St John Fisher Catholic College

School - Home Communications Information Booklet

2026-2027



Progress and Data System

At St John Fisher Catholic College, we want our learners to achieve as well as they possibly can and to facilitate this, we use a system of progress, attainment and communication of data that enables learners to do so.

Our system is based on three basic principles:

1. Learners know what they are aiming for
2. Learners know what they are doing well in and why
3. Learners know what they need to do to develop further – and how to do so.

This booklet aims to outline the three main areas of our progress and data system:

1. Target setting
2. Learner feedback and use of grades
3. Communication of progress with

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1. Target Setting

Targets are valuable tools that enable learners to work towards a goal and a point from which they can assess whether they are on track or underachieving. However, targets are also tricky to set. Getting the balance right between aspirational targets - geared towards getting learners to be the best that they can be and realistic targets - not so high that learners never achieve them and feel disenfranchised and despondent – is a very fine balance.

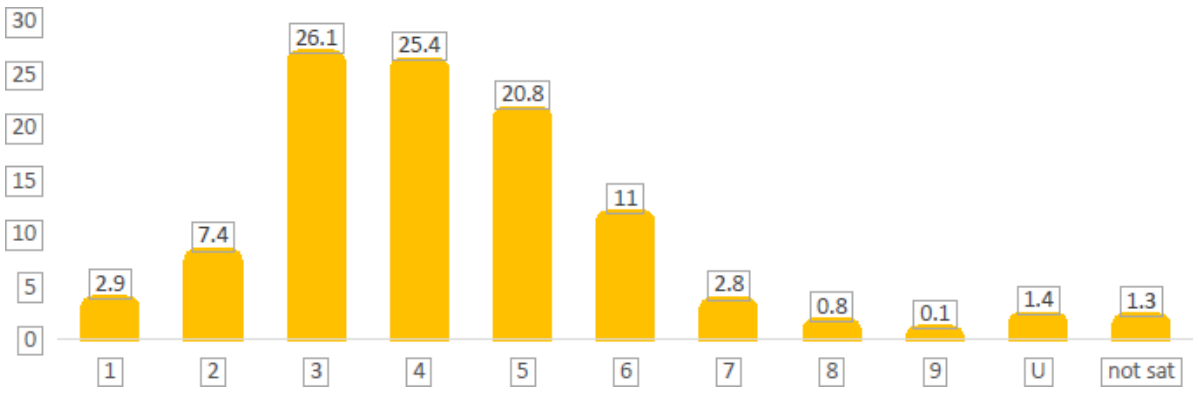
Starting Target Grade

Target grades are generated from a learner's KS2 SATs scores. The school uses FFT20 targets. FFT20 targets are highly ambitious academic benchmarks set by the Fischer Family Trust (FFT) that align student progress expectations with the top 20% of highest-achieving schools nationwide for pupils of similar prior attainment. Contextual information including gender and month of birth is also factored.

This target grade will be published on reports as the End of Year 11 Target.

It is important to understand that the target grade is generated from national "average" scores and as such is by no means a determining factor as to the actual grade a student will achieve in Y11. Many things happen between Year 6 and Year 11 and the variety of grades achieved by learners who had identical SATS scores is wide, as is shown from the example of national outcomes shown below:

% GCSE outcome in GCSE English Language for students with KS2 scores between 100 and 102



Students without KS2 scores

There are occasions where learners do not have KS2 SATs scores. This could be through absence on test days or attending schools both home and abroad where SATS are not taken. In these cases, learners in Key Stage 3 will complete a Cat4 assessment, the results of which will be used to inform target setting.

Dynamic Targets

Evidence of learners' attainment will be used as they progress through school and where it is felt that targets are too low, conversations will be had between teachers and learners with the aim to increase targets to a more realistic and aspirational grade.

If a learner and/or parents have concerns over targets that appear to be too high and a learner is anxious about them, please contact your child's head of year. In certain circumstances, after these conversations we can lower targets if it is agreed that this is in the best interests of the child.

2. Pupil Feedback and use of Grades

Too often, the focus of attention of learners is on the grade/number that is displayed on the front of an assessment, and not on the areas of strength and next steps that need to be understood by the learner to ensure that they make the necessary progress for the next assessment. At St John Fisher Catholic College, we want to ensure that after every assessment, the focus of the discussion is around areas for development and celebrating areas of success. We encourage learners and parents/carers to look not only at the grade awarded – but also at the feedback and advice from teachers as to the next steps.

Grades used

In KS3, learners are awarded a grade for their current progress against their End of Year 11 Target. Grades available are 'Working Below', 'Working On' and 'Working Above'.

In KS4, GCSE grades 0-9 will be used with learners in their twice-yearly Data Point Reports as well as on many of their formal and end of unit assessments.

In KS5, grades A*-U will be used.

3. Communication of Progress

There are three main ways throughout an academic year where progress will be the focus of communication between school and home. These are:

a. Data Reports
b. Progress (written) Reports
c. Parents evening

Data Reports

These will be issued via Arbor. The reports will contain up to date information on:

- Attendance;
- Punctuality;
- Detentions;
- Achievement points;
- Behaviour points;
- Behaviour for learning scores for each subject;
- Homework scores for each subject;
- Targets for each subject;
- Progress grades for each subject;
- Assessment grades for each subject (where applicable).

Progress Reports

In line with our emphasis on developing learners' skills and knowledge in understanding HOW they can continue to make progress, we have a report – referred to as the "Progress Report". Learners will receive guidance from each subject area on areas of strength and areas for continued development. These statements will be specific in terms of giving details on what learners need to do, including sign posting specific resources, for them to develop the areas specific to them.

