

Mid Term Assessment (MTA) Progress Report Explanation

PARENTS / CARERS

Progress Report



How We Assess Your Child's Progress

This document explains how we will track, assess and report on the progress your child is making on their learning journey through Braunton Academy.

More information can be found at;

<https://www.braunton.academy/key-stage-3-progress-report-guidance>

Rationale

Braunton Academy is an effort driven school where we firmly believe that all students can achieve their potential through hard work, 100% effort every day and an aspirational mindset. Here at Braunton Academy we assess each student at three key points throughout the year and report back to parents in November/December, March/April and June/July. Information will be provided on Engagement in Learning, Presentation & Organisation, Homework & Independent Learning and Mastery of Knowledge, Skills & Understanding.

Key Dates



All students receive a Mid Term Assessment (MTA) each term, which is 3 every academic year which will be sent home in a named envelope via the students during the Autumn, Spring & Summer Term. Students will attend a progress report assembly so they understand the MTA process and be given their envelopes. See the dates below for when to expect these.

Year 7

Friday 12th November 2021

Friday 18th March 2022

Friday 10th June 2022

Year 8

Thursday 25th November 2021

Friday 4th March 2022

Friday 24th June 2022

Year 9

Friday 10th December 2021

Friday 8th April 2022

Friday 4th July 2022

What is the MTA for?



An MTA can give the teachers, the students and you as parents some very important and useful information which can then enable us all to;

- a. Evaluate the students progress.
- b. Monitor the students progress going forward.
- c. Set goals and targets for the short, medium and long term the students.
- d. Recognise, praise and reward the students for their efforts etc.

Measuring Progress



When students join Braunton Academy they arrive with knowledge, skills and understanding developed throughout their primary school education.

Using the data information from our recent CATs testing results for year 7 & 8's, and SATs results for year 9 students, all students are assigned a '**KS3 Mastery Target**'. From this starting point, teachers and leaders here at Braunton Academy can then chart a likely progress path at the end of year 9.

What is a 'KS3 Mastery Target' Setting



Year 7 (2021 Intake)

- CAT4 Cognitive Abilities Test
- FFT 20 High – Schools that made greater than average progress. (20th percentile progress)

Year 8 (2020 Intake)

- CAT4 Cognitive Abilities Test
- FFT 20 High – Schools that made greater than average progress. (20th percentile progress)

- **Year 9 (2019 Intake)**

SATs Scores used to determine their starting profiles.

What is a 'KS3 Mastery Target'?



KS3 Mastery Target

This is the level of mastery that each student is predicted to achieve at the end of key stage 3 should they continue to work as they are at the point of their CATs or SATs testing.

This therefore is the **minimum** level of mastery that a student should achieve according to their KS2 data and/or CATs testing data and other contextual information that Braunton Academy has for each student.

Mastery



‘Mastering’ as a term is interpreted as being a state of knowledge, skill or understanding whereby the student can independently and convincingly explain the ‘how’ or ‘why’ aspects of their learning or that they can apply their learning comfortably in new contexts. The judgements of ‘extending’, ‘securing’, ‘developing’ and ‘emerging’ would indicate how far the student has come in terms of their mastery of the required element.

Each subject across the curriculum has identified key learning objectives relating to the fundamental aspects of knowledge, skills and understanding that students need to grasp within their programme of study for each year.

Working towards **‘mastery’** of these key concepts helps students to continue to make good progress over time.

Mastery



By continuous assessment of class and home learning, teachers are able to assess how their students are progressing in relation to each of these elements and will make judgements using the following terms:

EMERGING DEVELOPING SECURING EXTENDING MASTERING

Important

1. If your child is securing in year 7 and again in year 8, this **DOES** illustrate that they are making progress. This is because the key concepts and learning objectives in year 8 are more complex and demanding than in year 7. Therefore progress is still being made.

Key Stage 3 CAT4



What is the Cognitive Abilities Test Fourth Edition (CAT4)?

