

Lymm High School



KS3 Reporting System

2016-17



Background

You may be aware that in September 2014 the system of National Curriculum levels was withdrawn by the Government at KS3. At that point, the responsibility was given to schools to develop their own systems for tracking and reporting the progress of students.

Rather than make a quick decision about what to replace the old system with, we felt it prudent to bide our time and seek to learn lessons from the various approaches tried by different schools.

We have spent time developing our own system – one that we feel best suits our students and parents – and are now ready to launch it.



Rationale

In designing a new system we wanted to develop one with four main principles. We wanted a system that is:

- simple to understand
- allows teachers to make accurate and meaningful judgements about progress
- sets the expectation that students should make at least good progress compared to the national picture
- clearly shows when students are not on track to meet their target



Overview

The system has 4 main grades throughout years 7 to 9. These are:

- Platinum
- Gold
- Silver
- Bronze

The next few slides will talk you through how to read your son/daughter's first progress report.

Further details on target-setting will be given later in the document.



Emerging Grades

- Targets are set for the end of the year.
- The 'Emerging Grade' tells us the grade a student is on track to achieve by the end of the academic year.
- Every subject has drawn up assessment criteria for each grade, for each year group. Students are assessed against these criteria.
- When entering emerging grades, teachers look at all the work produced, including classwork (verbal and written), homework and other assessments. They then make a professional judgement about where they think a student is most likely to be by the end of the year.
- An emerging grade with '+' indicates that they may reach the grade above.
- An emerging grade with '-' indicates they are at risk of dropping to the grade below.

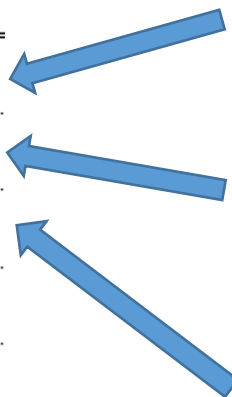


Report Layout

End of Year Target Grade:
This is set for the end of the
academic year and can be
one of 4 targets:
Platinum, Gold, Silver or
Bronze



SUBJECT	STAFF	End of Year 7 Target	End of Year Emerging Grade
English		Platinum	Platinum
Maths		Gold	Gold+
Art		Gold	Gold-
DT		Gold	Gold
Drama		Silver	Silver
French		Platinum	Gold+



End of Year Emerging Grade:

This tells us the grade your son/daughter is currently on track to achieve by the end of the year.

- An Emerging Grade that matches the target grade indicates that they are on track to meet the criteria for their target grade.
- An Emerging Grade with a '+' indicates that they are on track to meet the criteria for that grade (in this case Gold), but may also meet some of the criteria for the grade above (Platinum). They are most likely to achieve 'Gold', but may achieve 'Platinum'.
- An Emerging Grade with a '-' indicates that they are most likely to meet the criteria for that grade (in this case Gold), but are at risk of slipping to the grade below (Silver).



Attitude to Learning and Concerns

Our expectation is that every student should have at least a good attitude to learning, enabling them to make good progress. As with our previous reporting system, your son/daughter will receive an attitude to learning for each subject:

Outstanding:	Behaviour, effort, homework completion and approach to learning are exemplary in most or all areas, and not less than good in any one area.
Good:	Behaviour, effort, homework completion and approach to learning are good in all areas.
Not meeting expectations:	Behaviour, effort, homework completion and approach to learning are satisfactory in most areas – there are one or two areas which are causes for concern.
Serious Concern:	Behaviour, effort, homework completion and approach to learning are less than good in most areas – significant changes in attitude are expected in order to turn this around.

To clarify which areas may be of concern or needing improvement we are now including additional columns. If a teacher has concerns regarding a specific area, this is indicated by an 'X' in the relevant box. If all boxes are blank this indicates that there are no specific concerns.

Attitude to Learning	Concerns				
	Behaviour	Effort	Equipment	Homework	Punctuality
Outstanding					
Good					
Not meeting expectations		X		X	

The teacher for this subject (on the left) has concerns relating to effort and homework. The students is not meeting expectations in these areas.

If your son/daughter is 'not meeting expectations' or has any specific concerns, then please speak to them and challenge them about this.



Looking at Progress Report 1 (PR1)

- Look at how your son/daughter's emerging grade compares to their target:
 - If the two grades match, then your son/daughter is on course to meet the relevant assessment criteria and hence make good progress this year.
 - If your son/daughter's emerging grade is above their target or matching but with '+' then they should be encouraged to continue to work hard to potentially exceed their target.
 - If the grades match but the emerging grade also has a '-' then they are at risk of not meeting their target criteria and may potentially slip to the grade below instead.
 - If your son/daughter's emerging grade is below their target, they are making less than good progress and are not on track.
- If your son/daughter is not on track to meet their target, then please cross reference with their attitude to learning grades and discuss this with them how they could improve. E.g. they might review the teacher's marking comments, speak to the teacher, ask for extra homework and/or look at the school website for guidance on topics and resources.
- They should also use the information provided on the website to begin preparations for their next set of exams – i.e. either the January examinations in English, Maths and Science or for their summer examinations in most academic subjects.



