

## Learning objectives

- ❑ Understand progress updates and reading ages
- ❑ Raise awareness of our HT Reading Strategy and how we/you can support students

## Key words:

Progress

HT Standards

Standardised age  
scores

MLO

CWL

ATL



Learning objectives:

Understanding Progress updates & HT Reading strategy

## Explanation

# Understanding Progress Updates

**Attendance: 91.5%**

**Behaviour Points: 2**

**Achievement Points: 213**

**96% attendance =  
achieve their  
expected grades at  
GCSE**

**<90% attendance  
= 1.5 grades less  
than expected**



# Explanation

## Reporting knowledge and skills (Expected Standard) at KS3

Each of the reporting grades are described below:

- **Working towards expected standard** - shows that a student is below the standard of knowledge and skills expected in that subject for that age group
- **Working towards plus** - shows that a student is working towards, and close to, the expected standard set in the subject for that age group
- **Working at expected standard** - shows that a student has met the criteria for the knowledge and skills expected in that subject for that age group
- **Working above plus** shows that a student has met the standard and may have exceeded some parts of the knowledge and skills expected in that subject for that age group
- **Working well above expected standard** - shows that a student has exceeded the criteria of the knowledge and skills expected in that subject for that age group



Learning objectives:

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# Explanation

## HT Standards

### Maths Yr 7

	<b>Working Towards Yr 7 Expected standards</b>
<b>Number</b>	<ul style="list-style-type: none"><li>* Multiply and divide whole numbers by 10 and 100.</li><li>* Round positive whole numbers to the nearest 10 and 100.</li><li>* Understand negative numbers &amp; order them.</li></ul>



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# Explanation

# HT Standards Maths Yr 7

	Working Towards Yr 7 Expected standards	Working towards Yr 7 Expected standards Plus	Meeting Yr 7 Expected standards	Working above Y7 Standard	Working Well above Y7 standard
<b>Number</b>	<ul style="list-style-type: none"><li>* Multiply and divide whole numbers by 10 and 100.</li><li>* Round positive whole numbers to the nearest 10 and 100.</li><li>* Understand negative numbers &amp; order them.</li><li>* Use standard column procedures to + &amp; - whole</li></ul>	<ul style="list-style-type: none"><li>* Multiply and divide whole numbers by 10, 100, 1000 &amp; explain the effect, compare and order decimals in different contexts &amp; units.</li><li>* Round positive whole numbers to the nearest 10, 100 or 1000 &amp; decimals to the nearest whole</li></ul>	<ul style="list-style-type: none"><li>* Recognise and use multiples and factors.</li><li>* Know the square numbers up to <math>10 \times 10</math>.</li><li>* Use fraction notation to describe parts of shapes and to express a smaller whole number as a fraction of a larger one. Use a diagram to</li></ul>	<ul style="list-style-type: none"><li>* Use squares, positive &amp; negative square roots, cubes &amp; cube roots, and index notation for small positive integer powers. Use index notation for integer powers and simple instances of the index laws.</li><li>* Recognise and use number patterns and relationships eg.</li></ul>	<ul style="list-style-type: none"><li>* Rounding to decimal places &amp; significant figures.</li><li>* Order integers, decimals and fractions</li><li>* Add, subtract, multiply and divide negative numbers.</li><li>* Hierarchy of operations (BIDMAS).</li></ul>

1/2/3

4/5/6

7/8/9

## HT Standards – based on KS4 and national curriculum



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# Explanation

## Tracking Attitudes to Learning (descriptors)

<b>ATL 5</b>	The student's attitude to learning is conscientious and diligent. They are highly motivated, use their initiative, ask questions to extend their learning and take responsibility for their own learning. Students seek challenge and support as necessary, and extend their studies by proactively seeking opportunities to develop their subject knowledge beyond the classroom. They are keen to share their work and discuss related topics with staff and peers. Homework is completed to a very high standard.
<b>ATL 4</b>	The student's attitude to learning is pro-active. Students are motivated individuals who complete tasks fully and independently in lessons, actively reviewing and improving their work before seeking support from a teacher. They consistently undertake extension activities and produce homework of a good standard. They are willing to redraft and improve work repeatedly to attain the highest standard of work possible.
<b>ATL 3</b>	The student shows a willingness to learn, but they can often be passive rather than pro-active when it comes to their own learning. Students can work independently to produce work of a good standard, but rely on the teacher to direct evaluation and assessment. They make little use of extension activities in lessons and they require prompting and encouragement to complete redrafts and improvements. Homework is generally completed to an acceptable standard.
<b>ATL 2</b>	The student may not complete tasks fully, and may require a significant level of monitoring to ensure that concentration is maintained. Students may be slow to start tasks and do not actively seek support if they are unsure what to do. Students may lack resilience and are content with completing the minimum requirements. Homework is often incomplete and rushed.
<b>ATL 1</b>	The student's attitude to learning is cause for concern and they often fail to actively engage with or take responsibility for their own learning, even with encouragement and support. Students may be fully dependent on staff and may resist support or create barriers to learning, giving up quickly if they are struggling. They can be disengaged and only rarely demonstrate interest in topics or pride in their work. They are often without the appropriate equipment and rarely complete homework.



