The COUNTY HIGH SCHOOL Leftwich

Year 7 Defining and Tracking Good Progress

Mr A Carter – Deputy Headteacher

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Supporting Good Progress

- Ensure an appropriate timetable, including the tutor-time programme
- 'Schemes of Learning' treat Years 7-11 as a '5-Year Journey'
- Personalised target-setting and tracking system

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Supporting Good Progress

- Exam 'windows' for each year group, with exams followed by tracking reports
- Our teaching and learning approach provides more frequent opportunities for recall of knowledge and recap of topics/concepts
- Analyse previous results and student performance and implement refinements, where required

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Preparing to succeed …

- Staff will help prepare students through regular testing and quizzing on previous knowledge and by teaching new ideas clearly.
- We will provide clear and precise formative feedback on how to improve. This maybe verbal feedback or written in books or tests.
- Students are encouraged to take responsibility for their learning.

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Broad and balanced curriculum

Art and design	Creative Computing and Media
Design and Technology	English
Education for Life (EfL)	French or Spanish
Geography	History
Maths	Music
PE	RS
Science	Drama

Students will study these subjects throughout Years 7 to 9

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Year 7 MEG Setting

- Students will have an appropriate *likely* Minimum Expected Grade (MEG) for Year 11 in each subject shared with them
- Appropriate individual student MEG in each subject
- Challenging but achievable
- Achieving the MEG is the *minimum* expectation (therefore it is not a limit)
- Likely MEGs will be shared at the start of each year and will be redownloaded and checked in Year 10

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Defining Good Progress

Key Messages

- In Years 7, 8 and 9 students' progress will be compared to what similar students (KS2 scores) have achieved at CHSL in the past and present year
- Progress will be reported via statements

Progress	Description
Excellent	Student is currently making excellent progress in Keystage 3 based on their Keystage 2 scaled scores
Above expected	Student is currently making above expected progress in Keystage 3 based on their Keystage 2 scaled scores
Expected	Student is currently making expected progress in Keystage 3 based on their Keystage 2 scaled scores
Below expected	Student is currently not making the expected progress in Keystage 3 based on their Keystage 2 scaled scores

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Setting the MEGs

- Uses individual KS2 data
- Looks at what similar students with similar KS2 scores achieved at the end of Year 11 in each subject
- Provides an expected GCSE grade for the student in each subject

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DfE transition matrices

19% chance of grade 6

20% chance of grade 7

KS2 of 110-113

All Pupils

KS2 Attainment	% 1	% 2	% 3	% 4	% 5	% 6	% 7	% 8	% 9
Less than 80	29.1	23.9	14.7	4.9	4.4	1.6	0.9	0.1	0.2
96 - 99.5	15.9	22.5	23.5	13.2	9	4.9	1.9	0.7	0.1
90 - 95.5	23.2	26.5	20.8	8.6	5	2.3	0.8	0.2	0
80 - 89.5	32.6	27	13.4	3.9	1.2	0.6	0.3	0.1	0
117 - 119	0.3	0.4	1.2	1.9	4	9.7	17.2	27.4	37.5
113.5 - 116.5	0.6	1.3	2.9	4.2	8.8	15.7	21.5	23.9	20.5
110 - 113	1.7	3.1	6.5	8.5	13.6	19	20	16.9	9.7
107.5 - 109.5	3.2	6	11.2	12.3	16.7	19.2	15.7	10	3.8
105 - 107	5.6	9.7	15.6	15.3	17.1	15.9	10.6	5.4	1.6
102.5 - 104.5	8.1	13.8	19.8	15.9	15.8	12.1	6.7	2.8	0.7
100 - 102	11.5	17.3	23	15.5	13.2	8.1	3.9	1.4	0.2

Showing 1 to 11 of 11 entries

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MEGs for an example student

Subject	Likely FFT GCSE MEG
Art	6
Creative Computing & Media	7
D&T	7
Drama	7
English	7
Geography	8
History	8
Maths	8
MFL - Spanish	6
Music	8
PE	7
RS	7
Science	7

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MEG Year 10 onwards

- We will download GCSE MEGs using the latest national data at the start of students' Year 10
- Subject Leaders will use the students' progress in Key Stage 3 to ensure that these MEGs are challenging yet achievable

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MEGs

- Published before ST1
- Information will be available on the school website once the MEGs are published.

