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23 November 2016

Year 9 Progress Report 2016

Dear Parent

I am pleased to share with you your son/daughters first progress report of the new academic year.

The report is based around progress that your child is making in various subjects based upon their KS2 score. On the reverse side of this letter you will find key terminology to help you understand the Progress Report.

Can I please ask that you take the time and read through the Progress Report with your child and discuss any concerning issues.

After every Progress Report is published, your child will be expected to declare actions that s/he will take to further improve their progress in the coming weeks. Tutors oversee this work and students record their actions in the Planner.

We are very keen for parents to support their child in this process of reflecting on evidence given in the Progress Report and agreeing actions for the coming weeks. To help parents in having this progress discussion, we have included a selection of possible actions that may be useful to your child as s/he considers areas where performance could be further strengthened.

If you have any initial questions or concerns can I ask that, in the first instance, you contact the Achievement Director in charge of their house and they will gather any relevant information and respond to you.

Mr S Sagar: Lacerta & Delphinus
Mr A Smithson: Aquila & Corvus
Mr S Clarke: Tucana & Pavo

Can I take this opportunity to remind you about the following key dates:

- School closes for Christmas on Friday 16th December 2016
- School reopens on Tuesday 3rd January 2017
- Next PSHCE Day is on Monday 23rd January 2017

Thank you in advance for your support.

Yours sincerely

M Harwood

Mr M Harwood
Assistant Principal for Curriculum & Progress

Key Terminology

Starting points

A student's starting point in all subjects other than English and Maths is the average of the levels achieved in English and Maths. So a student who has achieved a 4A in English and a 5B in Maths will have a starting point of 5C.

Below Expected Progress

This year 'below expected progress' will equate to 3 levels of progress between the end of Key Stage 2 and the end of Key Stage 4. For the new progress measures across the country and to ensure that students are pushed to achieve better than students nationally we have raised the bar and are encouraging students to aim high to achieve 4 levels of progress.

Expected Progress

This year 'expected progress' will equate to 4 levels of progress between the end of Key Stage 2 and the end of Key Stage 4. This is different from last year where expected progress was 3 levels of progress. For example, a student with a starting point of 4B would be expected to progress to reach at least a grade B at GCSE. *See below for progress matrix*

Better Than Expected Progress

This year 'better than expected progress' will equate to 5 levels of progress between the end of Key Stage 2 and the end of Key Stage 4. This is different from last year where expected progress was 4 levels of progress. For example, a student with a starting point of 5B would be expected to progress to reach at least a grade A* at GCSE. *See below for progress matrix*

Corridor of Achievement

The area between Expected Progress and Better Than Expected Progress. As student progress is not linear the expectation is that, at each progress tracking point (PTP), students will be registering levels/grades within the corridor of achievement.

Progress Matrix for KS4

| | | GCSE grade | | | | | | | | | |
|----------------|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------------------|---------------------------|
| | | no KS4 result | U | G | F | E | D | C | B | A | A* |
| KS2 test level | No prior available | Expected progress not made | Expected progress not made | Not included | Not included | Not included | Not included | Not included | Expected progress not made | Expected Progress made | Better Than Exp prog made |
| | W | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made |
| | 1 | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made |
| | 2 | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made |
| | 3 | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress not made | Expected progress not made | Expected Progress made | Better Than Exp prog made | Better Than Exp prog made | Better Than Exp prog made |
| | 4 | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress not made | Expected progress not made | Expected progress not made | Expected Progress made | Better Than Exp prog made | Better Than Exp prog made |
| | 5 | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress made | Better Than Exp prog made |
| | 6 | Expected progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress not made | Expected progress not made | Expected progress not made | Expected progress not made | Expected Progress made | Better Than Exp prog made |

New Grading System

In the summer 2018 when your child picks up his/her examination results, majority of his/her subject's certificates will contain the new number grading system (9-1).

The table below shows you roughly how the old system converts to the new.

| Old Grading System | Description | New Grading System |
|--------------------|-----------------------|--------------------|
| A*+ | Secure A* (Top end) | 9 |
| A* | Grade A* | 8 |
| A | Grade A | 7 |
| B/B+ | Mid to Strong Grade B | 6 |
| C+/B- | Strong C to Weak B | 5 |
| C-/C | Weak to Mid C | 4 |
| D | Grade D | 3 |
| E | Grade E | 2 |
| F/G | Grade F or G | 1 |
| U | Unclassified | U |

On the progress report both the old and the new grading system is given to give you a sense of how well your son/daughter is doing. For example Maths (C and 5) would indicate that s/he was a secure grade C.

