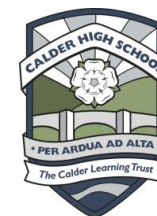


# Calder High School

## Year 8 Progress Report - June 2022



### Robert Gray - 8WA2

Baseline Indicators - Mean SAS Score Y8:

101

Band :

In Line with National Expectations

Subject	Teacher	Effort Nov 2021	Effort Feb 2022	Effort June 2022	Progress Feb 2022	Progress June 2022	Next Steps Comment
Art	Mrs Kendall	E	E	E	Below	Below	Listen to instructions, watch demonstrations carefully and ask questions if you feel unsure.
Drama	Miss Duffy	M	M	M	On	On	Explore adding a greater range of theatrical skills in your performance.
English	Mr Draper	E	M	M	On	On	Develop a clear explanation of writers' methods.
Geography	Mr Coles	M	E	E	Above	Above	Increase your focus in class and the level of effort that you put into your work.
History	Mr Robinson	E	M	M	On	On	Include specific detail to your work including facts and figures.
IT	Miss Haran	M	M	M	On	On	Use the available help sheets and PowerPoints to support you in all tasks.
Maths	Mrs Southwell	E	E	E	On	On	Check work thoroughly to avoid careless errors.
Music	Ms McVey	E	E	E	On	On	Develop independent instrumental skills and confidence when rehearsing and performing.
PE	Mr Hudson	M	E	E	On	On	Lead in a variety of roles.
RE	Miss Ahmed	E	E	E	On	On	Directly link to scripture with the extended writing question - link them back to arguments.
Science	Mr Ainley	E	E	E	Below	Below	Recall key words used in the topics studied so far.
Spanish	Mrs Newton	M	M	M	On	On	Aim to participate fully in class discussions.
Technology	Mrs Hill	E	M	M	On	On	Provide your critical opinion of your own and others' work.

<b>Our effort grade system</b>	
<b>Exceptional</b> A student showing exceptional effort in a subject will...	<ul style="list-style-type: none"> <li>enthusiastically take responsibility for their own learning and progress</li> <li>actively seek and act on feedback</li> <li>use their initiative and persevere with challenges independently</li> <li>be focussed at all times and actively participate in lessons</li> <li>support the working of others when working collaboratively</li> </ul>
<b>Motivated</b> A student showing good effort in a subject will...	<ul style="list-style-type: none"> <li>take responsibility for their learning and progress and manage their work successfully</li> <li>respond well to feedback and complete tasks as required</li> <li>persevere with challenges when encouraged to do so</li> <li>be attentive in lessons and make valuable contributions to class learning</li> <li>maintain focus whether working independently or collaboratively</li> </ul>
<b>Coasting</b> A student showing minimum effort in a subject will...	<ul style="list-style-type: none"> <li>respond to a teacher's interest in their learning and progress</li> <li>need further direction as to how to improve their work after feedback</li> <li>need to show greater levels of resilience when tasks become challenging</li> <li>complete set tasks when instructed to do so, but not in any great level of detail</li> <li>usually remain focussed and well-behaved when working independently or as part of the group</li> </ul>
<b>Insufficient</b> A student showing insufficient effort in a subject will...	<ul style="list-style-type: none"> <li>not show expected levels of engagement and pride in their learning and progress</li> <li>not act of feedback to support further progress</li> <li>give up easily and become distracted when presented with a challenge</li> <li>not spend the necessary amount of time to make a success of a task</li> <li>have a negative impact on the learning of others</li> </ul>

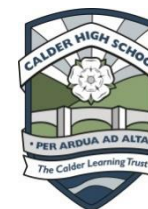
<b>Baseline Indicators</b>	<b>Mean SAS Score</b>
<b>Excelling</b> against National Expectations	127 or higher
<b>Above</b> National Expectations	112-126
<b>In Line</b> with National Expectations	89-111
<b>Working Towards</b> National Expectations	88 or below

<b>Progress Grades</b>	
<b>Above</b>	Making more than expected progress from given starting point
<b>On Track</b>	Making expected progress from given starting point
<b>Below</b>	Making less than expected progress form given starting point

# Calder High School

Robert GRAY - 10ST2

## Year 10 Tracking Report July 2022



Subject	Route	Attainment Jan 2022	Attainment May 2022	Attainment July 2022	Effort July 2022	Next Steps	Teacher
Biology	8	On Route	On Route	Below Route	M	Use knowledge gained from previous lessons to inform and support new ideas.	Mr Ainley
Chemistry	8	Below Route	Below Route	Below Route	C	Use knowledge gained from previous lessons to inform and support new ideas.	Mr Partington
Drama	7	On Route	Below Route	Below Route	E	Use teacher feedback to improve the quality of your written work.	Miss Duffy
English Language	6	Above Route	Above Route	Above Route	E	Read a variety of texts outside school.	Mr Draper
English Literature	6	Above Route	Above Route	On Route	M	Make links between the text and the context.	Mr Draper
Enterprise BTEC	Level 2 Distinction	On Route	Above Route	On Route	M	Make links between the point made, explanation and the context.	Mr Newton
Geography	8	Above Route	Above Route	Above Route	E	Maintain your excellent level of effort and approach to learning both in class and at home.	Mr Gray
Mathematics	8	Below Route	Below Route	Below Route	M	Ensure you show all the working-out logically when answering extended problems.	Mr Halliwell
Physics	8	Below Route	Below Route	Below Route	M	Organise ideas into a logical order when answering extended writing questions.	Miss Wearmouth

### Our effort grade system

<b>Exceptional</b> A student showing exceptional effort in a subject will...	<ul style="list-style-type: none"> <li>enthusiastically take responsibility for their own learning and progress</li> <li>actively seek and act on feedback</li> <li>use their initiative and persevere with challenges independently</li> <li>be focussed at all times and actively participate in lessons</li> <li>support the working of others when working collaboratively</li> </ul>
<b>Motivated</b> A student showing good effort in a subject will...	<ul style="list-style-type: none"> <li>take responsibility for their learning and progress and manage their work successfully</li> <li>respond well to feedback and complete tasks as required</li> <li>persevere with challenges when encouraged to do so</li> <li>be attentive in lessons and make valuable contributions to class learning</li> <li>maintain focus whether working independently or collaboratively</li> </ul>
<b>Coasting</b> A student showing minimum effort in a subject will...	<ul style="list-style-type: none"> <li>respond to a teacher's interest in their learning and progress</li> <li>need further direction as to how to improve their work after feedback</li> <li>need to show greater levels of resilience when tasks become challenging</li> <li>complete set tasks when instructed to do so, but not in any great level of detail</li> <li>usually remain focussed and well-behaved when working independently or as part of the group</li> </ul>
<b>Insufficient</b> A student showing insufficient effort in a subject will...	<ul style="list-style-type: none"> <li>not show expected levels of engagement and pride in their learning and progress</li> <li>not act of feedback to support further progress</li> <li>give up easily and become distracted when presented with a challenge</li> <li>not spend the necessary amount of time to make a success of a task</li> <li>have a negative impact on the learning of others</li> </ul>

### Progress Grades

<b>Above</b>	Currently likely to exceed their target grade/route
<b>On Track</b>	Making good progress towards their target grade/route
<b>Below</b>	Making less than expected progress and unlikely to achieve their target grade/route

### The Route system

All students are allocated a Route for their KS4 courses in Year 9. This is an aspirational target grade based on a combination of baseline measures and teacher assessment of their progress in Key Stage 3. A student will never have their route lowered, however in cases where they consistently show a particular aptitude in a subject over a period of time, they may be placed on a 'higher' route.