

Welcome to Fareham Academy

Understanding Progress
With
Mr Geddes

Under Standing Progress at Fareham Academy

- Targets
- Progress
- Assessing Progress

Targets – Unlocking Potential

- **KS4**
 - GCSE Targets 9-1
 - Vcert/Btec Pass – Merit – Distinction

- **KS3**

7.1	8.1	9.1
7.2	8.2	9.2
7.3	8.3	9.3
7.4	8.4	9.4
7.5	8.5	9.5
7.6	8.6	9.6
7.7	8.7	9.7
7.8	8.8	9.8
7.9	8.9	9.9

How are Targets Decided

- **Prior Data**
 - SATS where possible
 - CATs
- **New Data**
 - Base line Assessments
 - Assessments over time
- **Fischer Family Trust (FFT)**
 - FFT calculates estimates from the Value-Added score of pupils in the previous year's results datasets. Each student has a unique set of estimates which are calculated from the results and Value-Added scores of students similar to them. Similar students are identified by their:
 - Prior attainment (their previous Key Stage assessments)
 - Gender
 - Month of birth

- **CATs**
 - Challenge targets
- **FFT 20**
 - Progress equal to the top 20% nationally
- **But not limiting**
 - Best outcomes for all

Personalised

- Subject Specific Targets
- Targets go up and in some cases down.

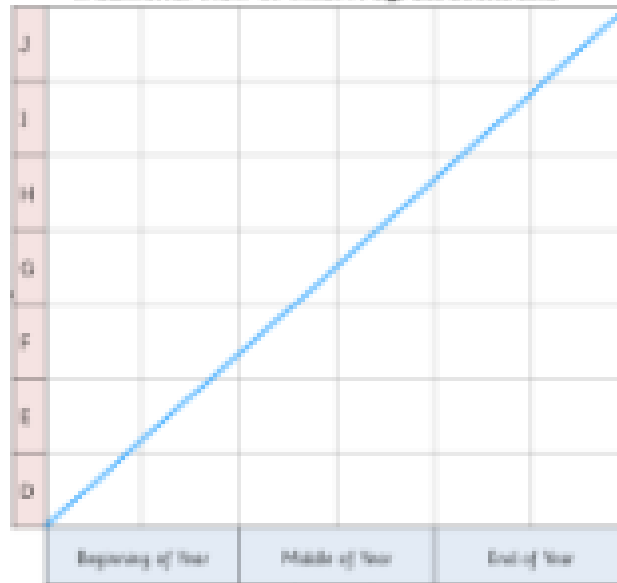


What does Progress look like to you?

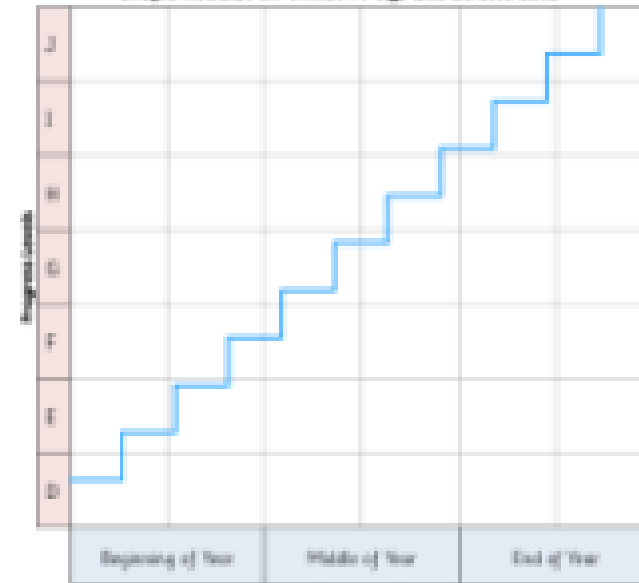


What does progress look like?

