

KS3/4 Years 7 – 11 Progress Check – Explanatory Notes

What targets does the school set?

Because we have high expectations of our staff and pupils at St Paul's, we think it is important to set aspirational but achievable targets for GCSE. In this progress check your child has been set a GCSE target grade that shows what we expect they are able to achieve at GCSE at the end of Year 11.

This target is based on Key Stage Two data and reflects the changes in the GCSE system and the Government's increased expectations of progress.

What are the Key Stages?

- Key Stage Three covers Years 7, 8 and 9 or ages 11 – 14
- Key Stage Four covers years 10 and 11 or ages 14 – 16
- Key Stage Five covers Years 12 and 13 or ages 16 -18

How does the School monitor progress/grades?

To monitor progress, all pupils from Year 7 – 11 are assessed based on GCSE criteria and are graded using GCSE grades. Pupils are regularly assessed in class and receive feedback on how they are doing and how they can improve. You will be able to see this in their exercise books. The grade on this progress check indicates their current attainment. Each grade is numbered 1 – 9 with 1 being the lowest so that you can see where the achievement of your child lies within a grade. This breakdown of a grade enables us and you to monitor progress and intervene when necessary.

The national average attainment for a pupil at the end of Year 9 is in the range of E/D or 2/3.

The average progress nationally for pupils in a year is 0.7 of a grade.

What are the old and new GCSE grades?

GCSE Grade	Equivalent OLD GCSE Grade
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

BTEC Course	
Vocational Level 1 Grades	Vocational Level 2 Grades/OCR National
Working towards pass	
Pass	Pass
Merit	Merit
Distinction	Distinction
Distinction *	Distinction*

How will I know that my child is making the right progress?

You will be able to compare your child's progress with the progress made by all pupils who joined St Paul's with a similar Key Stage Two Standardised Score. This will help you to judge whether your child's current progress is appropriate. You will also see that we report on your child's independent learning and effort as these are important indicators of academic progress. Our independent learning and effort criteria reflect our high expectations and you can find more information below.

How is classroom effort assessed?

Classroom Effort (CE) is measured on a scale of 1 – 4:

- 4 The pupil always works beyond the expectations of St. Paul's.
- 3 The pupil always meets the expectations of St. Paul's and sometimes works beyond this.
- 2 The pupil occasionally fails to meet the expectations of St. Paul's.
- 1 The pupil consistently fails to meet the expectations of St. Paul's and is content with doing the minimum required

How is independent learning reported?

Independent Learning (IL) is measured on a scale of 1 – 4:

- 4 **Each** piece of independent learning set during the assessment period has been completed to an exceptional standard.
- 3 **Each** piece of independent learning set during the assessment period has been completed to the required standard.
- 2 **One or Two** pieces of independent learning set during the assessment period do not meet the required standard.
- 1 **More** than two pieces of independent learning set during the assessment period do not meet the required standard.

Please note that if a pupil is absent from school on the day that a piece of independent learning is set, then it is his/her responsibility to ensure that work is collected from the teacher and a new deadline negotiated.

The Assessment Periods are:

Beginning of the Academic Year to PC1
PC1 to PC2
PC2 to PC4