Yearly Parents Evenings

There will be an opportunity each year to discuss the specifics about your child's progress with each of their subject teachers. In recent years we have held a mix of online and in person parents' evenings. Feedback from recent parent surveys indicated that the preference is for in person events. Therefore, all parents' evenings will be held in person (unless in the unlikely event circumstances beyond our control mean that this is not possible, in which case we do have the facilities to run online events). We will use Arbor to make appointments for all parent's evenings. Details on how to access the parents' evenings can be found within the communication section of our website and will be sent out to parents/carers prior to each parents' evening (https://saintjohnfishercc.co.uk/information/communication/).

The dates of the Data & Target reports and Parents Evenings can be found at the end of this document

Who to contact?

The relationship between school and home is crucial to ensuring that our learners make the most of the opportunities afforded them. In addition to the communications listed previous, we actively encourage home to contact us with any questions, concerns or important information that are needed for the ongoing progress of our learners.

In addition to your child's form tutor, who can be contacted by e mailing the form tutor directly (see staff list on our website for all staff e mail addresses: Staff List – Saint John Fisher Catholic College (saintjohnfishercc.co.uk)) – listed below are some key staff who you may wish to direct queries to:

Year Group	Progress Leader	Progress Leader
7	Mrs L Rundle Lrundle@ctkcc.co.uk Deputy - Miss V Ellis Vellis@ctkcc.co.uk	Mrs C Cartlidge Ccartlidge@ctkcc.co.uk
8	Mrs L Brabbs Lbrabbs@ctkcc.co.uk	
9	Miss M Lockett Mlockett@ctkcc.co.uk	Miss D Schultz Dschultz@ctkcc.co.uk
10	Mr W Price Wprice@ctkcc.co.uk	Mrs L Kearns Lkearns@ctkcc.co.uk
11	Deputy - Mr C Holleran cholleran@ctkcc.co.uk	Ms D Armstrong Darmstrong@ctkcc.co.uk
12 & 13	Ms K Hicks Khicks@ctkcc.co.uk	Miss L Carroll Lcarroll@ctkcc.co.uk

Faculty	Faculty Leader	E Mail
English	Miss S Ravenscroft	Sravenscroft@ctkcc.co.uk
Humanities	Mr P Lemmon	Plemmon@ctkcc.co.uk
Maths	Mr M Thorley	Mthorley@ctkcc.co.uk
Modern Foreign Languages	Miss Forrester-O'Neill	eforrester-oneill@ctkcc.co.uk
Performance	Mrs J Golds	Jgolds@ctkcc.co.uk
RE	Mr O'Brien	aobrien1@ctkcc.co.uk
Science	Mr J Pettit	Jpettit@ctkcc.co.uk
Technology	Mrs H Abbott	Habbott@ctkcc.co.uk

Area of Interest	Staff Member	E Mail
Deputy Headteacher	Ms J Rogers	Jrogers@ctkcc.co.uk
Assistant Headteacher – Safeguarding	Mrs C Teague	Cteague@ctkcc.co.uk
Assistant Headteacher – Curriculum, Data & Careers	Mr C Hawthorne	Chawthorne@ctkcc.co.uk
Assistant Headteacher – Inclusion	Mrs A O'Brien	Aobrien@ctkcc.co.uk
Assistant Headteacher – Teaching & Learning	Mr Sam Thomas	Sthomas@ctkcc.co.uk
Assistant Headteacher – Pastoral & Admissions	Mrs H Hodges	Hhodges@ctkcc.co.uk
Attendance Coordinator	Mrs E Stanley	Estanley@ctkcc.co.uk

Communication/Key Dates 2026-2027

Year Group	Data Reports	Target Report	Parents Evenings	Assessment Events
7	• 29th January 2027 • 20th July 2027	Published in the week beginning: 19th July 2026	Form Tutor Welcome Evening 12th November 2025 3:30-6:10 Subject Evening 13th May 2026 3:30-6:10	Assessment fortnight will run between: 21st June and 2nd July 2027
8	• 12th February 2027 • 20th July 2027	Published in the week beginning: 19th July 2027	Subject Evening 15th April 2027 3:30-6:10	Assessment fortnight will run between: 21st June and 2nd July 2027
9	• 17th December 2026 • 19th July 2027	Published in the week beginning: 19th July 2027	Options Evening Subject Evening 18th March 2027 3:30 – 6:10	Assessment week will run between: 18th January and 22nd January 2027
10	• 29th January 2027 • 28th May 2027	Published in the week beginning: 24th May 2027	Subject Evening 10th June 2027 3:30-6:10	Year 10 Mock exams will run between: 26th April and 7th May 2027
11	• 17th December 2026 • 18th March 2027	Published in the week beginning: 15th March 2027	Subject Evening 21st January 2027 3:30-6:10	Y11 **Mock 1** exams will run between: 9th and 20th November 2026 Y11 **Mock 2** exams will run between: 1st and 12th February 2027
12	• 12th February 2027 • 16th July 2027	Published in the week beginning: 12th July 2027	Subject Evening 24th March 2027 3:30-6:10	Y12 **Mock 1** exams will run between: 11th and 15th January 2027 Y12 **Mock 2** exams will run between: 21st and 25th June 2027
13	• 8th January 2027 • 16th April 2027	Published in the week beginning: 4th January 2027	Subject Evening 14th January 2027 3:30-6:10	Y13 **Mock 1** exams will run between: 30th November and 4th December 2027 Y13 **Mock 2** exams will run between: 8th and 12th March 2027

For 2026-2027 all parents' evenings will be in person and will take place in the school hall and school library. Appointments will be made via the Arbor platform. The ability to make appointments will be available two weeks in advance of the evening. Details will be emailed to parents/carers nearer the time.