Making effective use of your child's Progress Report

Below are some key prompts to help you use your child's report

Progress in Subjects

- What is going well and what requires improvement in this subject?
- What practical and specific actions can be taken to improve progress in this core subject?

Punctuality & Attendance

- I will get to school by 8.30 am each day
- I will arrive promptly at each lesson so I am ready to start work
- I will get up at 7 am so I am not so rushed in getting to school
- I am aiming for full attendance over the next month

Organisational skills – bringing what's needed to lessons

- I will check and pack my bag the night before school, so I know I have homework ready to hand in and books for the day
- I will buy new pens and pencils and keep a sensibly-stocked pencil case
- I will get all equipment and Planner out promptly at the start of each lesson
- Having completed a piece of homework in a subject, I will spend ten minutes checking it.

Catching up on missed work

- I will make a list of work I missed owing to my absence in
- I will find out which work I am still missing in
- I will borrow 's notes to help me get up-to-date in

Homework

- I will spend hours on homework on four nights per week. I will also do..... hours homework at the weekend
- In I will spend an extra half hour on work every Wednesday
- I will work in a place without distractions

Revision strategies

- I will revise for forty minutes, break for twenty minutes, then spend ten minutes testing myself on my learning
- I will record answers to past questions on to computer/phone, then check for gaps using my notes
- I will spend one session per week looking at exam terms such as "Explain" "Comment upon", "Factorise", "Evaluate"

Y9 Attitudes to Learning Descriptors Sept 2016

| | Respect | Endeavour | Homework |
|---|--|--|---|
| Expected Standard (1) | <p>Your child is always well behaved, respectful and tolerant to both staff and students.</p> <p>S/he actively models excellent behaviour, is always courteous and promotes a positive image.</p> <p>Uniform is always worn correctly without exception.</p> | <p>Your child always displays the following attributes: completes work to the best of their ability, shows absolute resilience and is extremely enthusiastic in learning.</p> <p>S/he actively participates in group work.</p> <p>S/he is able to lead his/her own learning and work independently.</p> | <p>Your child always completes homework to a high standard.</p> <p>S/he always meets deadlines and seeks help from staff when and if required.</p> <p>S/he exceeds expectations by working independently to extend learning and/or reads round the subject to address gaps or extend understanding.</p> |
| Not yet at the Expected Standard (2) | <p>Your child is well behaved for the majority of the time but on occasions needs reminding about courtesy, tolerance, respect of others and our community.</p> <p>S/he can be distracted and distract others, which can result in comments/detentions for low level disruption.</p> <p>Behaviour impacts negatively on learning and that of others.</p> <p>S/he on occasions needs reminding about school uniform requirements.</p> | <p>Your child sometimes requires teacher intervention to remain on task.</p> <p>S/he demonstrates some enthusiasm and resilience but doesn't always put full effort into work, as shown by: inconsistent presentation of work; a poor response to tasks.</p> <p>S/he has to be prompted on occasions to 'stick at it' and remain positive when the going gets tough.</p> | <p>More effort is required in completing homework in order to meet the Expected Standard.</p> <p>Sometimes, homework presented lacks appropriate depth that could have been demonstrated had your child consulted staff or used other resources.</p> <p>Homework deadlines are sometimes missed.</p> |
| Inadequate (3) | <p>Your child consistently displays poor behaviour. Respect for others and our community is not upheld.</p> <p>S/he significantly disrupts learning which has a detrimental effect on the learning of the class. S/he will often get removed from lessons, receive detentions and spend time in RFI.</p> <p>S/he persistently arrives at school with incorrect uniform.</p> | <p>Your child often requires teacher intervention to stay on task.</p> <p>S/he demonstrates no real or sustained desire to engage in learning.</p> <p>Very little effort is put into work.</p> | <p>Your child makes little or no effort with homework.</p> <p>Homework deadlines are regularly missed.</p> |

* Students will display the majority of characteristics within any chosen descriptor.