

St. Patrick's Academy



Tracking & Assessment Guidance for Parents Key Stage 3

Rationale

At St. Patrick's, we believe that assessment is a vital part of every student's learning journey and it is the key to enabling effective partnership working between staff, pupils and parents to ensure that every student makes significant progress throughout each academic year.

We are committed to improving educational outcomes for every student across all ability ranges and key stages and feel this can best be achieved through:

- high quality teaching and learning which is tailored to the individual learner;
- positive partnership working (using Assessment for Learning) with students to help them achieve their learning goals;
- regular assessment to map progression and identify learner needs;
- consistent reporting and communication with parents to support each individual learner and maximise his/her potential for success.

Key Stage 3 (Years 8-10)

September Baseline Assessments

- Progress in English (PTE), Progress in Maths (PTM) and Cognitive Ability Tests (CAT4) will be used to map each student's skills, potential and learning style at the beginning of each year. Each child will be expected to make significant progress in relation to this starting point as he/she progresses through the academic year.

- This information will be used by Faculty Heads and Subject Leaders and Subject Teachers to inform curriculum planning where course content, resources, schemes of work, lesson plans, etc. will be tailored to meet the needs, aptitudes and interests of every learner. Baseline data will also be shared with pupils and parents to encourage consistent progress.

- Pupil Attitudes to Self and School (PASS) data will also be used to understand our learners better and to help build each student's confidence in their own ability.

- SEN and IEP data will be used extensively to support each student with SEN and to formulate subject-specific learning plans designed to encourage and support all learners to achieve their learning goals. Access Arrangements will be in place to support each student through the assessment and examinations process. These arrangements will underpin all assessment routines in the school.

Interim and Formal Assessments

There will be four points of assessment in each academic year and these will be used to map and evaluate progress and to work in partnership with pupils and parents to review learning targets and enhance progress.

Planned Assessments

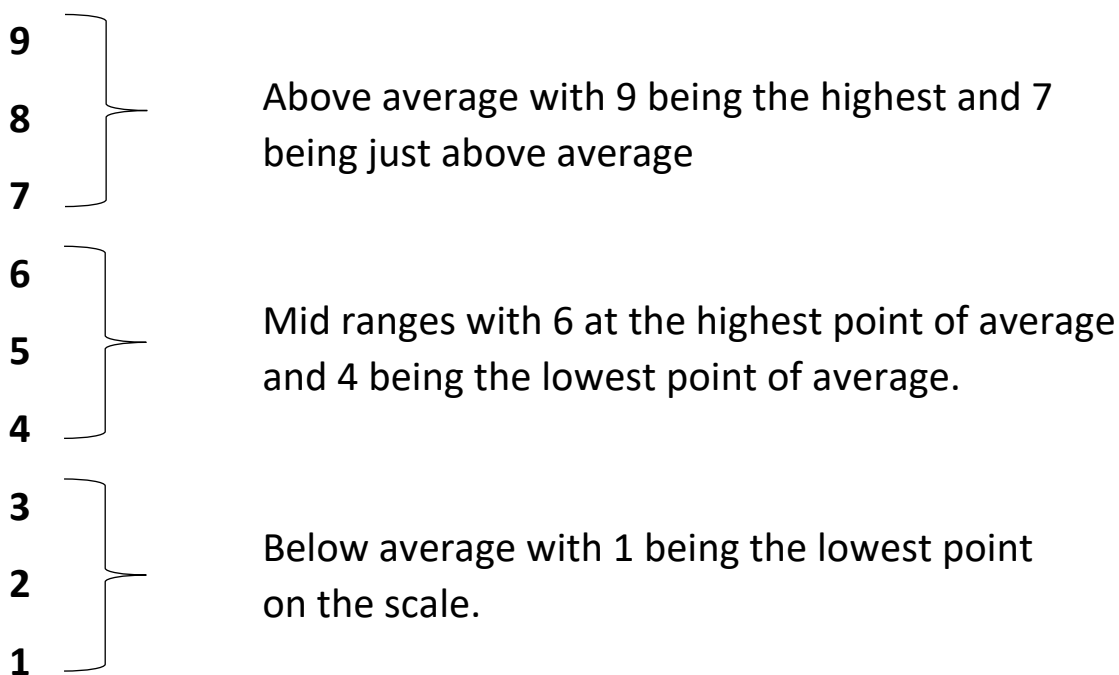
Month	Assessment Type	Report Type
September	Baseline Assessments	Computerised report detailing PTE and PTM scores as well as CAT4 stanines.
October	Interim Assessments	Computerised report containing grades and tracking progress.
December	Formal Examinations	Computerised report containing grades, tracking progress and comments from teachers in relation to progress and improvement.
April	Interim Assessments	Computerised report containing grades and tracking progress.
June	Formal Examinations	Computerised report containing overall attainment grades and end of year tracking progress.

September Baseline Report

The September Baseline Report is a computerised report which details your child's starting point from which progress will be measured this year. The report details your child's results in the following diagnostic tests:

- Progress in English (PTE)
- Progress in Maths (PTM)
- Cognitive Abilities Test 4 (CAT4)

The results detail your child's score in each test and his/her stanine band. Since the test scores can be confusing, we have included the stanine band for ease of use. Stanine (standard nine) is a method of scaling test scores on a nine-point standard scale. Details of each stanine band are shown below.



N.B. A score of 100 is the standard average score in each test. 100 is therefore stanine 5.

Stanines to Targets

Each child's learning target for each subject will be based on his/her stanine result within the three CAT4 categories (Verbal, Quantitative and Spatial). These scores differ in each category and this ensures that the targets set reflect each child's potential in different subject disciplines. Targets are set based on stanine bands. Pupils will therefore work towards achieving and/or exceeding the target assessment percentage set for each stanine band.

Quantitative	Verbal	Spatial
Maths	English	Art
Music	History	HE
Geography	RE	PE
Science	Spanish	D&T
ICT		

Stanines to Targets

9 = 90%

8 = 80%

7 = 75%

6 = 70%

5 = 65%

4 = 55%

3 = 50%

2 = 45%

1 = 40%

Computerised Tracking Reports

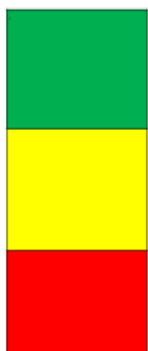
Following each planned assessment routine (held in October [carried out in November 2020], December, April and June), you will receive a progress report which will provide a picture of your child's progress in relation to his/her target in each subject. Progress is colour-coded for ease of use.

Example (Does not include all subjects)

Subject	Target	Tracking Average	Current Attainment Percentage	Progress in relation to target
English	65%	70%	73%	Above Target
Maths	70%	70%	70%	On Target
Science	70%	66%	64%	Below Target
History	65%	65%	66%	On Target
Geography	70%	70%	70%	On Target

Important Note

The expectation is that the colour-coded report will show mostly yellow results.



Green means that your child is **exceeding** his/her targets, demonstrating excellent progress.

Yellow means that your child is achieving his/her targets successfully. This indicates **very good progress**.

Red means that there are some **areas of concern** which we will work in partnership to resolve.

Further information and guidance on our assessment and tracking procedures will be provided at our scheduled Parent/Pupil Information Evenings.

A detailed copy of our assessment policy, together with key responsibilities, can also be found on the school's website.

If you have any queries or concerns about aspects of your child's progress, please feel free to contact us at any time.