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The Key Messages:

- Likely MEGs are not limits – we encourage students to be on track to exceed them and many do

Progress	Description
Excellent	Student is currently making excellent progress in Keystage 3 based on their Keystage 2 scaled scores
Above expected	Student is currently making above expected progress in Keystage 3 based on their Keystage 2 scaled scores
Expected	Student is currently making expected progress in Keystage 3 based on their Keystage 2 scaled scores
Below expected	Student is currently not making the expected progress in Keystage 3 based on their Keystage 2 scaled scores

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How we assess Learning

By providing lots of opportunities for students to show what they are good at during lessons

Through two Student Tracking Windows, when we check understanding with brief ‘tests’, in classrooms.



Assessment throughout the year is *Formative*

- Students receive ‘next steps’ advice, following high quality teaching, to help them improve:
  - verbal feedback
  - written feedback in books
  - written feedback on tests
  - dedicated improvement time



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Student Tracking Windows

Students to learn how to:

- Organise their time constructively preparing for the tests
- Retain and retrieve key facts
- Manage their time during a test
- Check their work effectively

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Example ST timetable

Week B	Monday 25th November	Tuesday 26th November	Wednesday 27th November	Thursday 28th November	Friday 29th November
Period 1		Maths – Paper 1 Calculator 7T, 7S, 7R, 7P	Science 7A	History 7A, 7L, 7T Sci[illegible] 7P G[illegible]ra[illegible] 7M	Science 7S
Period 2	French 7L English 7T Geography 7S	Maths – Paper 1 Calculator 7A, 7B, 7L, 7M	Englis[illegible] [illegible]istory		English 7P
Period 3					
Period 4	Spanish Science 7 Geography 7		Science 7M	History 7B English 7L	Geography 7T
Period 5					Geography 7R

Example

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Two Student Tracking Windows

ST1 – 23rd November – 4th December
Ebacc subjects only

ST2 – 4th May – 14th May
All subjects

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Student Assessment Record

Assessment Record (Year 7)

Name:		Teacher:				
Date	**Tracking Point**	**Exam Result**	**ATL**	**WWW**	**EBI**	**Progress**
	ST1					
	ST2					

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Revision guidance

- STARRT programme in tutor time
- Guides to success available on Youtube
- Revision materials provided by subjects
- Interleaving and revisiting of topics
- Regular quizzing



