



**Brighton Hill
Community
School**

Making success inevitable

Progress and Process

Parents' information evening
Wednesday 7th October 2026

Pete Beeching · Deputy Headteacher

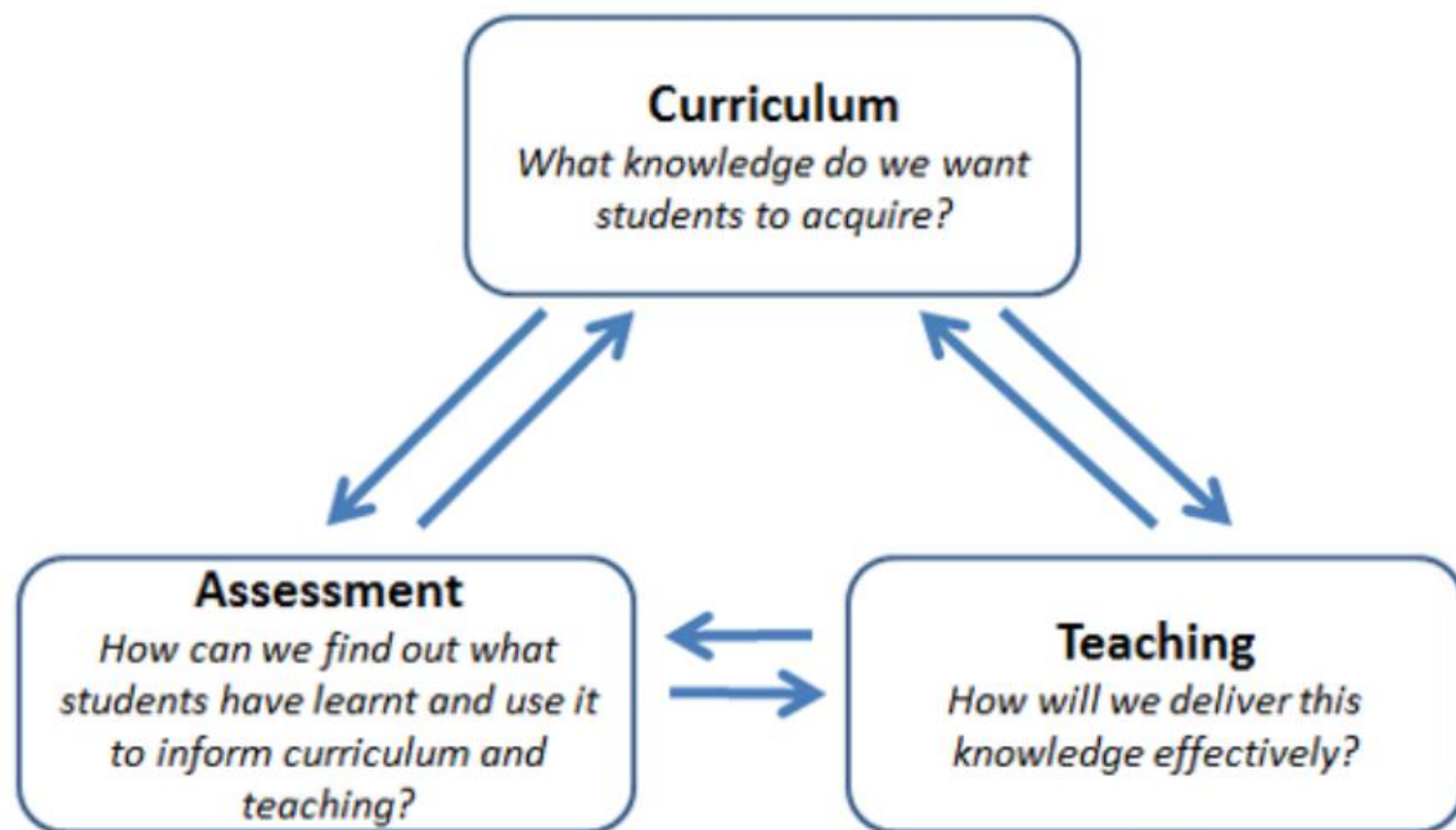


**Parent Collaboration
Event**
**please scan to register
your attendance**



Thank you

Quality of Education



Policy & Process

Policy

'The strategic course and principle of action adopted by BHCS staff'



Brighton Hill Community School
Making success inevitable

Assessment policy

Brighton Hill Community School

Process

'The series of methods and tasks that turns inputs to outputs'



BRIGHTON HILL COMMUNITY SCHOOL PROGRESS MODEL Parent and student guide

At Brighton Hill Community School we believe that every child has the potential to succeed. Our Progress Model is designed to ensure that every child is challenged and supported to achieve their full potential.

