



**Guide to Assessment and Reporting
2021/22
Years 9, 10 and 11**

Overview

From September 2021 we have moved all of our information sharing to the Go4Schools Platform (G4S).

This allows parents/carers to have daily information on attendance, rewards and consequences issued, which will provide an ongoing holistic view of every child's experience at North Leamington School. We also encourage all staff and parents to utilise email and phone conversation as and when the need arises during the year. The names of each student's teachers are on their G4S timetable, and all email addresses are on the [Meet the Team](#) page of the school website.

Alongside this constant information, we also ask all subject staff to provide progress against target and attitude to learning updates 4 times a year (November, March, June and July) , which are shared with parents/carers and utilised in learning conversations with their tutors. School Leaders also analyse this data to monitor progress and develop intervention groups.

Years 9, 10 and 11

Target Grades and Attainment

Our aim is to set aspirational targets for all students from the start of their journey with us, and so we use an external target setting company called Fischer Family Trust who help us to ensure our targets challenge students to make progress in line with the top 20% of students nationally who have the same starting point. The starting points they utilise are KS2 assessment results, or CAT4 testing where this is not available.

From Year 9 students are given a **Main target** for each GCSE or BTEC subject they are studying. This is an aspirational target for the end of the course, although can be increased if students exceed this, or the national progress picture changes.

GCSE grades are awarded on a 9-1 scale. All GCSE grades are a pass at GCSE level, but a grade 4 is known as a standard pass (similar to the old Grade C) and is achieved in approx. 70% of entries nationally with NLS results at approximately 80% of all entries.

Combined Science GCSE is awarded on a dual grading scale as it is worth two GCSE grades, this will be reported on the scale - 9/9, 9/8, 8/8, 8/7.....2/2, 2/1, 1/1

BTEC grades are awarded on a different grading scale as below:

Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Merit, Level 1 Pass

At each data cycle (November, March, June and July) each subject teacher will give a predicted grade for the end of the course, based on the assumption that a student will continue to make the same level of progress throughout the course. It should take into account all relevant assessments to date and can fluctuate particularly in the early stages of the course as staff build a picture across all areas of the course.

GCSE grades will have a +/- attached to it to indicate the strength of that grade, though this is not applicable for Combined Science or BTEC grades.

e.g.

5+	A secure grade 5, with further stretch and challenge and independent revision the student has the potential to strive for the next grade.
5	With the expected amount of consolidation and independent revision it is most likely the student will secure a grade 5.
5-	Insecure grade 5, the student will need to ensure they take part in any intervention offered and complete independent revision to secure this grade

For ease of interpretation you will also see a descriptor which explains how this grade compares to the Main target. Further information on how you may support your child is available at the end of this document.

How do I see my child's data at each cycle?

An alert will be sent out via Go4Schools when data is released. Data information will be in the form of a downloadable PDF report. If you login to Go4schools (reminder on how to login can be found on the [G4S page](#) of our website), and go to the Reports tab then once it is released you will receive an alert and will be able to see the latest reporting information.

Mock Exam Grades

Mock exams take place towards the end of Year 10 and at various points in year 11. These grades are communicated in the next data report cycle. These grades will not have the +/- attached for GCSE grades in a reporting cycle, but will be a single grade. Each mock exam will look at a sub-section of the course, and will be a factor in deciding the data prediction at each cycle. It is not always the case that students do better overall than each mock exam grade, as the difficulty of each sub-section of the course can vary, so teachers take a holistic view of all work. All mock exams are followed by time for students to go through papers and to understand their next steps.

Attitude to Learning (ATL) Grades

ATL grades indicate the types of learning behaviours and attitudes a student demonstrates. At each data cycle each student will get an ATL grade for each subject, as well as one from their form tutor for their approach to tutor time.

Grade	Description
Outstanding	The student has high motivation to learn, which is consistently demonstrated. The student is a positive role model. Classwork and homework is completed to a high standard.
Good	The student demonstrates consistent motivation to learn and regularly demonstrates the school's values. Classwork and homework is completed to the required standard.
Improvement required	The student's motivation to learn and engagement with the school's values requires improvement.
Cause for concern	The student does not always demonstrate motivation to learn, and often has a negative impact on themselves or others' learning. Consequences are frequently allocated as a result of concerns.
U	This grade will not be utilised.

The regular behaviour and rewards alerts should help to add further context to the ATL grade a student has been given. However, if you have any further questions, please contact the relevant teacher directly.

What do the attainment descriptors mean and how can I support my child?

Above Target	<p>This means a student's data drop grade is above their main target. They will be challenged with an increased target if this happens in Year 9 and 10, this will show in the Progressive Target column at the next cycle.</p> <p>Staff will ensure they continue to have opportunity to work at this level and be challenged. Students may wish to access the extra home learning challenges on our website, or take part in enrichment opportunities in or out of school to continue their interest in this subject.</p> <p>Regular independent revision will be key to maintaining this level of success, but it is also important to ensure a balance of revision and time out activities.</p>
On Target	<p>This means a student's data drop grade matches their main target.</p> <p>They should continue to contribute positively to lessons, and complete all classwork and Home Learning to the best of their ability, as well as access any extra-curricular opportunities.</p> <p>Feedback in exercise books, and verbal feedback in class will indicate areas they need to work on.</p> <p>Regular revision as part of independent learning will ensure they continue to be successful as exams approach.</p>
Below Target	<p>This means a student's data drop grade is one grade below their main target.</p> <p>For many students the progress towards target is more than possible over the duration of Key Stage 4 if they focus on improved study habits and respond to feedback.</p> <p>In order to support your child with their progress the following would be beneficial:</p> <ul style="list-style-type: none"> • Ensure they complete all Home Learning tasks set to the best of their ability, • They will benefit from spending time reinforcing prior learning from their exercise books or using the extra Home Learning challenges from our website. Independent revision strategies are crucial in Key Stage 4, and support materials on this can be found via the website revision pages. • Ensure they ask questions in class proactively to ensure they can complete work confidently to the expected standard. • Feedback in exercise books, and verbal feedback in class will indicate areas they need to work on and you may have received information from the class teacher separately where appropriate. • You may have behaviour notifications which indicate a specific issue that you can discuss with them. • Subject teachers may invite students to interventions or suggest extra home learning to support greater progress. <p>If you wish to discuss further please contact your child's teacher directly.</p>
Well Below Target	<p>This means a student's data drop grade is two or more grades below their main target. Contact would usually have been made by the Subject Teacher, Form Tutor or Year Leader as appropriate to discuss next steps and support.</p>