How we will communicate progress to parents/carers during Year 7

8th October Settling-in *online* appointment

Following each Student Tracking window a report is issued

1. W/c 11th January* - ST1 Report followed by progress evening *in person* 4th February
2. W/c 28th June*- ST2 Report

**provisional dates*



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Attitude to Learning Grades

	Ready to learn	Be Respectful and safe	Embrace opportunities
Exceptional	• I am well prepared for lessons, arriving with a positive attitude and all the correct equipment • I am always punctual to lessons • I use my initiative to work responsibly, often encouraging and coaching my peers	• I enjoy and seek out ways of working collaboratively with my peers, supporting the learning of others • I always behave very well; my manners can always be relied upon, and I often offer to help my teacher • I discuss and debate issues in a considered way, showing respect for others' ideas and points of view • I always treat my environment with care and consideration, using my initiative	• I am enthusiastic about my learning and am ambitious, often exceeding expectations • I always take great pride in the quality of my work, and I respond to all teacher feedback, often without prompting
Good	• I arrive at lessons ready to learn with all the correct equipment • I am punctual to lessons	• I am happy to participate in lessons and support the learning of others • I behave well, using good manners • I help my teacher when asked • I listen to my peers respectfully and I speak politely • I treat my environment with care and consideration	• I have a positive approach to learning and try my best • I take pride in the presentation of my work and respond to teacher feedback • My classwork is completed to the best of my ability, and I work responsibly
Developing	• I sometimes arrive to lessons without the correct equipment • I am often on time to lessons, but I can be late sometimes without a valid explanation	• I sometimes participate in lessons • I can be focused in class when supported or reminded • I sometimes need reminders about how to listen to my peers respectfully or about speaking politely to others • I sometimes need a prompt about how to behave in lessons, how to speak to those around me or about how to look after the school environment	• My approach to learning can be good but I sometimes need support and reminders to do my best. I will answer questions when asked but I do not often volunteer answers • I occasionally lack pride in my presentation • My classwork is usually completed, but with areas I could improve
Concern	• Despite support with my organisation, I often forget the correct equipment for the lesson and need additional help to be ready to learn • Even when supported, I am often late to lessons	• I rarely participate appropriately in lessons • I often do not use my listening skills when staff are giving an instruction, and this affects my work • I need lots of reminders about how to speak to those around me in an appropriate way • I often intentionally distract others from their work • I need lots of reminders about looking after equipment or the school environment	• Often, I do not like to engage with the lesson and, even with support and reminders, I do not do my best • I do not like to answer questions – even when given alternative means of communication • My presentation is sometimes not my best • The standard of my classwork is not always up to what I am capable of. There are often areas incomplete or to improve

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Behaviour and expectations

The way we do things here

Mrs L Kane – Deputy Headteacher

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Transition continued

This evening

Thursday 8th October – Tutor Settling-in parents evening

Wednesday 21st October – Parent and Carer Forum

Tuesday 8th December – Parent and Carer drop in morning

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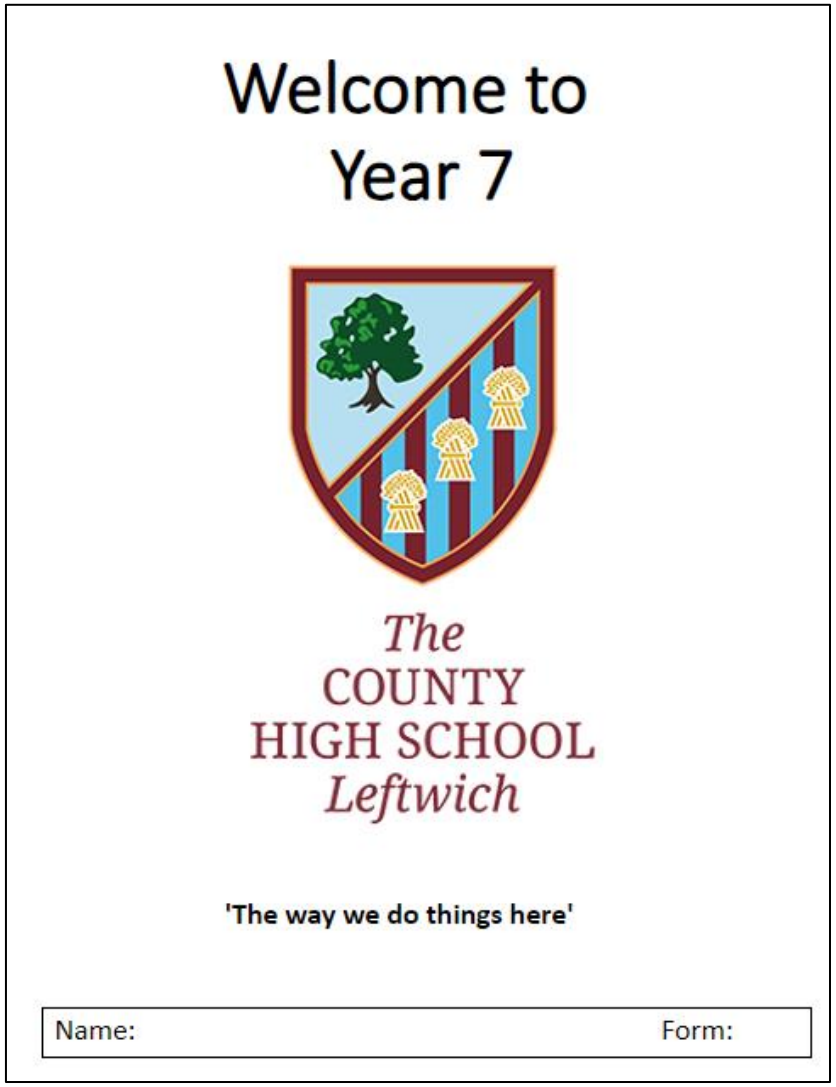
Ensuring a smooth transition



