseline to set end of KS4 (Year 11) targets.
- If we have no KS2 scores, we ask students to complete CATs tests (cognitive ability tests) and PT (progress test) assessments instead to help set an end of KS4 target
- To ensure that students achieve their end of KS4 target, it is expected that every student reaches certain progress increments at the end of each academic year i.e. at the end of Year 7, at the end of Year 8 etc. This represents each student's **personalised learning journey**.
- Each year, the students will be set an end-of-year target (end of Y7, end of Y8, end of Y9, end of Y10), ultimately culminating in their end of KS4 target. Teachers will assess the students in relation to these end of year targets; this will allow improved tracking of the students' performance during their learning journey at Beal.



# Assessment and reports

Over the course of the year, parents/carers will receive **3 reports**:

- 1) Autumn Progress Report - 'Aptitudes for learning'
- 2) Spring Progress Report – progress against end of year target i.e. above/on/below track
- 3) Summer Progress Report - progress against end of year target i.e. above/on/below track

***Always discuss progress reports with your child.***

***Please contact your child's form tutor if you have any questions.***



# Report 1 – Aptitudes to learning

This report will give you valuable information about your child's attitude/work ethic/commitment to learning.

Students are graded as either:

**1 (aptitude met)**

**2**

**3**

**4 (aptitude not met)**

These reports are generated for all key stages.



# Report 1 - Aptitudes to learning

<b>Aptitude for Learning</b>	<ul style="list-style-type: none"><li>• Have a positive attitude to learning</li><li>• Be creative in your thinking and classwork</li></ul>
<b>Aptitude for Managing information</b>	<ul style="list-style-type: none"><li>• Working independently</li><li>• Researching topics and homework projects</li><li>• Responding to teacher's feedback</li></ul>
<b>Aptitudes for Relating to People</b>	<ul style="list-style-type: none"><li>• Lead group work and participate effectively in group work</li><li>• Show emotional intelligence- active listening, self-awareness (both in actions and words) and empathy</li><li>• Reacting positively to potentially stressful situations (when asked to move seats, work in groups etc.)</li></ul>
<b>Aptitudes for Managing situations</b>	<ul style="list-style-type: none"><li>• Time management (arriving on time to lessons-handing work in on time)</li><li>• See potential failure as a chance to improve and try new things</li><li>• Celebrate your own and other people's success</li></ul>



# Reports 2 and 3 - Progress reports

The students are assessed in relation to their personalised end of year target.

**KS3** - Students are graded as either:

Above track (A)

On track (O)

Below track (B)

**KS4** - If a student studies both BTEC and GCSE subjects, they will have a separate target for both qualifications. A .3 target e.g. 6.3 indicates that a student is on their way to achieving the lower end of this grade, whereas a .8 target indicates that a student is on their way to achieving the higher end of this grade.

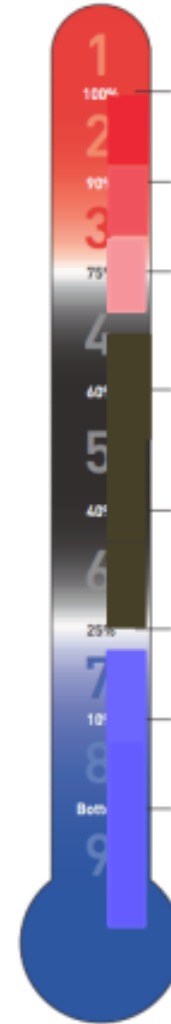
**A-level** - A Level target grades are a letter (A-E) followed by a number (1-3). A letter followed by a 1 e.g. B1 indicates that a student should be on their way to achieving the top of that grade, e.g. a high B. A letter followed by a 3, e.g. B3 indicates that a student is on their way to achieving the lower end of that grade, e.g. a low B.



# Progress reports

Working towards GCSE grade
8-9
7
5-6
3-4
1-2
WT1

Below Track B	On track O	Above Track A



Red demonstrates that a student is making progress 'above' their expected target

Black demonstrates that a student is 'on track' to meeting their expected target

Blue demonstrates that a student is making progress 'below' their expected target

