



Dear Parents/Carers

### KS3 Tracking and Reporting

You will shortly be receiving your child's first tracking of the year and will notice that the format and information has changed. The aim of this new format is to provide greater detail regarding the curriculum your child is following. By providing curriculum-based tracking we hope to better support parents/carers and students themselves to understand their strengths and areas for development.

The statements provided within the tracking are simplified and condensed, and by no means cover all of the learning undertaken, as this would prove to be an overwhelming level of information. Instead, the statements mark key aspects of learning, that will be built upon as your child progresses.

An example of the statement-based tracking you will receive is provided at the end of this letter. You will notice that each curriculum statement is recorded as being either Emerging, Developing, Secure or Mastered, a descriptor for each of these is also to be found at the end of this letter.

As with previous tracking you will also receive an additional tracking document containing information regarding your child's attitude to learning (ATL), for their Behaviour, Classwork and Home learning.

Attendance information is also provided within your child's tracking; however, we remind parents and carers that this information is always available through the Arbor website.

In addition to your child's curriculum-based tracking you will receive 9 – 1 graded tracking at the end of KS3 (end year 9) and at the halfway point (middle of year 8).

Please note that there is a video available here for further explanation: <https://vimeo.com/778208240>

If you have enquiries about the information provided by the subject teachers, please make contact directly or through [info@warlinghamtl.co.uk](mailto:info@warlinghamtl.co.uk). If you have more general enquiries about tracking and reporting, please use the following email [c.glover@warlinghamtl.co.uk](mailto:c.glover@warlinghamtl.co.uk).

Yours sincerely

Mr C Glover

Assistant Headteacher

Y7 Science

Statement	Current mark
Body Systems - Describe the structure and functions of the gas exchange system in humans. Know equations for and outline the differences between aerobic and anaerobic respiration.	Secure
Cells and Reproduction - Name all parts of the cell and identify some functions of organelles, describe specialised cells and link structure of those cells to their function.	Developing
Forces and space - Recall a range of forces and interpret force diagrams to find the resultant force. Describe the structure of the Universe and explain the seasons, length of day and year. Recognise the role of gravity and calculate the weight on different planets.	Mastered
Light and Sound - Recall examples of waves. Describe the similarities and differences between the different types of wave and be able to draw ray diagrams and explain imaging in mirrors and refraction of light in lenses and the human eye.	Developing
Particles, atoms and elements - Understand state changes in terms of the particle model, and the properties of each of these states. Describe diffusion in terms of the particle model, and how energy of particles influences their state.	Emerging
Periodic Table and Separation techniques - Identify that the periodic table is separated into periods and groups; metals and non-metals and discuss patterns. Describe the reactions and properties of elements, compounds and mixtures, and plan how to separate the latter	Mastered

<b>Emerging</b>	Students partially recall the knowledge required and it is not yet committed to long term memory.
<b>Developing</b>	Students recall the required knowledge. This is not yet consistently committed to long term memory.
<b>Secure</b>	Students recall the required knowledge, links to core concepts that further develop understanding are beginning to be explored.
<b>Mastered</b>	Students automatically recall the required knowledge over time. They incorporate newly acquired knowledge into their schema – using core concepts to develop a depth of understanding.

Schema is the way we describe the connections we make between ‘bit of’ knowledge in order to develop an understanding. As we acquire new knowledge it is connected to our prior knowledge in a way that develops schema. Without schema new knowledge is forgotten. Schema is built around the core concepts – ideas that grow and develop with our understanding.