

Year 9 Tracker explained:

Here we have a mocked up KS4 tracker– this is not a real student but it is great example of a tracker. It tells us so much about this young person – what has gone well and what they need to do to improve.

A student's **average A2L** is a rough guide to help you understand if your child is making expected progress in their A2Ls, if their A2L is below the year average and lower than expected at that point (see the diagram) this would be a concern and the additional feedback in the tracker should help you pinpoint where improvements can be made.

Commendations are how we reward students displaying our values, here you can see a breakdown of what commendations your child has been awarded (the live figure can be viewed by students and parents via Satchel:One).

Current A2L focus is the A2L strand your child is working to develop in that particular subject. The A2L strands can be seen on the grid included in this document

YEAR 9 PROGRESS TRACKER 1 November 2022

Name	Freddie Jones			Attendance	93.6	Behaviour Incidents	4
Year	Y9	Form	Ly 02	Lates to AM Rollcall	4	Lates to Lesson	9

Freddie's average attitude to learning is 1.45. The average for Y9 is 1.80.

KS3 Attitude to Learning

The diagram below shows typical expected progression, however, it is merely a guide. A Y8 student may work at B1 and a Y7 student at B5. There are always outliers.

Succeed → Developing Y9, 10, 11 → D1 → D2 → D3 → D4 → D5 → Y10 → Y11

Teachers will be working with pupils in lessons to develop Attitude to learning habits that will improve their A2L level. You may want to discuss with your child what they are currently working on in lessons and how you can support this at home.

Opposite is a summary of what attitude to learning strands Freddie is currently focusing on in lessons.

Behaviour for Learning	1
Engagement for Learning	3
Feedback for Learning	2
Independence for Learning	5
Responsibility for Learning	0

As of Wednesday 4th November, Freddie's total number of Achievement Points so far in Y9 is 30.

Up to date totals for both Achievement Points and Behaviour Points can be viewed on the Satchel:One App

Subject	Progress Target	Individual Progress	Attitude to Learning	Current Attitude to Learning Focus	Barrier(s) to Learning	We would like to recognise your:	Teacher
English	6	In line with	D2	Engagement	No Barriers	Positivity	Mr J. Caldwell
Mathematics	6	Above	D2	Engagement	Act on Feedback	Effort	Mrs J. Wright
Science	5	In line with	D1	Independence	Quality-HomeWk	Perseverance	Mrs S. Kamil
Geography	5	In line with	D1	Independence	Exam Skills	Determination	Miss F. Glew
History	5	In line with	D1	Feedback	Exam Skills		Mr J. Doran
Latin	6	In line with	D1	Independence	Quality-HomeWk		Miss G. Allen

Subject	Attitude to Learning		Current Attitude to Learning Focus		Barrier(s) to Learning	We Would like to Recognise your:	Teacher
Core IT	D2		Feedback		No Barriers	Engagement	Mr M. Davies
Core PE	D1		Behaviour		No Barriers		Mr M. Bennehan
Core RE	D2		Independence		No Barriers		Mrs J. Collins
PSHCEE	D2		Independence		No Barriers	Positivity	Mrs A. Mason
Enr Food	D1		Engagement		No Barriers	Effort	Mrs N. Parkin

Now look at each subject. Are there any '**barriers to learning**' noted? If not, that does not mean there is nothing to improve! Students will know from feedback (often verbal), activities in class and tests what they are good at what needs to improve. But if the things they need to work on are a big worry (for their learning and the good of the whole class) they will have been noted as 'barriers to learning'.

If your child's tracker shows '**no barriers**', it suggests your child is working well and there are no specific areas that are stopping them progressing in a subject. However, they should still look at the A2L descriptors to see how they can develop their attitude to learning further.

Recognitions indicate where teachers recognise when a student is doing particularly well in their lesson. This is in addition to awarding commendations and is a good way for you to see if your child is thriving in a particular subject.

Our school aim is for all students to have 97% **attendance** or higher. This student has 93.6% attendance which is a concern. Someone with below 95% has missed 2 weeks of lessons over the year. Students with less than 90% attendance have missed an average of one day per fortnight.

Sometimes there are genuine reasons for poor attendance (a serious illness for example) but students have to be here as much as possible to learn. Next we look at the '**late to lessons**'. Students should ALWAYS be on time to learn. When students are late they disturb everyone's learning. Also, even 2 minutes late to each lesson is an hour's lost learning over the week.

Behaviour incidents recorded on the tracker are incidents that have warranted a behaviour report from the class teacher (or other member of staff) and consequence e.g. mobile phone confiscation. Most students in Y9 have no behaviour incidents.

A2L summary: New for Y9 (but similar to Y8), this is a quick way to see where your child needs to focus their efforts in improving their A2L. For example, this student has 4 subjects that have suggested they need to be more independent. The next steps would be to look at the A2L grid, specifically the independent learning column and work on developing the traits or habits from this A2L strand.