- Assesses developed abilities
- Verbal Reasoning Battery – thinking with words
- Quantitative (or Numerical) Reasoning Battery – thinking with numbers
- Non-verbal Reasoning Battery – thinking with shapes
- Spatial Ability Battery – thinking with shape and space

Key Stage 3 CAT4



Why use CAT4?

- Overview of performance of groups of students
- Comparison between groups of students
- Identifys students at risk of underachievement
- Indicators for national tests and exams

GCSE Comparison

In most subjects, the grades now awarded are from Grade 9 – 1.



Old grades	New grades	
A*	9	← Mastering
	8	
A	7	← Extending
	6	
B	5 STRONG PASS	← Securing
	4 STANDARD PASS	
	3	
D	3	← Developing
E	2	
F	2	← Emerging
G	1	
U	U	

Measuring Progress



Once students have a KS3 Mastery Target, throughout Key Stage 3 we can then track and monitor their progress towards this likely outcome.

This KS3 Mastery Target applies to ALL their subjects and is the same for each subject.

However, here at Braunton Academy we encourage an **aspirational mind-set** where all students strive for personal excellence regardless of their starting profile. Therefore, if a student's KS3 mastery target is Extending, they should be encouraged to be aspirational and achieve higher than this. The extending becomes the minimum target.

One of the ways we monitor student progress is through the Mid Term Assessment & Progress Report.

What does the progress report look like?



Based on a 1-4 scale from evidence of students presentation of written and/or practical work as well as appearance and organisation of equipment/resources.

1 = Excellent

2 = Good

3 = Requires Improvement

4 = Unacceptable



Subject	Pres & Org	Home work	Eng in Learning	Progress Indicator	Areas for Development
Art	--	--	2	--	
English	2	2	1	Below Target	
Drama	--	--	1	--	
D & T	1	1	1	On Target	
French	1	1	1	On Target	
German	2	1	1	Below Target	
Geography	1	1	1	Below Target	R
History	1	1	1	Below Target	
Computing	1	--	1	Below Target	
Mathematics	1	1	1	On Target	
Music	--	--	1	--	
P.E.	1	--	1	--	
Science	2	1	1	Below Target	
PD	1	--	1	--	

PRESENTATION AND ORGANISATION



Grade 1 – Excellent

- You are always organised for your lessons.
- You always have the correct equipment so that you are ready to learn.
- You meet your classwork and homework deadlines.
- Work in your exercise books /folders etc is always well-presented.

Grade 4 – Cause for Concern

- You are frequently not organised for your lessons.
- You often fail to bring the correct equipment and so you are often not ready to learn.
- You often fail to meet your classwork and homework deadlines.
- Your work is presented untidily.

What does the progress report look like?



Based on a 1-4 scale on the quality of a students homework submissions as well as meeting homework deadlines.



1 = Excellent

2 = Good

3 = Requires Improvement

4 = Unacceptable



Subject	Pres & Org	Home work	Eng in Learning	Mastery of Knowledge, Skills & Understanding in lessons, homework and tests	Guidance
Art	--	--	1	Emerging	
English	1	1	1	Extending	
Drama	--	--	2	Developing	
D & T	1	1	1	Extending	
French	1	1	1	Mastering	
Geography	1	1	1	Securing	
History	2	1	1	Extending	
Computing	1	1	1	Extending	
Mathematics	1	1	1	Developing	
Music	--	--	1	Securing	
P.E.	1	--	1	Extending	
Science	2	2	2	Securing	
PD	1	--	2	--	

HOMEWORK / INDEPENDENT LEARNING



Grade 1 – Excellent

- You self-manage your independent tasks extremely well.
- You plan, organise and complete tasks to the best of your ability.
- You always meet your deadlines.
- Your independent work shows that you are making excellent progress in your learning towards developing the knowledge, skills and understanding you need for the subject.

Grade 4 – Cause for Concern

- You have not yet established how to work independently.
- You need to work hard to plan, organise and complete tasks seeking help where necessary.
- You regularly fail to meet your deadlines.
- Your independent work does not yet reflect your progress towards developing the knowledge, skills and understanding you need for the subject.

What does the progress report look like?