Warning!

- It is important to understand that this is a new system, not only for yourselves but also for your son/daughter's teachers. Any change after so many years dealing with the levelling system will have its teething problems.
- Staff have spent a great deal of time creating criteria and, as they become more confident in using the new system, you may find that your son/daughter's emerging grades may fluctuate with increasing accuracy.
- Our aim is to produce the clearest possible system in relation to your son/daughter's progress, enabling you as parents to be fully informed. If you have any concerns at any point, please do not hesitate to contact your child's class teacher. Equally, if you have any reflections on the new system please contact us.



Targets

For each subject there are four different grades, which are loosely linked to GCSE outcomes for the purposes of clarity. **Please do not place too much weight on this link; it is simply a guide and should be treated as such.** (Bear in mind that the GCSE grading structure has also been changed from A*-G to 9 - 1)

Platinum	Student is most likely to achieve Grade 8-9 (currently top A/A* GCSE) in the GCSE exam at the end of Year 11
Gold	Student is most likely to achieve Grade 6-7 (currently B/A at GCSE)
Silver	Student is most likely to achieve Grade 4-5 (currently C/low B GCSE)
Bronze	Student is most likely to achieve Grade 1-3 (currently G-D GCSE)

Our targets are realistic but ambitious, with an expectation of “at least” good progress. However, this table is only provided **as a general guide to help parents understand what the KS3 grades signify.** It is important to remember that a wide variety of factors can affect progress and a lot can change during the five years from year 7-11. Simply having a ‘Platinum’ target is in no way guarantee that a student will gain the top GCSE grades at the end of Year 11!



Flight Paths

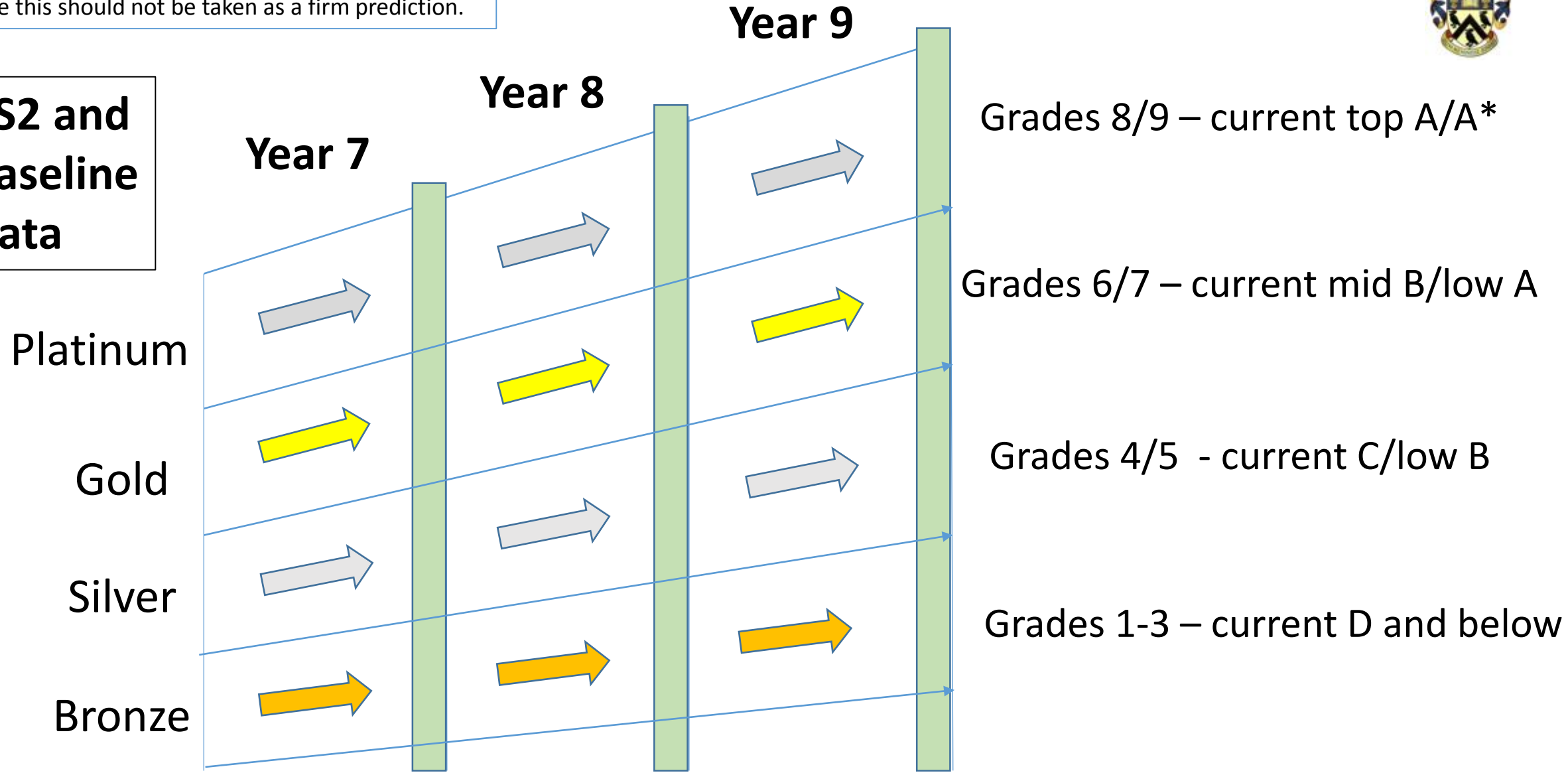
- Our expectation is that students will make at least good progress, which would be demonstrated by them meeting their target grade each year and remaining on the expected 'flight path' (see next slide).
- The criteria for each grade become increasingly harder/more complex each year.
- Because of this, if a student has a target grade 'Gold' and achieves that target by the end of the year, they will still have a target grade of Gold for the following year. However, the criteria for them to achieve Gold the following year will be more difficult.
- ***Students who make good progress throughout years 7 to 9 are therefore likely to have the same target grade and a matching emerging grade throughout years 7 to 9.*** The table overleaf illustrates this.
- Assessment criteria for all grades, for each year group, have been drawn up by heads of subject and will soon be published on the website.

