



## Monitoring Progress at KS3 Policy

### Rationale

At Holy Cross, we recognise that high aspirations is a key element in raising standards. Changes in the way pupil performance is measured and judged has altered the key focus from end of key stage attainment to progress throughout each key stage. It is with this in mind that this policy has been formulated.

### Aims

- To ensure our pupils make at least the minimum expected 2 levels progress from KS2 to KS3 we have a robust target-setting formula and procedure.
- When we set targets we are looking for pupils to improve *at least* 2 sub-levels per year. This will ensure our pupils make at least the minimum expected progress by the end of Key Stage 3 (EKS3).
- To ensure we have the correct base line from which to set a target, the table below demonstrates how sub-level targets will be set in KS3.

### Target Setting

Subject	Baseline set from	Baseline to EY7 Target	Baseline to EY8 Target	Baseline to EKS3 Target
English/Maths	KS2 level	+2	+4	+6
<i>For example</i>	<i>5a</i>	<i>6b</i>	<i>7c</i>	<i>7a</i>
RE/Geography/History Science/ICT	KS2 APS*	+2	+4	+6
MFL	KS2 APS* (minus 1 full level)	+3	+3	+3
Physical Education	Baseline assessment/CATS/KS2	+2	+4	+6
Music/Art	Baseline assessment is December sub-level	+2	+4	+6
Food & Nutrition	Baseline is the end of Y7 level	N/A	+2	+4
Product Design	Baseline is the end of Y7 level	N/A	+2	+4
Drama	Baseline is the end of Y7 level	N/A	+2	+4



In English and Maths KS2 test results are used. If they are unavailable then Teacher Assessment is used as the baseline.

At the end of Year 7 and 8 subject staff will be asked to check targets against levels achieved. If a pupil has exceeded his/her target a new End of Year Target will be set (possibly 3+ sub-levels). This will be in discussion with subject specialist staff.

Average Point Score from KS2 tests is used as the baseline for RE, Geography, History, Science and ICT. In Modern Foreign Languages the Average Point Score is used minus one full level this is to take into account the variation in MFL curriculum delivery at KS2 and the nature of MFL pace of progress during KS3. There may be circumstances when the KS2 Teacher Assessment is used as the Science baseline.

PE, Product Design, Drama, Music, Art, Food etc tend to have a significant practical element rather than purely academic. These subjects will conduct baseline assessments during the Autumn Term of Year 7 and set targets (in line with the 2+ sub-level per year to ensure pupils make the expected progress in these subjects).

For a very small number of pupils some targets may be extremely challenging due to pastoral/individual circumstances within a certain subject or in general. If this is the case, teaching staff are advised to liaise with their HOD who will then speak to KS3 Progress Leader for consideration of personalising the targets. Alternatively, some pupils who receive Pupil Premium funding may need to have stretch targets to ensure they are making the minimum expected progress. This will be decided at the discretion of the KS3 Progress Leader.

### Tracking, Intervention and Setting

It is vital that staff enter the correct sub-level in SIMS at the required time (*see annual calendar for details*). This information is used for tracking and intervention purposes but also for setting purposes. Thus it is of paramount importance that **the sub-level staff enter for each pupil is the sub-level they believe the child will achieve at the end of the year if they maintain their current rate of progress**. Staff must not enter the sub-level they are currently working at. We need to know which pupils will fall short of their expected targets and in doing so, apply targeted intervention swiftly and effectively.

### Sharing Targets with Pupils

Target setting sessions will take place during Progress Days. The timetable will be suspended for a day whilst Form Tutors conduct interviews either individually or in small groups with members of their tutor group. These discussions are a key event in monitoring pupil progress; they ensure pupils understand their targets and receive advice on how they can achieve them. KS3 Progress Leader and HOY will decide to interview those pupils who are not making the expected progress.

Near to the Progress Day time when tutors are discussing targets with pupils, then the same focus must happen in subject areas. Subject staff must recognise those pupils who are on track and be commended for their efforts. However, other pupils who need further help in order to progress must be given relevant assistance to help them achieve.



To assist in raising pupil aspiration KS3 Year groups will have Progress Days in which themes of self-awareness, learning styles, career choices and option choices will be addressed. The dates for KS3 progress days will be on the annual calendar.

### Sharing Targets with Parents

Parents will receive an Interim Report and Full Report.

The Interim report mid-year summarises pupil progress towards their End of Year (EY) targets in Y7, Y8 and EKS3. Part of the interim report will feature residuals in which the parent can see the progress their child is making by means of a +/- score.

To involve parents in the target-setting process, a parent feedback section is included so a dialogue between home and school can be encouraged.

KS3 Progress Leader and HOY may arrange for parents to come into school to discuss a child's progress across the subjects or explain interventions which may be taking place.

Parents are invited to Guidance Evenings at which Progress Leaders explain the purposes of target-setting, data analysis, procedures for intervention and ways in which parents can ensure their child makes the relevant progress.

At each Key Stage 3 Parents Evening, parents will receive a "mini-report" which will consist of the most recent data about their child. On the back of the report there will be a space for parents to write notes about the feedback they receive from subject staff during the evening. Parents will be encouraged to use this information when they discuss issues with their child when they return home.

All information delivered at Guidance Evenings or Option Evenings will be available for parents to view on the school website.

### KS3 Intervention

After sub-levels have been entered into SIMS, the data will be uploaded to SISRA for core subject analysis. Analysis for intervention will take place three times a year.

Analysis of residuals and patterns of underachievement/issues for concern (setting data may also be considered) will be used to target 10% of the cohort for an Improvers Group in each KS3 year group.

Pupils who have made little or no progress from KS2 are the priority.

In liaison with HOY and Head of Intervention, KS3 Progress leader will co-ordinate relevant academic and/or pastoral intervention.

Intervention will be monitored by Head of Intervention and 1:1 staff overseen by KS3 Progress leader, HOY and HOD.



Intervention will continue until data is entered for tracking and there is sound evidence to suggest that the highlighted pupils are making progress necessary to keep on track. Parents will be informed when their child ceases to receive intervention.

The Improvers Group is fluid in the sense that pupils move in and out of the cohort depending upon the rate of progress they are making. The role of the subject teacher is vital as they will inform the pupil about the progress they are making or they will liaise with HOD/KS3 Progress Leader about targeted pupils.

Parents will be informed when a child is receiving targeted support and every opportunity will be given for them to work with the school in supporting their child.

Intervention may take the form of Tutor mentoring, use of the school's Behaviour Management Policy, 1:1 tuition, use of the school counsellor/chaplain or Routledge Centre or access to external provision. In some cases it may involve a bespoke timetable to ensure a pupil will make the relevant progress in core subjects.

### **Recognising Good Progress**

Pupils who are making the expected progress or working beyond their sub-level targets will be commended during assemblies by the Progress Leaders and be awarded certificates, letters home and canteen vouchers for their efforts.

Those pupils continually working beyond expected progress will be nominated for the Year Group Progress Award which will be announced on the Awards Day in the summer term.

Review Policy : Annually or on changes