Expectations broken down for Year 7 students with particular emphasis on:

1. The 'basics' - uniform and punctuality
2. Routines – start, end of lessons, corridors
3. Kindness and respect
4. Bullying and racism prevention

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How do we do things at CHSL?

Ready

Respectful & Safe

Embracing Opportunities

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How do we do things at CHSL?

Ready to Learn –Attendance, punctuality, uniform, mobile phones

Respectful and safe – Lesson behaviour, anti-bullying, anti-racism

Embrace opportunities – student leadership and enrichment

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Phone free CHSL





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Attendance

- Moments Matter; Attendance Counts
- Every student – aim for at least 95% attendance
- Appointments – make out of school or after 2pm. Students lose their morning or afternoon mark if not in when the registers are done.
- Punctuality - prioritised
- Tutors, Educational Support Worker, Year Leader will contact parents/carers if there are attendance concerns

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Attendance
CHSL GCSE results 2026

Students who attended **over 95%** of the time achieved **at least half a GCSE grade higher** than those who attended below 95%.

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95 in 95

Anyone who has 95% attendance by the start of December will be invited to the CHSL rewards trip...



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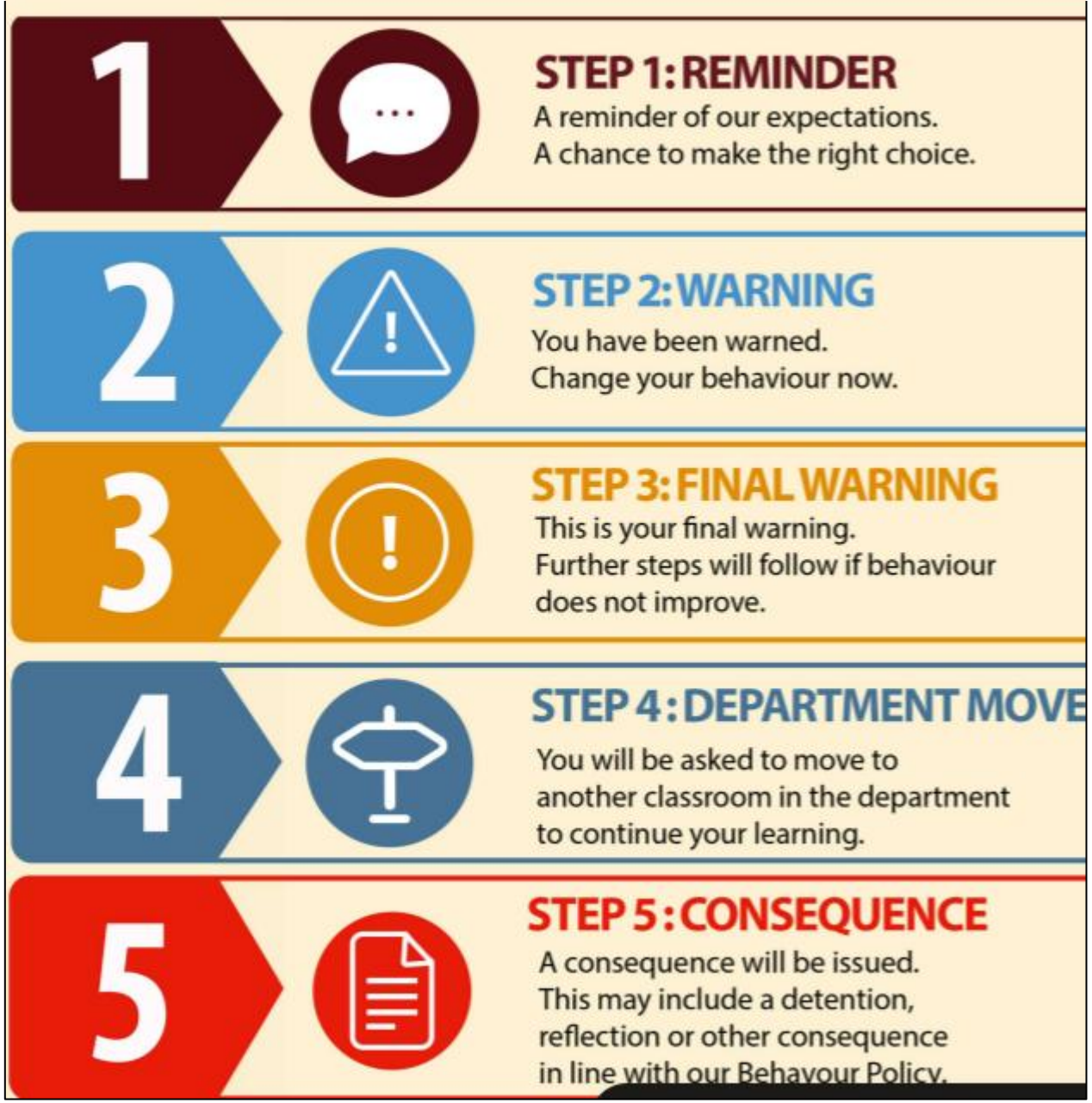
How do we do things at CHSL?

Ready to Learn –Attendance, punctuality, uniform, mobile phones

Respectful and safe – Lesson behaviour, anti-bullying, anti-racism

Embrace opportunities – student leadership and enrichment

Lesson behaviour





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Key values for us this year





1. Democracy
2. The Rule of Law
3. Individual liberty and mutual respect
4. **Tolerance**





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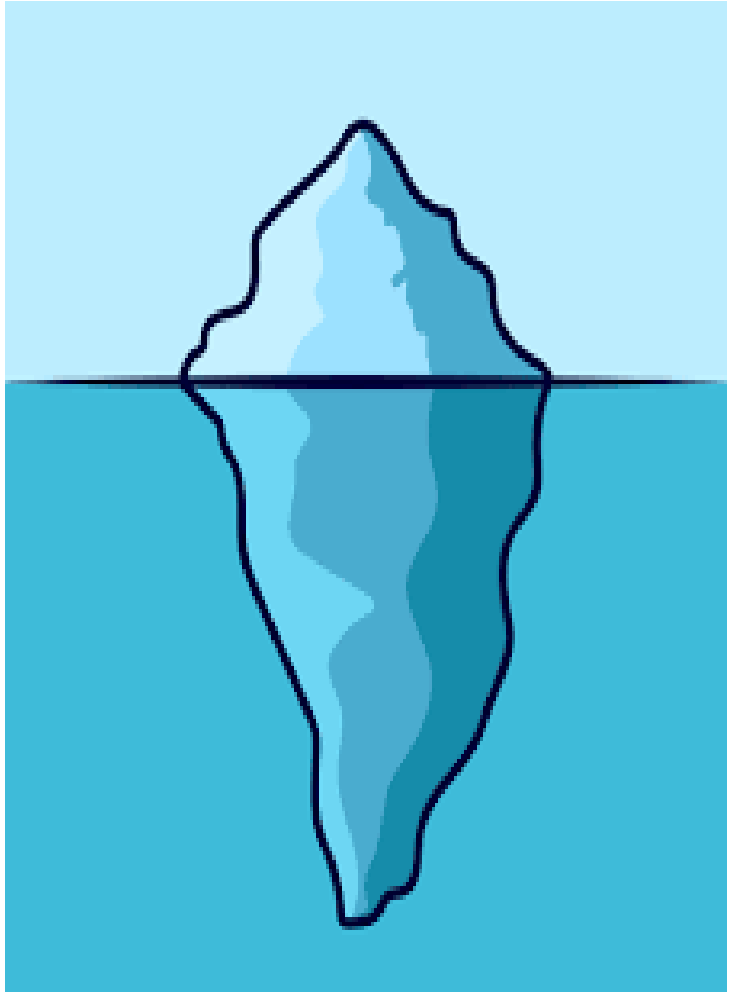
Messages for us at CHSL

