



Boroughbridge High School

October 2023

Dear Parent/Guardian

KS4 (Y10) Tracking 1

The first tracking of the year has now been issued to students via their homework planner.

The tracking shows the GCSE target grade for your son/daughter in each of their subjects. In order to generate targets, we have used the nationally respected database Fischer Family Trust (FFT). This enables us to set targets based on what students with the same prior attainment (*CAT4 outcomes*) went on to achieve at GCSE *in the top 20% of schools nationally*. This is sometimes referred to as 'FFT20'. We then set targets for your child based on this data. So if a student achieves their target, their performance is in line with the performance of students nationally in the top 20% of schools. The database enables us to set targets which are subject specific – for example, we can see what students with a specific KS2 outcome went on to achieve in, say, GCSE Geography in the top 20% bracket, enabling us to set the right target for separate subjects.

The target should not be seen as a 'cap' on your child's achievement, or our aspiration for them: some will exceed the targets. In some cases, we will happily discuss targets with you if they generate projected outcomes which are dispiriting, in either direction, for your child. I hope that this provides you with a clear explanation for the methodology and the aspirational basis of it.

The tracking has been uploaded into the reports area of the portal for you to view in the documents portal of MCAS. If you have forgotten your password you should select the "Forgotten Login Details?" option on the MCAS website, the system will then guide you through the process to reset your login details.

The tracking also shows the projected GCSE grade, Attitude to Learning, Behaviour for Learning and Homework descriptor. The projected grade is the grade your son/daughter is most likely to achieve if they continue progressing at their current rate. Please note that Physical Education (Core) only has an Attitude to Learning and Behaviour for Learning descriptor. The Attitude to Learning, Behaviour for Learning and Homework ladders are below.

We would be grateful if you could have a conversation with your son/daughter as to where they are on the learning ladder. This will help identify areas which may need improving in order to enhance the quality of student learning and also accelerate progress. The pastoral team also follow up with these areas, providing monitoring and support where necessary.

If there are any issues which you wish to discuss regarding particular subject tracking, please do not hesitate to contact the subject teacher in the first instance.

Yours faithfully

S. Bloomfield

Mrs S Bloomfield

Associate Assistant Headteacher

Curriculum, Planning and Performance

Headteacher: Kathryn Stephenson, BA (Hons)

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	Attitude to Learning	Behaviour for Learning	Homework
Excellent	Always positive about learning. Shows interest in the subject and wants to learn. Self-motivated. Regularly contributes and is very involved in class activities. Asks relevant questions if stuck. Regularly acts upon verbal and written feedback.	Enthusiastic. Always focused. Listens to staff and responds positively to instructions. Always completes tasks set to best of ability. Receives no warnings.	Homework is completed to the best of ability. Help is asked for if needed.
Good	Generally positive about learning. Shows some interest in the subject. Will contribute and is usually involved in class activities. Sometimes asks relevant questions if stuck. Usually acts upon verbal and written feedback.	Usually focused. Listens to staff and usually responds positively to instructions. Usually completes tasks set to best of ability. Rarely receives warnings.	Homework is completed to an appropriate standard. Help is asked for if needed.
Improvement Needed	Sometimes positive about learning and shows some interest in the subject. Sometimes contributes and becomes involved in class activities. Sometimes asks questions if stuck. Sometimes acts upon verbal and written feedback.	Sometimes focused. Usually completes tasks. Can be slow to respond to instructions. Does some work in lessons. Receives some warnings for lesson disruption.	Usually completed. It might be rushed and of poor quality.
Poor	Rarely positive about learning and shows little or no interest in the subject. Rarely contributes. Rarely tries or asks for help if struggling with understanding. Rarely acts upon verbal and written feedback.	Rarely focused and has to be prompted to get on with tasks. Rarely listens to staff and rarely responds to instructions. Does little work in lessons. Late to lessons. Regularly disrupts lessons.	Often not completed. It is normally rushed and lacks detail.

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