"The use of Age-Related Expectations to report progress has been particularly useful and effective when making referrals to outside agencies" **1st Review:** (July 2018) Current Requirements for Progress Data (The Key and Gov.uk documents on guidance and best practice).

National Working Party: Teacher Workload and Data

Review of current Progress Data System.

2nd Review: (June 2019)

Next Steps:

Further subject Standardization. Ensure all SCoL are based on or reflect KS3 ARE's. Develop subject ARE's tracking documents / frameworks. Develop staff confidence in using ARE's to inform conversations with students and parents. Develop staff confidence in thinking around mastery of learning within ARE's rather than a skills based 'pigeon-hole' approach.

Develop tracking documentation to strengthen the mapping of ARE's to current baseline assessment package.

Monitoring:

Regular monitoring built in through established data collection cycle (6 points)

Regular monitoring by including in regular SCoL submission (3 points)

Further monitoring from standardisation meetings (3 points) and submission of examples of student work Request for staff and stakeholder feedback

Developing part of a Whole School Progress Data system: KS3 ARE's

"Progress has been more evident even for those that are working below their ARE. Overall, it makes it easier to identify the strengths and weaknesses of a student and it enables us to focus on areas that need more work."

Identify:

Develop a comprehensive system within KS3 to provide clarity tracking of progress.

Success Criteria

Identify successes and need for intervention, Development of SCoL, Inform discussions with all stakeholders, Develop awareness of national benchmarking of standards and learning expectations.

Impact: Enable all KS3 students to make progress within learning.

"Using KS3 AREs has had a massive impact on the way we are thinking around and developing our Scheme of Learning and progress tracking for KS3 students."

Plan:

Implementation over first year and embed/develop over second year.

Methods:

Whole staff training, subject meetings, subject Standardization, SDP, individual support, active and reactive support, deadlines, shared expectations, professional conversations, staff ownership, inclusion and development of SCoL, Development of frameworks for tracking by subjects, inclusion in established systems, Explicit links to both external and internal systems.