- Everyone **belongs** in the CHSL community
- Speak to tutors and staff if you have any questions about anything that happened
- Zero tolerance of any abuse around race or religion.



Using racist terms towards someone in school

Physically hurting someone because of their skin colour or background

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Comments on the street/corridor

Language around immigration (e.g 'Go back to your own country')

Drawing/writing inappropriate symbols (e.g swastika)

Using people well known to be racist as a 'joke' (e.g Hitler)

Mimicking accents

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How do we do things at CHSL?

Ready to Learn –Attendance, punctuality, uniform, mobile phones

Respectful and safe – Lesson behaviour, anti-bullying, anti-racism

Embrace opportunities – Enrichment and rewards

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CHSL enrichment guarantee



All students* guaranteed a minimum of 50 hours of enrichment a year

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Enrichment – Lots of benefits

Develop confidence

Learn new skills

More enjoyment in school

Develop your CV

Contribute to the local community

Become a more Informed citizen

Belonging

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Enrichment activities will cover



Art and culture



Nature, outdoor and adventure



Sport and physical



Wider life skills



Civic engagement

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Enrichment activities

Year 7

Global explorers
Creative maths studio
Glow up
Active sports mix
Sign Language choir
Knitting for beginners
Retro board games

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Enrichment activities



Year 7	Year 8	Year 9	Year 10
Global explorers	Weather Watchers	Dragons Den	Teenage survival skills
Creative maths studio	Community Hub	British Sign Language	Darts
Glow up	Sustainable Cities	Journalism	In Pieces
Active sports mix	Active sports mix	Active sports Mix	Journalism
Sign Language choir	Darts	E-Sports	Community Hub
Knitting for beginners	Retro board games	Eco Action team	
Retro board games	Game design lab	Cinema club	

Plus opportunities to join activities such as rugby, cheerleading, drama, debating and Duke of Edinburgh (Yr 10) as students move through school

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Rewards and recognition

'Informal'

- Praise
- Phone calls/emails home
- In class rewards
- Showing your work to another member of staff
- Feedback in books
- Facebook
- Classroom displays

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Achieving Excellence programme

- Points for:
  - Attendance
  - Excellence in lesson
  - Effort
  - Improvement
  - Student leadership
  - Kindness
  - Enrichment
  - Stars of the Week
  - Community work

Achieving Excellence programme

- Bronze certificate
- Silver certificate
- Gold badge
- Platinum badge



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Year 7

Aspiration, Kindness & Pride in yourself and each other

Mrs Marklove, Y7 Learning Leader

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Highlights of Year 7 so far

- Students have achieved 100% attendance
- Navigated their way around building with JLT support and now without
- Attended new lessons and met new staff
- Made new friends
- Attended enrichment and gained Achieving Excellence points
- Learnt a musical instrument
- Represented school at sports and at open evening
- Applying to be tutor & sports ambassadors, and for student council

