

'The results you will achieve will be in direct proportion to the effort you apply'

Year 11

Progress and Conduct Tracker

Name:

Form



Poynton High School Expectations

Follow the Educate-Challenge-Empower Charter

Arrive on time

Be polite and respectful

Dress smartly and with pride

Be prepared for the lesson

Celebrate hard work and achievement

Be responsible for your actions

Follow all instructions

Aim of the Conduct and Progress Tracker

You have been placed on the Conduct and Progress to support you in keeping focussed on your studies in the run up to your final mock examinations and your formal GCSE examinations.

This tracker gives you the opportunity to celebrate what you can achieve using clear guidelines to support your learning.

The tracker also covers break and lunchtime.

It is essential you share this tracker with a parent/carers as they are also involved in the monitoring process.

You will initially be in the tracker until your mock examinations in March

How the Conduct and Progress Tracker works.

At the start of each lesson you give the tracker booklet to your class teacher.

Your teacher will complete the first three columns of the tracker.

At the end of the day you must report to the restaurant so your tracker can be reviewed by a member of staff. You must wait quietly until you have been seen by a member of staff, we will make sure you catch the bus on time.

Each evening with a parent/carers you need to complete the column reviewing your learning for the day.

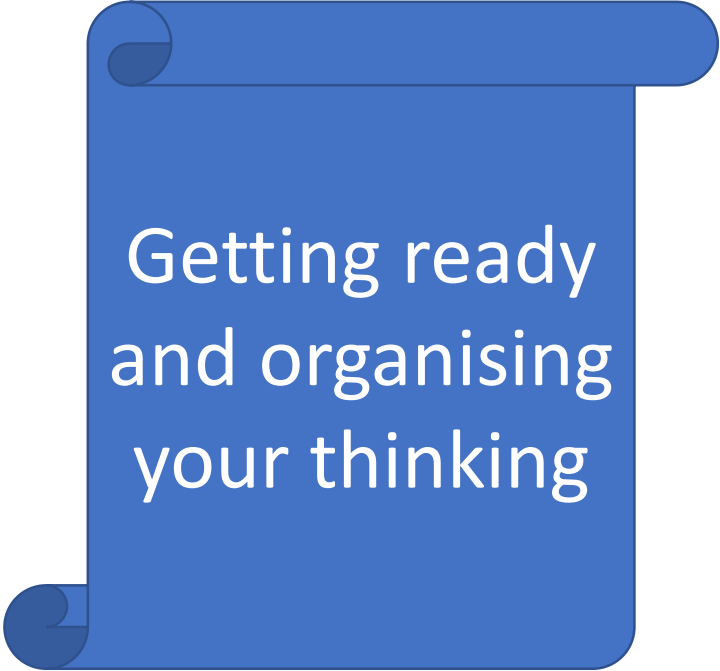
Each evening you must complete the tracker page indicating what home learning and revision you have completed.

It is your responsibility to HAVE both staff and a parent/carers to sign your tracker.

Preparing for assessments, making sure you can remember and use the content from class is a really important part of your time with us. We want to make sure that you do this in a way that works! You need to think of this task being in **three parts or steps**.

STEP ONE

Preparation

A blue scroll graphic with a rolled-up top edge and a rolled-up bottom edge, containing white text.

Getting ready
and organising
your thinking

STEP TWO

Performance

A blue scroll graphic with a rolled-up top edge and a rolled-up bottom edge, containing white text.

Actively
TESTING
yourself from
memory

STEP THREE

Progress

A blue scroll graphic with a rolled-up top edge and a rolled-up bottom edge, containing white text.

