

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 over the course of the 5-year curriculum from Year 7-11, pupils are graded using the GCSE grading scale. 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 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	
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?

For Year 7, pupils have been given a 'Settling in' judgement in each of their subjects. This is to indicate whether your child's current engagement, learning behaviours and progress are appropriate. You will also see that we report on your child's effort as this is an important indicator of academic progress. Our effort criteria reflect our high expectations and you can find more information below.

<p>Settling in is a cause for concern is shown with a yellow highlight</p>	<ul style="list-style-type: none"> • Concerns in any of the following areas: <ul style="list-style-type: none"> - Level of effort - Level of engagement in the classroom - Enthusiasm for learning - Observing all school rules - Keeping themselves and others safe; taking personal responsibility - Completion of independent learning • Negative or unproductive relationship with peers within the classroom; including the inability to cooperate and/or collaborate in learning
<p>Settling in is at or above expectations is shown with a purple highlight</p>	<ul style="list-style-type: none"> • No concerns in the areas of: <ul style="list-style-type: none"> - Level of effort - Level of engagement in the classroom - Enthusiasm for learning - Observing all school rules - Keeping themselves and others safe; taking personal responsibility - Completion of independent learning • Positive relationship with peers within the classroom; including the ability to cooperate, discuss and collaborate (and even lead others) in learning

For Years 8 and 9, your child will be given a judgement about whether they are meeting their academic potential. The judgements subject teachers will make will be whether the child is:

	Working Towards (meeting their academic potential)
	Secure (in meeting their academic potential)
	Exceeding (expectations of meeting their academic potential)

This judgement is made relative to the child's end of year and end of course targets, and the typical progress trajectories within a subject curriculum.

For Years 10 – 11, you will be able to compare the best estimate of their current attainment with the end of year target range. You are also 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 attainment. This enables you to judge whether the current progress being made by your child is appropriate.

How is classroom effort assessed?

<p>Classroom Effort (CE) is measured on a scale of 1 – 4: 4 The pupil always works beyond the expectations of St. Paul's.</p>
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- | | |
|---|--|
| 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 or from itslearning and a new deadline negotiated.

The Assessment Periods are:

Beginning of the Academic Year to PC1
PC1 to PC3
PC3 to PC4

For the assessment period up to PC2, the independent learning judgement will reflect completion of homework tasks and remote learning.