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 Government's 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	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

W (Working Towards) may be used to indicate where a student is working towards, but has not yet met, the minimum gradable standard.

Vocational Courses (BTEC, Cambridge National)	
Vocational Level 1 Grades	**Vocational Level 2 Grades**
Not Yet Passed (NYP)	
Pass (L1 P)	Pass (P)
Merit (L1 M)	Merit (M)
Distinction (L1 D)	Distinction (D)
	Distinction* (D*)

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

The following 'Settling in' judgements have been used for Year 10 students who have just undertaken one of the following three vocational subjects:

- Digital Information Technology – Vocational
- Enterprise – Vocational
- Health and Social Care – Vocational
- Creative Media – Vocational

Settling in is a cause for concern is shown with a yellow highlight	• Concerns in any of the following areas: - 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 homework • Negative or unproductive relationship with peers within the classroom; including the inability to cooperate and/or collaborate in learning
Settling in is at or above expectations is shown with a purple highlight	• No concerns in the areas of: - 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 homework • 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?

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 homework reported?

Homework (HW) is measured on a scale of 1 – 4:

4 **Each** piece of homework set during the assessment period has been completed to an exceptional standard.

3 **Each** piece of homework set during the assessment period has been completed to the required standard.

2 **One or Two** pieces of homework set during the assessment period do not meet the required standard.

1 **More** than two pieces of homework 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 homework is set, then it is his/her responsibility to ensure that work is collected from the teacher or from ClassCharts and a new deadline negotiated.

The Assessment Periods are:
Beginning of the Academic Year to PC1
PC1 to PC2
PC2 to PC3

PPE Grade information and Codes:

The subjects where NEA will contribute to the final subject grade are indicated in the following way:

*NEA (Non-Examined Assessment) contributes to the final subject grade and achievement to date has been combined with the November examination performance.

**NEA contributes to the final subject grade but has not yet been factored into the overall grade. This may explain if a grade for these subjects appears higher or lower than expected.

Further information about other codes used in the summary table is given below.

	No PPE was sat in this subject
X	Pupil was absent for some/all of the papers in that subject
U	Not enough marks were achieved to attain a grade in the subject