

Understanding Y7 & Y8 Trackers Transcript 2023

Mrs Levy - Introduction

This is what a Key Stage 3 High Storrs tracker looks like. With the tracker you should also receive the tracker explained document and the attitude to learning grid.

First, let's look at the top sections. We'll start with attendance. Our school aim is for all students to have 97% attendance or higher. This student has 93.2% attendance which is a concern. Someone with below 95% has missed 2 weeks of lessons over the year. We can also see how many behaviour points this student has. Behaviour points are given for serious incidents and the majority of students (approx. 85%) have 0 behaviour points. In the section underneath, we can see how many times the student has been late to morning registration and to lessons. This student has 0 lates to AM Rollcall, which is fantastic. Next to it, we can see how many times they've been late to lessons.

Mr Vickers – Average A2L

Here is the average A2L, any average can be seen as a blunt tool but we know that some students and parents do find this particular average useful. Having a rough sense of if you are broadly in line with your peers can be helpful as is knowing if you are a long way off either above or below. It is a guide only and is really only the "dipstick in the oil" check, rather than the full scrutiny of an "MOT", it can only tell us so much.

Mrs Levy - Commendations

Moving on to the middle section, we can see how many commendations this student has. 30 commendations is excellent. The most up-to-date totals for both commendations and behaviour points can be found on Satchel:One, so please check the app frequently. The section below shows the subjects this pupil studies with the attitude to learning next to each subject. At KS3 we using B for Building Habits.

Mr Vickers – Expected Progress

Above we have a guide to show how students typically develop their A2L over time. Again, this is a guide to illustrate if you are broadly in line with where other students in the past have been at the same point in KS3.

Mr Vickers - A2L focus Break down

To the right again we have our A2L focus breakdown summary. This is a key part of the tracker. Each teacher suggests an area or strand of A2L that you need to develop in that particular subject (the breakdown of this is below) but here's the totals for each A2L focus. We can see that this student only has one "behaviour for learning focus" but has seven "independence for learning" foci. This gives a clear indication that this student needs to focus on these learning behaviours. The next thing to do would be to look at the A2L grid and read through the "independence for learning" column to see what habits we need to develop in order to improve across a range of subject.

Mrs Levy – Barriers to learning

This is one of the most important boxes in the tracker barriers to learning. Here is where we can see if the student has any barriers or concerns in their different subjects. The majority of students (approx. 90%) have two or fewer barriers overall. If it says "no barriers" that means that the

students is making very good progress and there are no concerns around that subject. As a school, we use this information to put interventions into place such as homework support or positive reports.

Mr Vickers - A2L focus per subject

Each subject teacher selects an area of A2L that they think you need to develop in their lessons. You may have talked about this during self-reflection, academic tutoring times or in class or individual feedback. Put simply it is the strand of A2L that that teacher thinks will make the biggest difference to your overall Attitude to Learning in that particular subject. The summary we looked at earlier helps parents and students to spot patterns more easily to promote better learning habits across a range of subjects.

Mr Vickers - Recognitions

It is important that we always look at how to develop as learners and improve what we do in our lessons but it is also just as important to celebrate what we do well. As well as commendations we use “recognitions” at each tracking point so that staff have the option to recognise students that are doing particularly well in lessons. This could be for: Effort, Determination, Inquisitiveness, Positivity, Curiosity and Contributions (to name a few) all of the things we think students should be rewarded for, no matter their ability.

Mrs Levy – Thank you and questions

Thank you very much for taking the time to watch this video we hope you found it useful. If you have any specific questions regarding this video, please email enquiries@highstorrs.sheffield.sch.uk or your Head of House.