Mr. David Walker - Deputy Head
Head of Progress Model



Baseline Fine Grades: Where did my child's learning journey start at BHCS?



fftaspire

FFT benchmarks are based on how similar pupils nationally performed in the subject (similar pupils are defined as similar prior attainment at KS2, gender and month of birth).

 **GL
Assessment**

 **PT SERIES**



The Progress Tracker



**Brighton Hill
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Making success inevitable

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Year 9 Progress Tracker

Example Student 9Ev1

Subject	What level of GCSE should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHC S	Term 1 Attitude to Learning
English Language	Foundation	+1	1C	Making expected progress	Good
Mathematics	Foundation	+2	1B	Making expected progress	Good
Science	Foundation	0	1D	Making expected progress	Inconsistent
Spanish	Secure	+3	2A	Making good progress	Excellent
Business Studies	Foundation	-1	1C	Making expected progress	Good
Drama	Strong	+1	2C	Making less than expected progress	Inconsistent
ICT	Foundation	0	1B	Making expected progress	Good
Media	Foundation	+1	1B	Making expected progress	Good
Music	Secure	+3	2A	Making exceptional progress	Excellent
PE (Core)					Good

Option subjects starting from Year 9 and not previously studied

Subject	What level of GCSE should my child achieve?	From what grade level does my child's academic journey begin?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	Year 9 Baseline fine grade	Term 1 Attitude to Learning
Health & Fitness	Secure	Level 1 Pass C	Good

Attendance to date: 100.0%

See page 2 for definitions of performance bands, fine grades, student progress descriptors and attitude to learning.

End of Year 11 projected performance band	Year 7 baseline grade	Projected final GCSE grade range	Projected final vocational grade
Excellence	2C and above	7 - 9	Level 2 Distinction/Distinction*
Strong	1F - 1A	5 - 6	Level 2 Merit
Secure	1I - 1G	4	Level 2 Pass
Foundation	1J - PRE	1 - 3	Level 1 (Pass/Merit/Distinction*)

End of Year 11 projected performance bands indicating projected final GCSE grade range, where minimum progress or higher is achieved and maintained across the years by the student. (*Level 1 D* NCFE only)

GCSE Grades (5-1) for example, the criteria for a 5 grade will appear as follows (5 fine grades is equal to one whole grade):	
5A	Securely meeting the criteria for this grade, close to achieving the grade above.
5B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
5C	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

Cambridge National Certificate and NCFE Grades for example, the criteria for a Level 2 Pass grade will appear as follows:	
Level 2 Pass A	Securely meeting the criteria for this grade, close to achieving the grade above.
Level 2 Pass B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
Level 2 Pass C	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

Subject progress since joining BHC S	Definition
Making less than expected progress	The student has regressed compared to their minimum expected progress and is no longer currently on target to achieve their 'performance band'.
Making expected progress	The student remains on track to achieve their expected 'performance band'.
Making good progress	The student has made more than expected progress and is set to achieve the next 'performance band' up from their originally projected 'performance band'.
Making exceptional progress	The student is progressing at such a rate that they are now projected to achieve a GCSE grade 2 or more 'performance bands' higher than their originally projected 'performance band'.

Attitude to Learning Definition	
Excellent	Behaviour is excellent at all times. The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Students show a real 'thirst for learning'.
Good	Behaviour is good at all times. The student usually is engaged in their learning, often giving their maximum effort and responding effectively to teacher feedback.
Inconsistent	Behaviour can be inconsistent at times. The student can be off task but responds to redirection. The student does not always respond to feedback and requires reminders to demonstrate progress.
Poor	Behaviour is often poor. The student sometimes responds to redirection but sometimes escalation of sanctions is required. The student rarely responds to feedback independently and very little effort is made to engage in learning. An attitude to learning score of 4 or below will result in direct contact home.
Poor and disruptive	Behaviour is poor and disruptive; the student rarely responds to redirection and often escalation of sanctions is required. The student never responds to feedback and is unable to demonstrate an ability to work independently with no effort made to engage in their learning.
Extremely disruptive	Behaviour is consistently poor and highly disruptive; the student never responds to redirection, and as a result, additional support is required; this will often be alternative learning provision. There is no evidence of student response to feedback and no evidence of engagement in learning.