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Planning for Success

- *What are 'successful' students?*
- *What aspirations do we have for our students in 5 years' time?*
- *What can we do to support them to be successful?*

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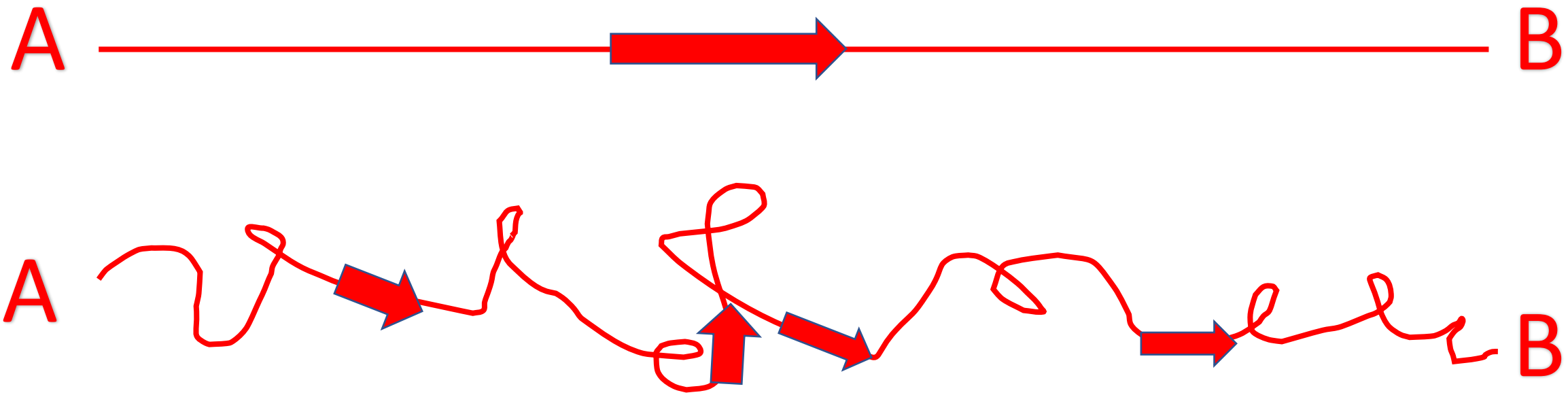
What does the journey look like?



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Year 7 journey

Autumn term

Year 7 Information evening

22nd Sept

Year 7 settling in online parents evening 8th Oct

ST1 exam window

23rd Nov – 4th Dec

Davenham Carol service

Mince Pie Morning 8th Dec

Achieving excellence assembly

Christmas Jumper day

16th Dec day

Spring term

Year 7 Progress evening – 4th Feb

Spring enrichment

Student Council visit

World Book day 4th March

Achieving Excellence assembly

Summer term

ST2 exams

3rd – 14th May

Year 7 visit to Edge Hill University

End of year trip (Gulliver's)

Sports Day

Summer concert July

Achieving Excellence evening

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Success – what does it look like?

- Students with a greater positive wellbeing
- Students with more confidence and resilience
- Students who know more and can do more
- Students who achieve excellence in all that they do

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How do we help students to be successful?

- Excellent **student** support
  - Form Tutor (first point of contact)
  - Year Leader (Mrs Marklove)
  - Education Support Worker (Mrs Medland)
  - Learning Support (Miss Martland - SENDCo)
- Rewarding **enrichment** opportunities
- Core Values of Aspiration, Kindness and Pride

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Form time 2026-7

STARRT

	Week A	Week B
Mon	HT Assembly (Hall)	HT Assembly (Hall)
Tue	Motivational Messages (attendance)	YL Assembly (TEAMS)
Wed	STARRT	STARRT
Thurs	Thoughtful Thursday (PD)	Thoughtful Thursday (PD)
Fri	Feel Good Friday	Feel Good Friday



Key routines:

Equipment and uniform – please support us by ensuring students have the correct uniform and equipment for learning.