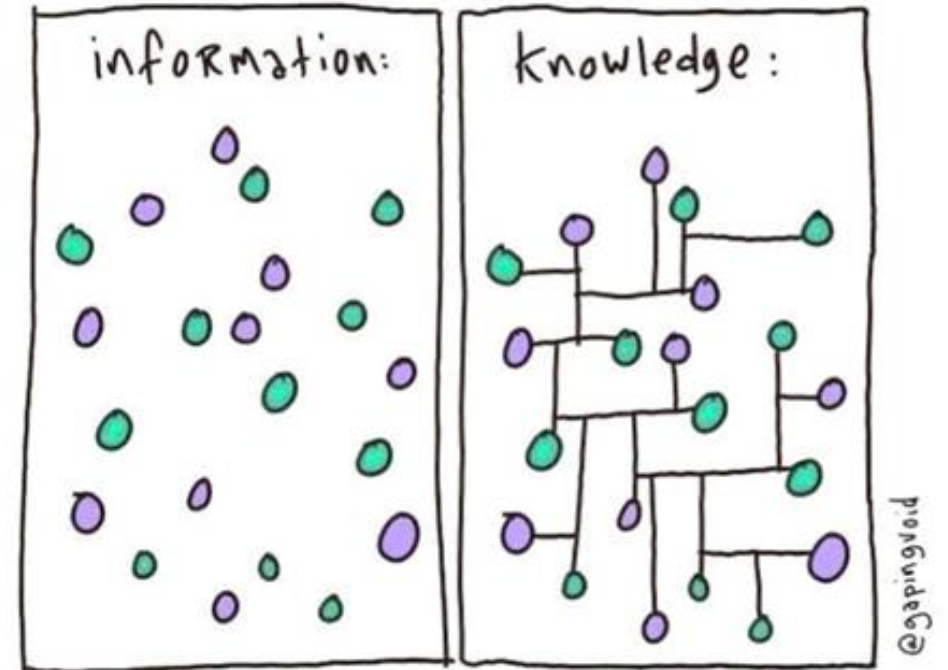
...doing these
things
regularly over
time to build
confidence

STEP ONE

Preparation

You need to get what you are wanting to revise into a format that helps your thinking. Something that is easy to use. There are lots of techniques you can use, including:

- Working out which topics you need to focus on
- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions



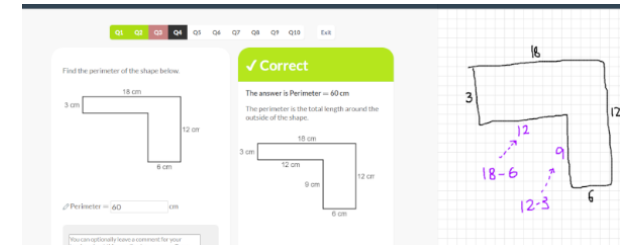
STEP TWO

Performance

This is the stage that makes your learning 'stick'. The only way to commit content to memory is to test yourself, we call this the Performance Stage as you are testing your performance. This is the stage where the magic happens.

Again, there are a lot of techniques that you can use in this stage, including:

- Attempting an exam question WITHOUT NOTES in timed conditions
- Recreating an aspect of your mindmap FROM MEMORY
- Quizzing yourself with your cue cards
- Teaching someone else the topic WITHOUT NOTES
- Reading your teacher's feedback and changing your approach
- Mind Dump – noting down everything you know from a topic
- Practice questions (often online e.g. Dr Frost for maths or Seneca questions)



