

FOWEY RIVER ACADEMY - PARENT GUIDE TO STUDENT PROGRESS

HOW ARE WE PLANNING FOR, TRACKING AND ENSURING PROGRESS FOR ALL?

The basic premise for all our students' progress is that every child can achieve mastery - that all students are capable of mastering the skills and knowledge required in the subjects they study. In order to do this there are several key systems underpinning how we work at Fowey River Academy. This guide is designed to give you some information about these and signpost ways in which you can support us in your child's learning journey.

EXERCISE BOOKS

All exercise books for students will be A4 sized. They will have pre-printed name labels on the front with a tracking label to record attainment in each half term module. Inside the front cover are the expectations for presentation. Each module of work will have "I can" statement sheet (see "I can" statement section below) and in the back of the book is a Dialogue Sheet (see Parent Involvement section below).

Exercise books will be coming home to parents regularly and we would encourage you to have a look and talk to your child about their progress.

"I CAN" STATEMENTS

Teachers plan back from the highest possible outcomes at GCSE in order to identify the skills and knowledge that all students will need at that point. This then ensures that over five years at Fowey River Academy, they will have covered all the required areas in depth and to the point of reaching mastery. These are distilled into "I can" statements for each module of learning - there are six throughout the year.

These statements are put in every exercise book at the start of the module and underpin the teaching that happens in each lesson. Students will then track and self-assess their progress from 'beginning' to 'developing' and 'mastering'. This self-assessment is reviewed by the teacher - the teacher gives their assessment at three points over the module of work. At the end of each module, there will be an assessment and the result of this is also recorded on the "I can" statement sheet.

Teachers will be reviewing the progress made by each student and identifying where it is necessary to target specific interventions with the student, so that they do indeed reach their expected outcome. This will also provide the chance for students to explore in real depth the key concepts and skills for each subject.

MARKING

As books will be coming home more regularly, there is a chance for you to see how we mark and feedback to students. This will enable you to see how we use dialogue in marking and dedicate improvement tasks to enable students to see how to improve their work. You will also see how the process of drafting and re-drafting enables students to produce their best pieces of work, demonstrating mastery.

A copy of our Assessment and Learning Dialogue Policy is available on the website.

PARENTAL INVOLVEMENT

To further improve communication and promote dialogue about learning, we have added a sheet at the back of exercise books where parents can ask questions about their child's progress or communicate directly, on an ongoing basis, with the class teacher about matters associated with that subject. Please make use of these to ask any questions and to find out how you can further support your child's progress.

We have also provided space on the "I can" statements for parental feedback. This is a chance after the assessment at the end of the module of work to give your feedback.

We are now reporting to you on an ongoing basis, with information on your child's progress available every few weeks.

We welcome your feedback on this, so if you have any questions, please use the dialogue sheets for subject specific queries or contact your child's form tutor via the year group email address. These email addresses are available on the website.