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.

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.

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.

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

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.
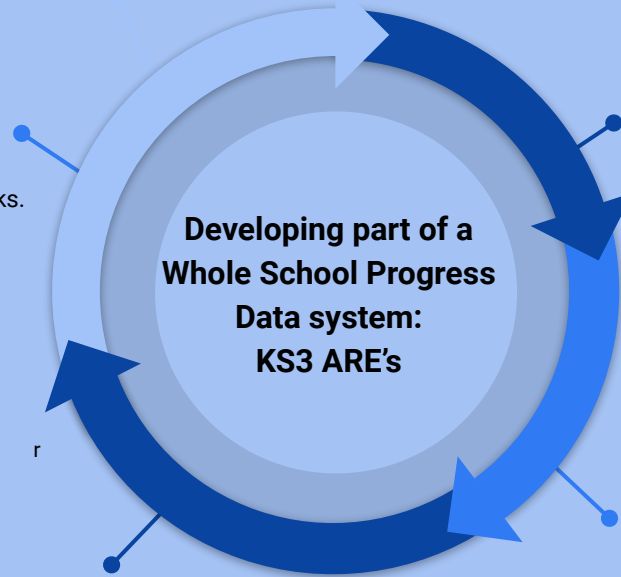
Monitoring:
Regular monitoring built in through established data collection cycle (6 points)
Regular monitoring by including in regular SCoL submission (3 points)
Further monitoring from standardisation meetings (3 points) and submission of examples of student work
Request for staff and stakeholder feedback

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