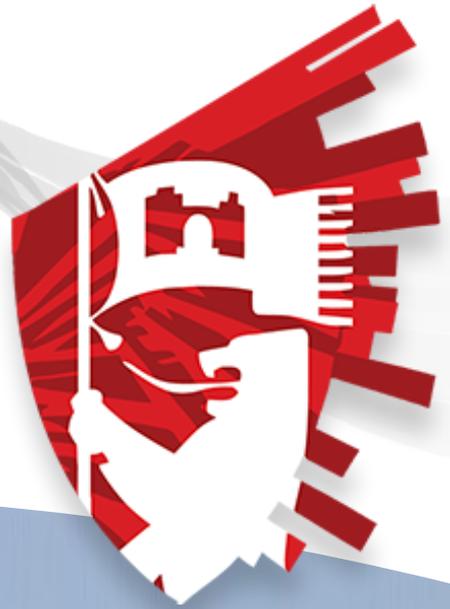


# Hall Cross Academy Year 9

2016 - 2017



Progress  
Portfolio



# Progress Portfolio

## Year 9

At Hall Cross Academy we set aspirational targets for our students based on the information we have about them from their Primary education and our internal assessment of their ability. These targets are what we believe our young people are capable of achieving if they embrace their learning and take full advantage of all the wider opportunities available to them.

We recognise that not all learners make linear progress across Y7 - 11 and rates of progress vary with the starting points at which the students enter school as well as by subject. For this reason, the targets that are set are personalised to the individual student and also by subject, as learners progress differently through the different curriculum areas. As well as being used for target setting purposes, the Key Stage 2 data is used to provide the context of the learners and to ensure that students are appropriately placed in groupings and with their peers.

### How we share your child's progress

In Year 9, for almost all subjects, the targets that you will see on your child's tracking are GCSE grade targets, using the new numerical (Grade 1 – 9) scale. We will monitor students' progress across Y7 - 11 against this GCSE target. At each tracking point in the year we assess students and they are given a grade that they are "Currently In Line To Achieve" or CILTA grade. The CILTA grade tells us the grade a student is likely to achieve at GCSE if they continue to make progress at their current rate. We work out this CILTA grade using subject-specific progress graphs. For example;

Subject	Currently In Line To Achieve (CILTA) at GCSE	GCSE Target Grade	Learner Profile
English Language	4+	5-	Effective
Mathematics	5+	7	Inconsistent
Science	5+	5	Outstanding

By tracking the progress of students in terms of their projected GCSE grade, we are able to identify as early as possible when a student is likely to require support and intervention to meet their targets. Sometimes, through Y7 - 11, different pressures and experiences can affect a learner's progress and we feel very strongly that the earlier we identify potential underperformance the more able we will be to challenge and support appropriately.

### Physical Education

In Year 9 learner progress in Physical Education will be monitored through individual aptitude in the skill areas. There are subject specific assessment grids for each of these curriculum areas, shown later in this booklet.

## Tracking dates for Key Stage 3 – 2016/17

We collect data about all students at Key Stage 3 at three different points during the year. In 2016/17 the dates are:

w/c 14<sup>th</sup> November 2016

w/c 16<sup>th</sup> January 2017

w/c 3<sup>rd</sup> April 2017

At each tracking point we collect data from subjects about student progress and learner profile. The student progress data allows us to monitor individuals against their targets, celebrate success and intervene where necessary. Detailed information about how this progress is monitored can be found on the following pages. The Learner Profile data allows us to build a picture of how each student applies themselves to the Hall Cross Learner characteristics. Students' Learner Profile grades will be used to celebrate students who consistently demonstrate outstanding application to their learning and provide us with valuable information about students who require additional support.

# Learner Profile



Your child's overall approach to school life and attitude to learning for each subject area is monitored using the Learner Profile grid (shown overleaf). The criteria for this monitoring has been built around the qualities we expect to see in the Hall Cross Learner.

