#### Data drop

In Y8 and 9, we track each student's progress, once per term, so there are three rounds of tracking per year reported.

Progress Indicator Traffic Light

Above expected progress
Working towards expected progress
Working below expected progress



Chatham & Clarendon Grammar School

#### Achievement/Behaviour

On your child's report you will be provided with current achievement and behaviour count, as well as progress data.

#### Attendance/Punctuality

Progress and achievement depend on good attendance. The school works rigorously to ensure that high levels of attendance are maintained and an excellent standard of punctuality is modelled by all of our students. Every student should aim for 100% attendance and punctuality. Your child will only reach their potential if high levels of attendance are maintained.

#### Subject comment reports

In Y7 and 9, subject comment reports will be issued to give an insight into your child's progress across the whole school curriculum. Teachers will use this report to review achievements and set targets.

#### **Parents evenings**

Once a year you will be invited to speak to individual subject teachers about your child's progress.

# A Guide to

## Key Stage 3 Data

In this document you will find a breakdown of key information about your child's progress.

Students are now assessed using the new reformed GCSE grades from 1 up to 9.



At CCGS the Key Stage 3 (KS3) curriculum and assessment model have been redesigned to focus on developing the key concepts, knowledge and skills needed for success at KS4. KS3 and KS4 should no longer be seen as separate courses, but rather as a continuum based on high expectations and challenge for all. We expect all students to make positive progress across all subjects.

### Where does it all start?

In Year 7, staff will report to parents a termly student's 'Approach to Learning' grade. This is to help students get into good learning habits at the start of their secondary school journey. Students are monitored on a scale of 1-5 within the following areas:

	Completing HW on time					
Deadlines	Meeting project or coursework deadlines					
	Acting on advice (DIRT)					
Pride in the work	Proof reading work	ATL Scale 1 - Outstanding				
Pride in the work	Presentation	2 - Good				
	Organising their work	3 - Greater consistency				
	Participation	needed 4 - Frequently unsatisfactory				
Staving on tack	Listening	5 - Persistently unacceptable				
Staying on task	Focus					
	Not distracting others					
	Asking questions					
Indonondonoo	Seeking help					
Independence	Revision of work					
	100% book trial					

Throughout Y7 there will be a series of assessed tasks and tests which will be used in conjunction with KS2 data to produce a starting point (baseline grade) from which we will measure academic progress within the remainder of KS3 (Y8 and 9). The baseline grade will be reported in term 4 of Y7.

#### Average progress

During Y8 and Y9, in addition to reporting on 'Approach to Learning', teachers will assess and input data informing the school and yourself about your child's progress at various stages in the academic year. This will take the form of a 'Working at' grade for each subject and a judgement from the class teacher as to whether progress is 'Above Expected', 'Expected' or 'Below Expected'. A system of subgrades (e.g. 2-, 3+, 4=) will be used to show progress through the grade. The objective of the data drops is to help us monitor the progress being made from the Y7 baseline and to gauge if pupils are ontrack to reach their GCSE minimum expected grade (see progress indicator for average progress trajectories based on KS2 data). The GCSE minimum expected grade that has been generated based on your child's prior attainment at KS2 e.g. SATs results from Y6 (Reading and Math), will be shared with them in Y9 so to aid their GCSE Options selection.

At CCGS, we know progress is rarely linear and we appreciate that every child is different. This system allows teachers, pastoral staff and parents/carers to respond to any development needs and generate discussions at home and school. It is, however, expected that throughout their school journey students will strive to be resilient and independent learners who enjoy learning, make progress and achieve.

Progress indicator (colours are there to help visualise progression pathways)

	Year 8		Year 9		Year 10			Year 11				
Data (estimate)	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
												9
											8+	8+
											8=	8=
										8-	8-	8-
									7+	7+	7+	7+
									7=	7=	7=	7=
(es								7-	7-	7-	7-	7-
)ata (							6+	6+	6+	6+	6+	6+
						6=	6=	6=	6=	6=	6=	6=
KS2 [					6-	6-	6-	6-	6-	6-	6-	6-
KS					5+	5+	5+	5+	5+	5+	5+	5+
				5=	5=	5=	5=	5=	5=	5=	5=	5=
		5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-
	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+
	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=
	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-
130	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
123	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=
117	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-
110	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+
105	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=
100	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-
96	1+	]+	1+	1+	]+	1+	1+	]+	1+	1+	]+	1+
92	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=
88	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-