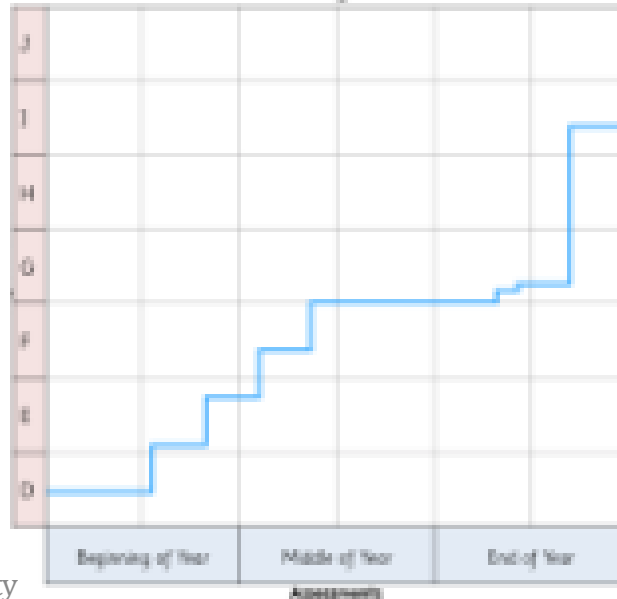
Traditional View of what Progress Looks Like



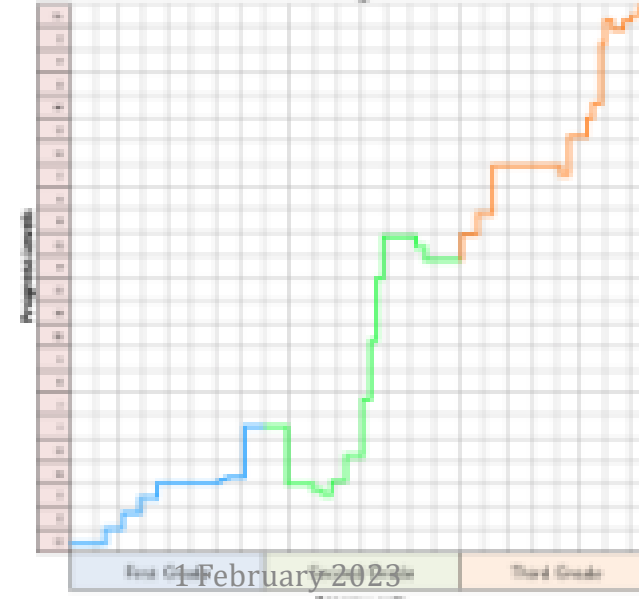
Step Model of What Progress Looks Like



Real World Progression (I)



Real World Progression (2)



Tracking my Childs Progress

- **KS3 and Year 10**
 - Progress to Target
 - Above
 - On Target
 - Below
- **Year 11**
 - Predictions

What would you do if.....?

- Your child has a progress to target value of 'below' for one subject?
- Your child has a progress to target value of 'below' for three subjects?
- Your child has a progress to target value of 'below' for more or all the subjects?

Checking Progress

- How do we know a pupil has made progress?