This illustration is provided as a general guide. It is important to remember that a wide variety of factors can affect progress and a lot can change over five years; therefore this should not be taken as a firm prediction.

KS4



**KS2 and
Baseline
Data**



How are targets set?



- We believe that targets should be realistic, but ambitious. As such, we set targets that would place us in the top 20% of similar schools for progress made during secondary school.
- The basis for the targets are KS2 outcomes at the end of primary school, taking into account both examinations and teacher assessment.
- Some subjects such as PE, Art, Technology and Languages use their own baseline assessments to adjust targets in order to make them more appropriately challenging for students (because we do not receive KS2 data specifically for these subjects). This is done in lessons during the first term of Year 7.
- In years 8 and 9 many students have had targets raised because they have made such good progress in previous years. Teachers will continue to use their professional judgement should this be the case. Targets are regularly reviewed, and especially so at the end of the year.

FAQ



Q: Will my son/daughter have the same target for every subject?

A: Not necessarily. Although targets use KS2 data as a base, our target setting system takes into account many different factors. In some subjects we will also do baseline assessments to help inform what is an appropriate target. Subjects such as Art, PE, Languages will complete baseline assessments in Y7.

Q: Is it terrible if my child is not on target in one or two subjects?

A: No! Obviously, we expect all students to be ambitious and to work as hard as they can to try to meet (or even exceed) targets. However, our targets are deliberately designed to be challenging, so being a little off-target in one or two cases does not necessarily mean that they are under-achieving.

Q: My son/daughter has a target of 'Gold', will this mean they can only ever achieve 'Gold'?

A: No, our expectation is that students should be challenged and pushed to fulfil their potential. The target doesn't dictate their diet of lessons, but reflects where we would expect them to be if they make good solid progress. Students can exceed their targets. Targets will be revised at the end of each year to ensure that they are appropriately challenging.

Q: My son/daughter has a target of 'Gold', does that mean they will achieve a grade 5/6 at GCSE?

A: No, we don't feel it is appropriate to provide specific GCSE targets from as early as Year 7. It is important to us that we can give some signal to parents early in their child's secondary education regarding likely outcomes. However, giving specific grades so early on would be too early and potentially apply further pressure that may be unhelpful. It also doesn't take into account those students who may flourish a little bit later than their peers; targets for GCSE are provided in Year 10 to account for this.

Q: There were issues that meant my son/daughter didn't do as well in their SATs as they should have. Does this mean their targets may be too low?

A: There are a variety of issues, pressures, emotions and other factors that face children during their SATs, as well as throughout their education. Their target will not limit them in fulfilling their potential. Using their professional judgement teachers are able to report whatever grade they believe your son/daughter is on track to meet. Their target provides a guide for where we would expect them to be based on good solid progress. If a student is exceeding their target this can be reported by the teacher, the target will then be revised upward at the end of the year.

Q: My son/daughter has a 'Platinum' target, what incentive is there for them to push on?

A: In any target setting system there is a top grade, however, that isn't to say the material being taught in lessons or level of challenge is limited. Good teaching should always challenge students based on their individual potential. This may mean they are taught content from GCSE or beyond. We will also be reporting examination scores for students twice per year. This includes the reporting of a score that would place them in the top 10% of students in the year, this is a target for many students. On top of that we run the Scholars program for our most able students.