Based on a 1-4 scale that is judged on the students engagement, interest and enthusiasm in their lessons.

1 = Excellent

2 = Good

3 = Requires Improvement

4 = Unacceptable



Subject	Pres & Org	Home work	Eng in Learning	Progress Indicator	Areas for Development
Art	--	--	2	--	
English	2	2	1	Below Target	
Drama	--	--	1	--	
D & T	1	1	1	On Target	
French	1	1	1	On Target	
German	2	1	1	Below Target	
Geography	1	1	1	Below Target	R
History	1	1	1	Below Target	
Computing	1	--	1	Below Target	
Mathematics	1	1	1	On Target	
Music	--	--	1	--	
P.E.	1	--	1	--	
Science	2	1	1	Below Target	
PD	1	--	1	--	

ENGAGEMENT IN LEARNING DESCRIPTORS



Grade 1 – Excellent

- You always engage in your learning with interest and enthusiasm.
- You always complete learning tasks to the best of your ability.
- You participate actively in paired or group tasks.
- You work very effectively when given independent tasks.
- You use your knowledge, skills and understanding of the subject to help you to find solutions to problems and ways forward with your learning.
- You respond thoughtfully to teacher or peer feedback.

Grade 4 – Cause for Concern

- Your engagement in your learning is inconsistent and is affecting your progress.
- You are not yet working to the best of your ability in the subject.
- You need to consider how you can make positive contributions to pair or group work.
- Independent tasks are not yet completed effectively.
- You need to consider how you can build on your knowledge, skills and understanding of the subject to help you to find solutions to problems and ways forward with your learning.
- You need to respond to teacher or peer feedback.

What does the progress report look like?



The progress indicator illustrates the progress that the student is making according to their **KS3 Mastery Target**. For example a student that is on target is working at the level where they are capable of achieving their KS3 Mastery Target.



Subject	Pres & Org	Home work	Eng in Learning	Progress Indicator	Areas for Development
Art	--	--	2	--	
English	2	2	1	Below Target	
Drama	--	--	1	--	
D & T	1	1	1	On Target	
French	1	1	1	On Target	
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Geography	1	1	1	Below Target	R
History	1	1	1	Below Target	
Computing	1	--	1	Below Target	
Mathematics	1	1	1	On Target	
Music	--	--	1	--	
P.E.	1	--	1	--	
Science	2	1	1	Below Target	
PD	1	--	1	--	

What does the progress report look like?



Above Target – Likely to achieve higher than their KS3 Mastery Target if continued to the end of year 9.

On Target – Likely to achieve their KS3 Mastery Target if continued to the end of year 9.

Below Target – Likely to achieve below or significantly below their KS3 Mastery Target if continued to the end of year 9.

What does the progress report look like?



Each MTA will have a series of guidance codes where your teachers identify areas of strengths and areas for development for each student in their subject. These are very important for you.



Subject	Pres & Org	Home work	Eng in Learning	Progress Indicator	Areas for Development
Art	--	--	2	--	
English	2	2	1	Below Target	
Drama	--	--	1	--	
D & T	1	1	1	On Target	
French	1	1	1	On Target	
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Computing	1	--	1	Below Target	
Mathematics	1	1	1	On Target	
Music	--	--	1	--	
P.E.	1	--	1	--	
Science	2	1	1	Below Target	
PD	1	--	1	--	

AREAS FOR DEVELOPMENT

- K Attendance needs to improve.
- L Behaviour in class needs to improve.
- M More concentration and focus required.
- N Deadlines need to be met.
- P Needs to participate more actively in lessons.
- Q Add more detail into your answers.
- R Try to feel more confident about your ability.
- S Be more organised with books and equipment.
- T Independent learning needs more attention in class and at home.

Key Documents



All key documents, policies, curriculum information can be found on the Braunton Academy website.

www.braunton.academy

For more information regarding the Mid Term Assessment Progress Report, visit the below link.

www.braunton.academy/key-stage-3-progress-report-guidance

For more information on subject mastery statements, visit the below link.

<https://www.braunton.academy/key-stage>