What do we do to ensure Quality Progress Checks

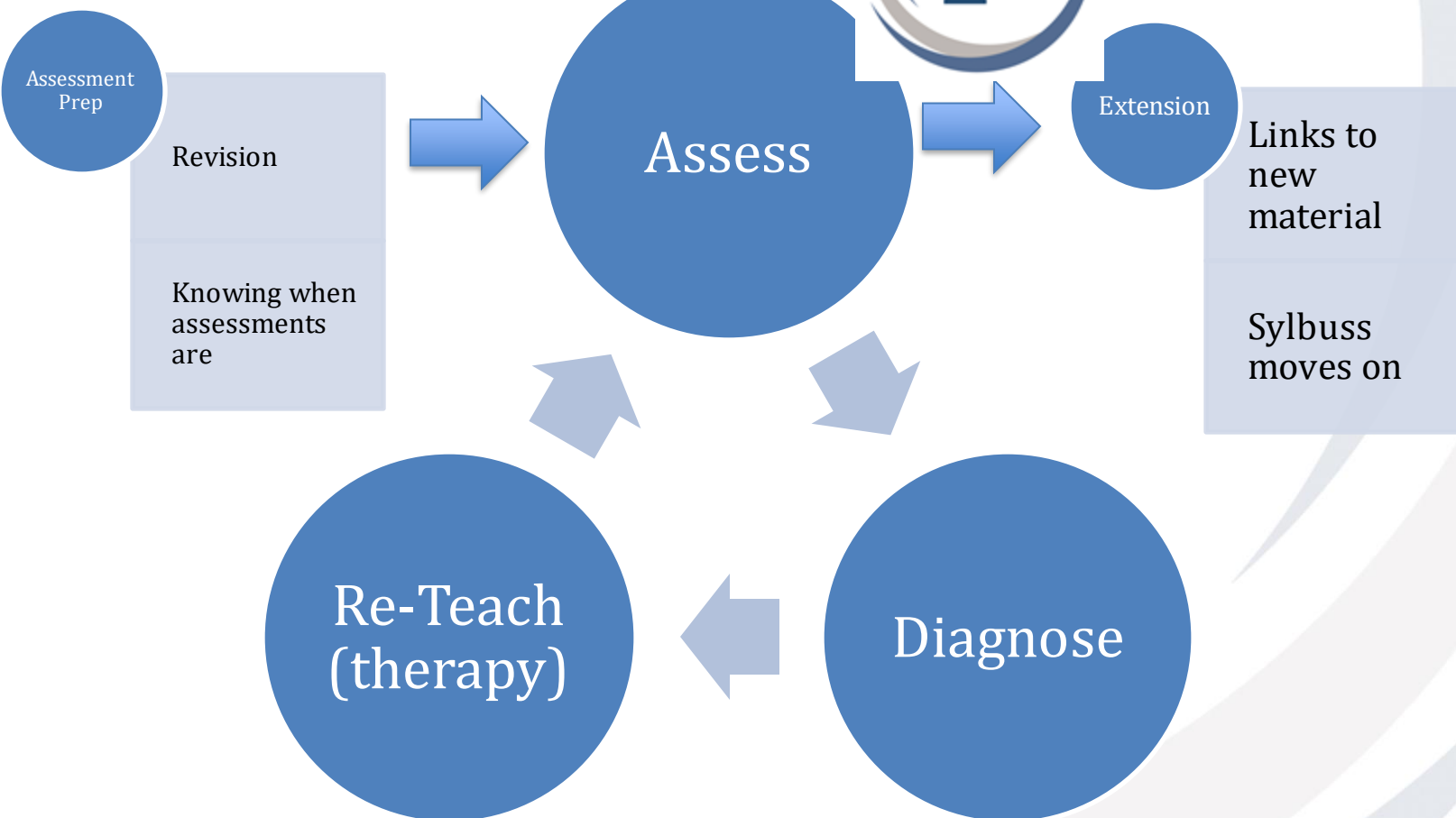
Assessment calendars

[Website Calander](#)  Something you can help with!!
(found in STUDENT ZONE exams and revision)

What do we do to ensure Quality Progress Checks

1. Quality assurance of internal assessments
2. Quality assurance of grades being awarded
3. Standardisation of ensuring progress for all

Assessment and Feedback Strategy



The Essences of good Feedback

Feedback Must:

- Be timely (regular and appropriate to study)
- Address misconceptions and errors
- Reinforce the positive
- Give summative feedback **ONLY** when appropriate
- Lead to new study
- Lead to demonstration of new knowledge or skill

Lead to Progress



How you can help at this point :

- When assessments are completed, discuss how they went, what feedback has been given back?
 - How do you feel it went?
 - Have you had any feedback?

How you can help at this point:

- Discuss the re-teach lesson
- Ask them what the subject matter or questions were
- Is there more confidence now it has been taught again
- Can you support with further understanding

Diagnosis: Therapy: **Test:** (DTT)

How you can help at this point :

- You had feedback on the re-teach?
 - How do you feel it went?
 - Have you received a P sticker?



Thank you



1 February, 2023

Unlocking Potential | Creating Opportunity

Quiz Time



1 February, 2023

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