Learning objectives:

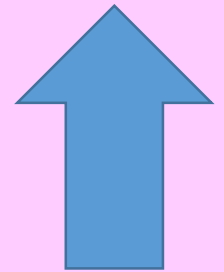
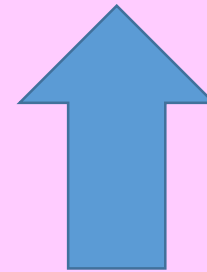
Understanding Progress updates & HT Reading strategy

# Explanation

# Understanding Progress Updates

Subject	Teacher	Expected Standard	Attitude to Learning
Computing	Mr S. Tagliarini	WA+	4
Creative Arts (Art, Media and Photography)	Mrs C. Gamby	WT+	3
Dance	Miss C. Bilsby	WAES	4
Drama	Mrs H. Wells	WAES	4
English	Mrs K. Harris	WTES	3

**Interim standards  
NOT final HT  
standard!**



Learning objectives:

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# Explanation

## Reading Age Tests

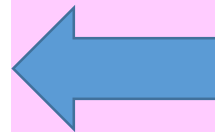
Twice per year

Reading Ages

Standardised Scores

Shared with staff

Shared with  
parents



Learning objectives:

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# Explanation

## Reading Age Tests

Richard is 14

His reading age is  
17.03

Richard is reading  
above his  
chronological age (“A  
Level” Level)



Learning objectives:

Understanding Progress updates & HT Reading strategy

# Explanation

## Further information and contacts

- If you have any queries, please contact your child's Form Tutor or Year Achievement Coordinator in the first instance

Year Group	Year Achievement Coordinator Contact Details
Year 7	Miss H Allingham – <a href="mailto:allinghamh@haileyburyturnford.com">allinghamh@haileyburyturnford.com</a>
Year 8	Miss V Carter – <a href="mailto:carterv@haileyburyturnford.com">carterv@haileyburyturnford.com</a>
Year 9	Miss J Lee – <a href="mailto:leej@haileyburyturnford.com">leej@haileyburyturnford.com</a>

Year Group	Assistant Year Achievement Coordinator Contact Details
Year 7	Miss D Spencer – <a href="mailto:spencerd@haileyburyturnford.com">spencerd@haileyburyturnford.com</a>
Year 8 & 9	Mrs C Lynch – <a href="mailto:lynchc@haileyburyturnford.com">lynchc@haileyburyturnford.com</a>



Learning objectives:

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# Explanation

## Senior Staff contacts

- Alternatively, contact the following staff with further queries

Year Groups	Senior staff contact
Year 7	Mr S Lindquist – <a href="mailto:lindquists@haileyburyturnford.com">lindquists@haileyburyturnford.com</a>
Year 8	Mrs L Durso – <a href="mailto:dursol@haileyburyturnford.com">dursol@haileyburyturnford.com</a>
Year 9	Mr B Walsh – <a href="mailto:walshb@haileyburyturnford.com">walshb@haileyburyturnford.com</a>
Vice Principal	Miss D Newman – <a href="mailto:newmand@haileyburyturnford.com">newmand@haileyburyturnford.com</a>



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# The HT Reading Strategy

- Reading is the largest barrier to students not accessing the curriculum
- 25% of all children when they leave primary do not reach age related expectation for reading
- Not being able to read reflects how successful students are in Year 11 and beyond
- HT wanted to design a reading strategy which would benefit all learners including



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# The HT Reading Strategy

## Reading within the curriculum:

- Encouraging students to read aloud using a variety of techniques
- Form time reading 2/3 times per week
- Pre-teaching of vocabulary and explicit teaching of tier 3 language
- The study of words – Etymology and Morphology

## Reading interventions:

- Primary data is used to generate reading interventions for Yr. 7
- Lexia provision provided to students to help improve reading
- Phonics – A provision provided to students who have not mastered this in primary
- Group reading intervention provided in the library during English lessons



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# The HT Reading Strategy

## Helping with reading at home:

- Encourage your child to read a variety of different material including magazines and newspapers
- Read with your child, even if its just for 5 minutes!
- Do you read at home? Model good practice
- Subtitles on the TV



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## Explanation

**Leaders have introduced effective strategies to strengthen reading across the curriculum. These include extra help for the weakest readers. Subject teachers focus on key words and encourage reading within subjects. These initiatives have helped to create a strong reading culture, which is evident across all years, including the sixth form.**



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