

HORSFORTH QUADRANT – YEAR 9

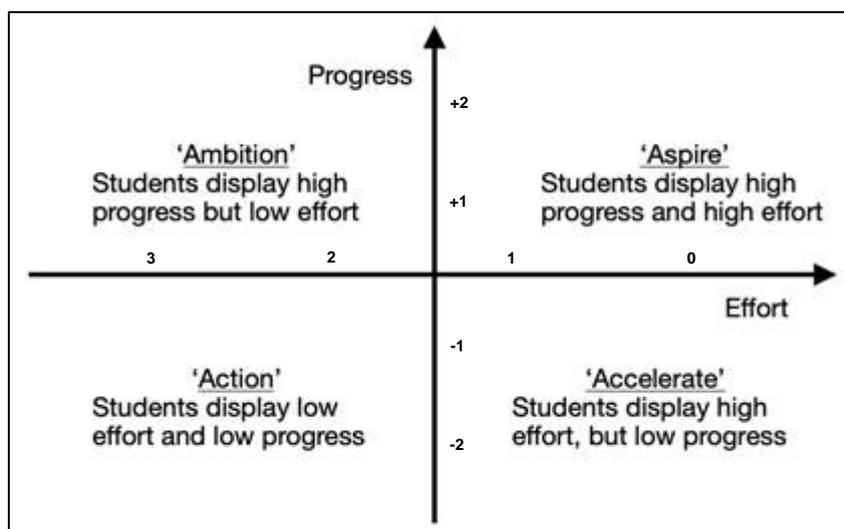
Students receive up to 3 progress reports each year that outline their current attitude to learning and the progress they are making at that point in the academic year.

After each progress report, heads of departments use the reports to highlight any students that might need support and intervention or simply deserve to be praised at a subject level. The pastoral team then look at how students are performing on holistically and whether wider support can be given to help minimise any barriers to learning.

We have found that one of the most effective methods to identify students' needs is to place them into a **Horsforth Quadrant** that groups students by their effort and progress across all subjects. We have decided to share this information with the students after each progress report as the ultimate aim is for them to work to move into 'Aspire', where they can be stretched and challenged in their learning.

WHAT IS A HORSFORTH QUADRANT?

The Horsforth maps students' average effort and progress. It takes an average progress for every subject studied at key stage 3 - this is created using the target banding students have been given for each subject compared to the level their classroom teachers have estimated they will receive at the end of year 9. It then takes the average ATL across all subjects with the aim to have as small an average as possible. This is personal to each student, as it is a comparison against their own targets rather than the progress of the year group, and therefore, they will find themselves in a quadrant with different students of different abilities. It's about students reflecting on their own progress rather than comparing with others - something that is always a battle!



EACH QUADRANT IDENTIFIES HOW A STUDENT CAN IMPROVE

Aspire – Students are making positive progress in relation to their target banding as well as averaging better than 2 in their ATLs. This indicates that students should continue to challenge themselves, their target banding is not a ceiling!

Accelerate – Students are averaging better than 2 in their ATLs yet are not making as much progress as we would expect in relation to their target banding. This is not a concern if it hasn't been flagged up by a teacher already, it means they are more than 1 sub level below the middle of their target banding so it is about finding the extra 1%, reflecting on their current learning strategies both in school and at home.

Ambition – Students are making positive progress in relation to their target banding yet are averaging more than 2 in their ATLs. This indicates students need to work on an area of their learning whether it is motivation, organisation, behaviour or homework – this can be identified using their progress report.

Action – Students are averaging more than 2 in their ATLs and are also not making as much progress as we would expect in relation to their target banding. This indicates students need to work on an area of their learning whether it is motivation, organisation, behaviour or homework – this can be identified using their progress report. Research suggests that if the ATL improves, students can often go from “Action” to “Aspire” as progress is linked closely with attitudes.

Going forward, students will spend time reflecting on their Horsforth quadrant and by plotting their averages on a graph, will be able to also see the incremental progress they make to celebrate their successes whilst also setting targets to improve. This will be done during tutor period. An example of a Tutor Period reflection PowerPoint is available to view [here](#). More recently, year 9 students attended a Horsforth assembly that highlighted what the quadrant they were in meant and ways to reflect and set targets.

HOW CAN YOU HELP YOUR CHILD AT HOME?

Research suggests that a student with parental involvement achieves, on average, 1.25 grades higher than a student without, so supporting good study habits and attitudes at home, as well as giving a consistent message, can lead to success. Please have a conversation with your child regarding the quadrant they are in and ways they can work towards ‘Aspire’ and the top right-hand corner whilst at home. This could include screen time, sleep, organisation, home learning, revision and attendance.