

October 2025

Dear Parent/Guardian

Year 8 Tracking 1

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

The tracking shows the projected grade, Attitude to Learning, Behaviour for Learning and Homework descriptor. The Attitude to Learning, Behaviour for Learning and Homework descriptions are shown on the reverse of this letter and are based around our values, that we are **ambitious**, **respectful and resilient**. 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.

*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 (KS2 outcomes) went on to achieve at GCSE in the top 20% of schools nationally. This is referred to as 'FFT20'. We then set individual 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 progress statement allows you to see how your child is performing against their targets.

As your child was working below Key Stage 2 Levels when they joined us at BHS, we have used an adapted tracking system in some subjects so we are able to monitor the progress they are making. We have used Levels labelled BHS1 to BHS6, 6 being the highest. Whilst your child's levels are below those expected for year 8, these levels enable us to measure their attainment and progress.

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.

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.

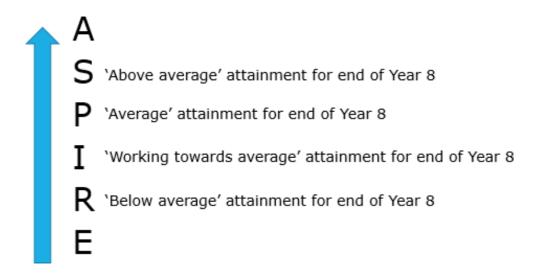
Finally, we would be grateful if you could please check your child's tracking in their homework planner and sign the bottom of the tracking sheet. Tutors will be checking the planners.

Yours faithfully

C Bauwens
Mrs C Bauwens
Exams Officer & Data Manager

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Expected Flight path for Year 9 towards GCSE grades

4	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
	Р	'Working towards average' attainment for End of Year 9	Heading towards GCSE grades 3 - 4
	Ι	'Below average' attainment for end of Year 9	Heading towards GCSE grades 1 - 2
	R	'Well Below average' attainment for end of Year 9	Heading towards entry level qualifications
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At each tracking point for Attitude to Learning, Behaviour for Learning and Homework we give a description of the extent to which the criteria are met;

Excellent - Goes beyond expectations

Good - Meets expectations

Needs to improve - Some areas need improvement to meet expectations

Poor - Expectations are not met

The statements are based around our values, that we are ambitious, respectful and resilient.

Ambitious - We aim high and are ambitious for what we can achieve during our school years and in our future lives.

Respectful - We are an inclusive community where we respect ourselves and others and celebrate difference.

Resilient - We are determined to succeed and see mistakes and setbacks as an opportunity to learn.

Attitude to Learning	Behaviour for Learning	Homework
Ambitious I have high attendance. I am prepared for learning. I meet learning expectations. I actively participate and contribute in lessons. Respectful I value my own qualities and skills and those of others. Resilient I try my best and persevere even when things are difficult. I welcome feedback and use it to improve. I try to develop strategies to be independent. I ask for help when I need it.	Respectful I show kindness in my words and actions. I value my own qualities and skills and those of others by listening to and considering ideas from others. I respond positively to instructions from adults. I meet behaviour expectations and take responsibility for my actions. I wear my uniform with pride.	Ambitious I complete homework to maximise my learning time. I take opportunities to develop myself. Resilient I try my best and persevere even when things are difficult. I welcome feedback and use it to improve. I try to develop strategies to be independent. I ask for help when I need it

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