



Boroughbridge High School

January 2024

Dear Parent/Guardian

Year 9 Tracking 2

The second tracking of the year has now been issued to students. This includes a written report detailing strengths and areas to improve for each subject and the normal tracking. Students have also received their tracking stickers.

The tracking shows the current grade, Attitude to Learning, Behaviour for Learning and Homework descriptor. The ASPIRE grade is the grade your son/daughter is currently working at. The progress descriptor explains whether your child is making progress based on their individual targets generated from their starting points from the end KS2. Please see the next page for the projected flight path towards GCSE.

The Attitude to Learning, Behaviour for Learning and Homework ladders are shown on the reverse of this letter and are in student planners. 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.

Finally, we would be grateful if you could please check your child's tracking in their homework planner and sign the bottom of the tracking sheet. Tutors will be checking the planners next week.

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.

As usual, tracking has been uploaded into the reports area of the MCAS portal for you to view. 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.

Yours faithfully


S. Bloomfield

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Headteacher: Kathryn Stephenson, BA (Hons)

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Expected Flight path for Year 9 towards GCSE grades

| | | | |
|--|----------------------|--|--|
|  | A | 'Above average' attainment for end of Year 9 | Heading towards GCSE grades 7 - 9 |
| | S | 'Average' attainment for end of Year 9 | Heading towards GCSE grades 5 - 6 |
| | P | 'Working towards average' attainment for End of Year 9 | Heading towards GCSE grades 3 - 4 |
| | I | 'Below average' attainment for end of Year 9 | Heading towards GCSE grades 1 - 2 |
| | R E | 'Well Below average' attainment for end of Year 9 | Heading towards entry level qualifications |

| | 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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