Not all option subjects are studied at KS3

Option subjects studied from Year 9 and not previously studied, including those not grade 1-9

- Health & Fitness*
 - Health & Social Care*
 - Photography
 - Media
 - Travel & Tourism*
 - IT*
 - Business
- } DigiTech at KS3

Pass Grades	GCSE Grade	GCSE Size Equivalence
Level 2 Distinction*	8+	1
Level 2 Distinction	7	1
Level 2 Merit	5+	1
Level 2 Pass	4	1
Level 1 Distinction	3	1
Level 1 Merit	2	1
Level 1 Pass	1	1

How progress & attainment questions relate to the progress tracker information

A woman with long red hair, wearing a green top, is shown in a thinking pose with her hand to her chin. To her right is a large thought bubble containing the text: "What level of GCSEs Should my child achieve?". There are three small circles leading from the woman to the main thought bubble.[illegible]

End of Year 11 projected performance band	Year 7 baseline grade	Projected final GCSE grade range
Excellence	2C and above	7 - 9
Strong	1F – 1A	5 - 6
Secure	1I – 1G	4
Foundation	1J – PRE	1 - 3

End of Year 11 projected performance bands indicating projected final GCSE grade range, where minimum progress or higher is achieved and maintained across the years by the student.

How progress & attainment questions relate to the progress tracker information

Is my child making progress this academic year?
In year fine grade progress to date
+1
+2
0
+3
-1
+1
0
+1
+3



This shows how many fine grades your child has progressed or regressed compared to the last 'current working at grade' your child was awarded, on the last progress tracker of the previous year.

Progress can be but is rarely linear.

How progress & attainment questions relate to the progress tracker information

What grade is my child currently achieving?
Current working at fine grade
1C
1B
1D
2A
1C
2C
1B
1B
2A



The current working at grade reflects your child's position for the course as a whole and is based on summative assessment, formative assessment, classwork, home learning and the teacher's professional judgement.

GCSE Grades (9-1) for example, the criteria for a 5 grade will appear as follows:

5A	Securely meeting the criteria for this grade, close to achieving the grade above.
5B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
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How progress & attainment questions relate to the progress tracker information

Is my child still on track to achieve their end of year 11 projected performance band?
Subject progress since joining BHCS
Making expected progress
Making expected progress
Making expected progress
Making good progress
Making expected progress
Making less than expected progress
Making expected progress
Making expected progress
Making exceptional progress



Subject progress since joining BHCS	Definition
Making less than expected progress	The student has regressed compared to their minimum expected progress and is no longer currently on target to achieve their 'performance band'.
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How progress & attainment questions relate to the progress tracker information

Is my child still displaying the right attitude to learning?
Term 1 Attitude to Learning
Good
Good
Inconsistent
Excellent
Good
Inconsistent
Good
Good
Excellent
Good



Attitude to Learning Definition	
Excellent	Behaviour is excellent at all times. The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Students show a real 'thirst for learning'.
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Year 9 Progress Tracker					
Subject	Attainment	Progress	Effort	Attitude	Comments
English Language	12	12	12	12	Good progress
Mathematics	10	10	10	10	Good progress
Science	8	8	8	8	Good progress
History	7	7	7	7	Good progress
Geography	6	6	6	6	Good progress
Art	5	5	5	5	Good progress
Music	4	4	4	4	Good progress
Physical Education	3	3	3	3	Good progress
Religious Education	2	2	2	2	Good progress
Modern Foreign Languages	1	1	1	1	Good progress
Personal Development	0	0	0	0	Good progress

Pastoral Tools



Online Progress
Tool (OPT)



SEN
Register



Behaviour
Points



Class
Information

Online Progress Tool (OPT)

Strategic Tools

Students	Subjects	Class Lists & Timetables	Barriers to Progress	Therapies
Horsforth HoF	Horsforth HoY	EAP Matrix	Progress BHAG	SEN Register
Medical Cards	Access Arrangements	Boundary Leapers	Behaviour	Attendance

Data Viewing and Comparison Tools

National Attainment Data	National Attainment Data (All)	External Verification Narrative	Exam Whole School Headline Measures
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Reporting Tools

TA Reporting Tools

HoF TA Strategic Data Reviews	HoY TA Strategic Data Reviews	SEN TA Strategic Data Reviews	TA Strategic Data Review Summary (SLT)
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Final Outcome Reporting Tools

Subject Final Outcome Strategic Reviews	Subject Final Outcome Strategic Review Summary (SLT)
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Progress Dashboard

Student List

Class Information

9ASJ/Ma Mathematics PP:7 SEN:4 Class List	8ZBN/Ma Mathematics PP:13 SEN:11 YC:1 Class List	7AKB/Ma Mathematics PP:6 SEN:6 Class List	10X/Hf1 Health and Fitness PP:2 SEN:2 Class List	10W/Pg1 PE GCSE PP:1 SEN:1 Class List
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- PP = Pupil Premium Students in class
- SEN = SEN Students in class
- YC = Young Carer Students in class
- EAL = English as Additional Language Students in class
- CP = Child in Protection Students in class
- CN = Child in Need Students in class

Student Lookup





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Thank you for your
time.

Questions?