Mobiles off and in pouches.



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Uniform & Equipment

























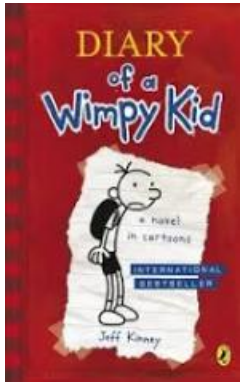

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Homework

Arbor

Sparx Reader

MathsWatch

Google Classroom



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Enrichment activities

AUTUMN ENRICHMENT 2026

Day	Activity	Years	Staff Contact	Times	Where
MONDAY	KS4 Art Drop In	Year 10 & 11	Miss Huxley/Miss Heaword	12.35 - 1.15	Art
	GCSE PE/CAM Exam Prep	Year 10 & 11	PE	12.45 - 1.15	A8
	Choir	All Years	Miss Croson/Mrs Wells	12.50 - 1.15	C7
	Mixed Table Tennis	All Years	PE	12.55 - 1.15	Gym
	Comic Club	All Years	Mrs Allen	12.35 - 1.15	Library
	KS4 Art & Photography Club	Year 10 & 11	Miss Huxley/Miss Heaword	3.20 - 4.00	Art
	PE Fixtures	All Years	See Fixture Board for info	3.20 - 4.30	PE
	KS3 Homework Club	Year 7 - 9	Ms Tilley	3:20 - 3.50	A11
	Climbing	Year 7 - 9	Mr Trevithick	3.20 - 4.30	Gym
	Netball	Year 7 - 9	Mrs Wood & Miss Trimmer	3.20 - 4.30	Netball Court
	Table Tennis	Year 7 - 9	Mr Trevithick	3.20 - 4.30	Gym
	GCSE Music Drop In	Years 10 & 11	Mrs Curry	3.20 - 4.30	C5
	Sparx Reader Drop In	Year 7 - 9	Miss Thornton/Miss Barnett	3.20 - 4.00	B19
	Library	All Years	Mrs Allen	3.20 - 4.30	Library
TUESDAY	KS4 Art Drop In	Year 10 & 11	Miss Huxley/Miss Heaword	12.35 - 1.15	Art
	Brassed Off	All Years	Mrs Powlson	12.45 - 1.15	Band Room
	Keyboard Club	All Years	Miss Croson	12.50 - 1.15	C7
	GCSE PE/CAM Exam Prep	Year 10 & 11	PE	12.45 - 1.15	A8
	Mixed Table Tennis	All Years	PE	12.55 - 1.15	Gym
	Library	All Years	Mrs Allen	12.30 - 1.15	Library
	PE Fixtures	All Years	See Fixture Board for info	3.20 - 4.30	PE
	KS4 Art & Photography Club	Year 10 & 11	Miss Huxley/Miss Heaword	3.20 - 4.00	Art
	Band	All Years	Mrs Curry	3.20 - 4.30	Band Room
	The Social Circle	All Years	Mrs Williamson	3.20 - 4.00	B15A
	Youth Speaks	Year 9	Mr Betts	3.20 - 4.00	A21
	KS3 Homework Club	Year 7 - 9	Ms Tilley	3:20 - 3.50	A11
	KS4 Homework Club	Year 10	Mrs Hadfield	3:20 - 3.50	C1
	Library	All Years	Mrs Allen	3.20 - 4.30	Library

Homework club:

- KS3 Support Room open until 4pm
- Library open until 4.30pm (Monday – Thursday)
- 4pm (Friday)

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How do we get our students to be successful?

- Excellent **student** support
- Exceptional **learning in lessons**
- Rewarding **enrichment** opportunities
- **Effective communication** with parents/carers