	1. Outstanding Approach to learning is outstanding and regularly demonstrates a commitment that exceeds expectations.	2. Effective Approach to learning is effective and demonstrates a commitment that is in line with expectations.	3. Inconsistent Approach to learning shows a commitment in line with expectations but this is inconsistent.	4. Unacceptable Approach to learning is unacceptable and exhibits attitudes and behaviours that will not lead to success.
Literate	Understands why literacy is important across all subject areas and works pro-actively to develop their own literacy skills.	Understands importance of literacy across the curriculum and will follow guidelines to improve skills.	May understand the importance of literacy across the curriculum but does not actively take steps to improve.	Takes little interest in developing literacy skills.
Creative	Thinks creatively when facing problems or barriers to learning. Displays resilience and tries different solutions.	Will usually try to find solutions to problems and often displays resilience when faced with problems.	Can sometimes display resilience when faced with problems or barriers but is inconsistent.	Offers very few solutions and gives up on tasks easily or fails to attempt them.
Team Player	Works exceptionally well as part of a group, encourages others and takes on different roles, including leadership.	Works well as part of a group and takes on different roles, but rarely leads.	Can work as part of a group but rarely takes on different roles and does not involve themselves in decision making.	Does minimum/nothing to contribute to tasks and lacks cooperation in group work.
Respectful	Always treats the classroom as a learning environment. Is respectful to peers and staff. Behaviour has positive impact on others.	Usually treats the classroom as a learning environment. Often respectful to peers and staff and behaviour does not affect the learning of others	Sometimes demonstrates disrespectful behaviour to peers and staff which can sometimes disrupt the learning of others.	Often demonstrates disrespectful behaviour to peers and staff which often disrupts their own and others' learning.
Independent	Always takes responsibility for own learning. Knows their own strengths and areas to develop; regularly evaluating their own performance. Uses their time and skills effectively.	Usually takes responsibility for their own learning. Acts on feedback to address areas to develop. Usually uses time and skills effectively.	Sometimes takes responsibility for their own learning and attempts to address areas to develop. Sometimes meets deadlines and can use skills and time effectively.	Fails to take responsibility for their own learning, often does not use skills or time effectively.
Motivated	Always gives their best and displays high levels of motivation, participating actively in class.	Regularly gives their best and displays good levels of motivation, participating effectively in class.	Occasionally displays an adequate level of motivation but is often happy to settle with the minimum required.	Limited levels of motivation, frequently off task and reluctant to participate in class activities.
Proud	Always displays pride in their work ensuring it is the best it can be. Is proud of own achievements and is happy for others when they succeed.	Usually displays pride in their work and the achievements of themselves and others.	Work is sometimes lacking in pride and often appears rushed. Attitude to achievement is inconsistent.	Work lacks pride and little consideration or care is given to the achievements of themselves and others.

## Physical Education (Y9)

	<b>Year 9</b>
<b>Exceeding</b>	<p>Understands and demonstrates when to and when not to use skills in games with some success.</p> <p>Can perform complex skills under pressure with fluency and consistency.</p> <p>Can evaluate their own strengths and weaknesses using subject specific terminology.</p>
<b>Working above</b>	<p>Can perform basic skill under pressure with good fluency and consistency.</p> <p>Can perform complex skills under pressure with some consistency.</p> <p>Can explain their own strengths and weaknesses using subject specific terminology.</p>
<b>Working at</b>	<p>Can perform basic skills under pressure with some consistency.</p> <p>Can perform complex skills in isolation with fluency and consistency.</p>
<b>Working below</b>	<p>Can perform basic skills in isolation with good fluency and consistency.</p> <p>Can perform more complex skills in isolation with some consistency</p>

## Useful contacts:

If you would like to discuss your child's progress data further please contact the subject teacher in the first instance. Other key people at Key Stage 3 are:

Mr P Tyrer

Phase Leader; Care & Guidance

[pt@hallcrossacademy.co.uk](mailto:pt@hallcrossacademy.co.uk)

Miss S Stockham

Assistant Principal; Head of Key Stage 3

[sws@hallcrossacademy.co.uk](mailto:sws@hallcrossacademy.co.uk)



# Hall Cross Academy



01302 320626



[hallcrossacademy.co.uk](http://hallcrossacademy.co.uk)



[enquiries@hallcrossacademy.co.uk](mailto:enquiries@hallcrossacademy.co.uk)