STEP THREE

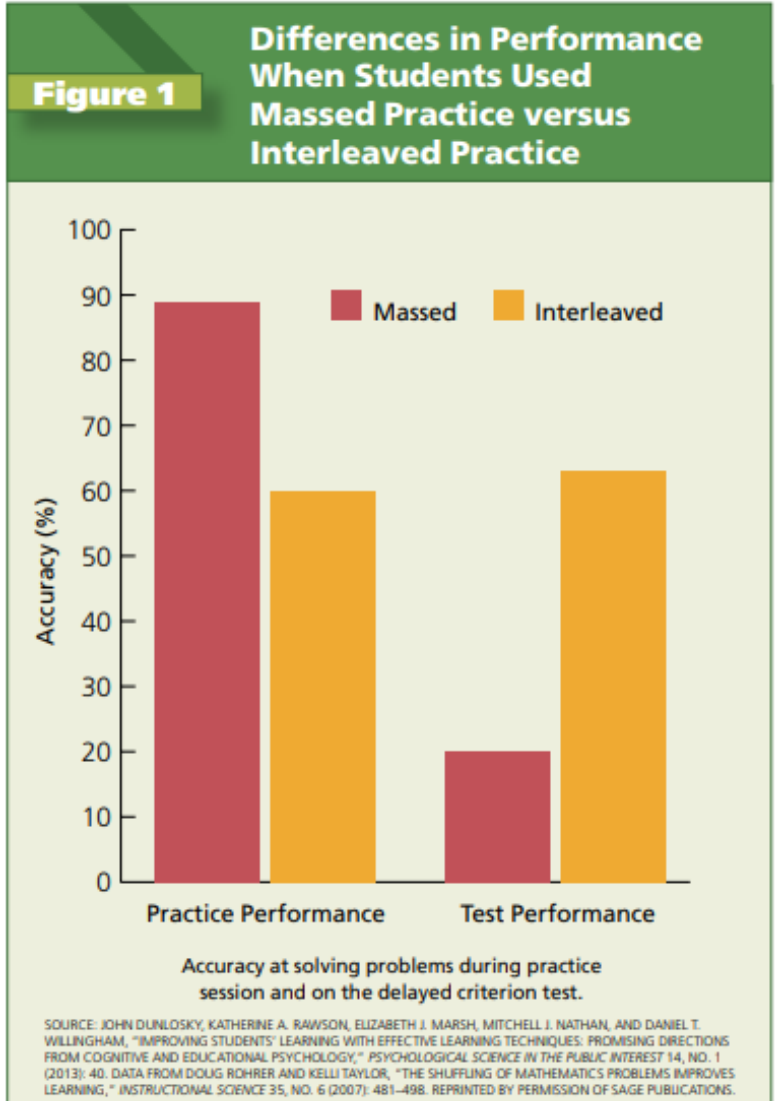
Progress

Revision isn't a last minute cramming session before the exam. IT TAKES PLACE OVER TIME.

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.



You have been placed on this tracker to support you in achieving your potential in the formal examinations this summer. This tracker must be completed each lesson, it is your responsibility to get teachers to complete it. The final column about key learning is completed at home in the evening and shared with a parent/carer. Every day you must report to the restaurant at 3.15pm and your tracker must be signed daily by a parent/carer. If trackers are not completed you will lose social time.

Teacher signature:		Parent/Carer signature:			Consequence/reward:	
Lesson Indicate if student arrives on time.	General comment about conduct and progress	Teacher Reflection on attitude and effort			3 key learn points from the lesson. – To be completed by the student	
1		1	2	3	4	5
2		1	2	3	4	5
3		1	2	3	4	5
4		1	2	3	4	5
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Home Learning and Revision Tracker

Date	Home Learning and Revision completed	Date	Home Learning and Revision completed

Conduct Outside of lessons

Date	Comments	Date	Comments

Rewards and Consequences

Rewards

From School:

- House Points
- Contact Home
- Raffle Ticket Draw
- Lunch pass
- Reward Breakfast
- Involvement in end of year celebrations

From Home: (To be agreed and completed with parent/carer by Tuesday 7th February)

Consequences

From School:

- Tracker not signed – Lunchtime detention
- Loss of Tracker – SLT detention
- Failure to have attend end day review – Lunchtime detention
- Below 18 points on day – Lunchtime detention
- Below 18 points on consecutive – SLT detention
- Outside of lesson conduct – C5
- Repeat incident of non compliance will result in an escalation of consequences

From Home: (To be agreed and completed with parent/carer by Tuesday 7th February)

