



North Leamington School



Guide to Assessment and Reporting
2026/27
Year 9

Commitment, **O**ppportunity, **R**espect & **E**xcellence
for all and in all that we do

1. Overview

All of our assessment and reporting information is shared through the Go 4 Schools Platform (G4S). Information on how to access this platform for parents/carers and students is located on the [G4S page](#) of the school website

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

Alongside the constant information on G4S, we also ask all subject staff to provide attitude to learning updates 3 times a year (December, March, and July) , and progress against target in March, and July. This information is shared with parents/carers via G4S and utilised in learning conversations with their tutors. School Leaders also analyse this data to monitor progress and inform interventions.

Parents/Carers will get the opportunity to meet their child's tutor at the Subject Evening in March, which is also the time at which we run our options process ready for Key Stage 4.

2. Year 9

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. Both sets of data are proven to set reliable results over a number of years.

Non-Core Subjects

Students will have a target attainment band for each subject, as in years 7 and 8, called the **Main Target Band** on Go 4 Schools. The target bands available are A-D and they represent journeys to the GCSE grades indicated below.

Attainment Band	GCSE Target Grades included in this band
A	Grades 8 and 9
B	Grades 6 and 7
C	Grades 4 and 5
D	Grades 1, 2 and 3

At each data cycle staff will indicate if a student is making the necessary progress at that stage in their journey to be on track for their target band or grade in all subjects, using one of the 4 descriptors below. Information on how you can use these to support your child can be found later in this document.

Above Target
On Target
Working towards Target
Below Target

Target bands are a starting point and whilst set at an aspirational level are not a ceiling. There is always opportunity for students to demonstrate they are working above their target band, and where this happens the target band will be increased, this is known as a **progressive target band**.

Core Subjects

The Core subjects are those that are compulsory for students to study throughout Year 7 to 11 (English, Maths and Science), plus GCSE RE which all students will take the examination for in Year 10.

As part of the journey towards GCSE, from Year 9 these subjects will all report using GCSE grades rather than the banding system, providing a finer level of detail on student progress for staff, parents/carers and students to utilise.

Students are given a **Main target** for each GCSE 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.

At each data cycle (December, March 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.

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.

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	Staff were unable to provide a grade as the student did not attend this subject.

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.

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

An alert will be sent out via Go 4 Schools when data is released. Data information will be in the form of a downloadable PDF report. If you log-in to Go 4 schools (reminder on how to log-in 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.

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

Non-Core Subjects

Above Target	This means a student is working at a higher level than their Main target band. They will be challenged with an increased target band where possible (shown in the progressive target band column next cycle), and staff will ensure they continue to have opportunity to work at this level. Students may wish to access the optional homework found in the curriculum overviews on the Learn section of our website, or take part in enrichment opportunities in or out of school to continue their interest in this subject. Feedback in exercise books, and verbal feedback in class will indicate areas they need to work on to continue to make excellent progress.
On Target	This means that a student is working as we would expect to meet their aspirational target band in this subject. They should continue to contribute positively to lessons, and complete all classwork and homework to the best of their ability, as well as access any extra-curricular opportunities. Feedback in exercise books, and verbal feedback in class will indicate areas they need to work on.
Working towards Target	This means that a student is working slightly below where we would expect in order to meet their aspirational target. In order to support your child with their progress please encourage them to: • complete all homework tasks set to the best of their ability, • Ask questions in class proactively to ensure they can complete work confidently to the expected standard. • They may benefit from spending time reinforcing prior learning from their exercise books or using the optional homework found in the curriculum overviews on the Learn section of our website,. • 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 your child. • If you wish to discuss further, please contact your child's teacher directly.
Below Target	This means that a student is working significantly below where we would expect in order to meet their aspirational target. Contact would usually have been made by the subject teacher, form tutor or Year Leader as appropriate to discuss next steps and support.

Core Subjects

Above Target	This means a student's data drop grade is above their main target. They will be challenged with an increased target, this will show in the Progressive Target column at the next cycle. Staff will ensure they continue to have opportunity to work at this level and be challenged. Students may wish to access the optional homework found in the curriculum overviews on the Learn section of our website, or take part in enrichment opportunities in or out of school to continue their interest in this subject. 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.
On Target	This means a student's data drop grade matches their main target. 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. Feedback in exercise books, and verbal feedback in class will indicate areas they need to work on. Regular revision as part of independent learning will ensure they continue to be successful as exams approach.
Below Target	This means a student's data drop grade is one grade below their main target. 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. In order to support your child with their progress the following would be beneficial: • Ensure they complete all homework tasks set to the best of their ability, • They will benefit from spending time reinforcing prior learning from their exercise books or using the optional homework found in the curriculum overviews on the Learn section of 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. If you wish to discuss further please contact your child's teacher directly.
Well Below Target	This means a student's data drop grade is two or more grade 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.