

Year 10 – FAQs – Parent Reports 2020

Target grades

1. How have you set the target grades for my child?

At the beginning of Year 10 we create our target grades for students taking KS4 qualifications using a national company, called FFT (with links to the Fischer Family Trust) to give us a starting point. This company analyse the exam results of pupils from the previous year's Year 11 cohort nationally and compare them with the pupils' levels of ability (in English and Maths) upon entry to secondary school, as well as looking at their gender and month of birth. Thus, we can see what the most common G.C.S.E. grade was for a pupil who entered secondary school with particular KS2 results and these key characteristics.

Next, we input these grades into our data analysis software, Sisra Analytics, this allows us to compare grades with approx. 250,000 other students in schools nationally and the grades that they were awarded in the most recent exam series. Using this data, we are able to check that the FFT grade originally set is suitable for each individual and also ensures that the all students are **at least** targeted to make **positive progress** in each subject. On occasion this has meant increasing the target grade, we want all students to have aspirational target grades for all of their subjects so that they strive for the best possible outcome they are capable of. In summary, the target grades set for your child should be considered challenging but achievable by the majority of pupils.

2. But my child is new to the school or didn't sit KS2 tests - how have you set the target grades for him/her?

We ask the English and Maths Departments to carry out initial assessments of your child's abilities in these two subjects, early on upon entry. From these, and after consultation with Subject Leaders of the other subjects, we set appropriate target grades.

3. Will these target grades ever change?

Possibly, yes, although probably not by too much. Each November, FFT and Sisra update all of their information based upon the most recent cohort who have just sat the exams that summer. It will make sense, therefore, for us to review our pupils' targets in light of the new information.

4. Why do some subjects not have numbered grades?

Some pupils are studying BTEC subjects (or similar). These are usually graded as follows: Distinction*, Distinction, Merit, Level 2 Pass, Level 1 Pass, U.

5. What are the new numbered grades equivalent to?

The chart below shows the broad equivalences of the new and old grades and the additional information supplied by the Department for Education and Ofqual.

6. What is the difference between a 'Strong Pass' and a 'Standard Pass'?

For the academic years 2019/20, pupils were able to achieve a grade 4 (a 'standard pass') to avoid resitting these two subjects. This currently remains the case. However, whilst we expect that students who are currently in Year 10 will avoid the need to re-sit these two subjects if they achieve a grade 4, within a few years they will be competing in the employment market with future cohorts who will likely have achieved a grade 5. Indeed, it may be the case that certain colleges/universities/employers may choose to only accept young adults with a grade 5 or above. As a result, we would encourage all students to aim to achieve at least a grade 5 in these two critical subjects.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5 STRONG PASS	
4 STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

7. Why are some target grades missing?

Once the target grades have been published, the only subject that should be missing a target grade is Core P.E., since pupils do not sit a formal examination in this subject.

8. Why do my child's Science targets appear as two grades?

Previously, those pupils who did not sit Triple Science (the large majority of the Year group), studied Core Science in Year 10 and a second G.C.S.E., Additional Science, in Year 11. The new G.C.S.E. Science syllabus means that there is a single qualification, studied over the course of the two years. However, this is known as a 'double award' and counts as **two** G.C.S.E.s.

Here are some examples of what the Target grades could appear as, for those pupils not studying Triple Science:

- 4/5 Equivalent to a pupil having one grade 4 target and one grade 5 target, so this is similar to target grades of 4+ and 5-
- 5/5 Equivalent to a pupil having two grade 5 targets
- 5/6 Equivalent to a pupil having one grade 5 target and one grade 6 target, so this is similar to target grades of 5+ and 6-

9. How does the assessment system work?

The system for use with Years 10 – 11 continues to be based upon student flight paths. These flight paths have been designed by each subject and are linked directly to students KS2 results in English and Maths. For each KS2 scaled score bracket, the flight path is designed to demonstrate the expected progress made over the 5 years leading up to KS4 Exams in Year 11 in that subject.

As explained above the flight path 'end point' or KS4 Target Grade, has been designed to match the average national expected grade that has been historically achieved with students in the same KS2 grade bracket in each individual subject. For example, if a child has a KS2 scaled score of 4.5, our data software, Sisra Analytics indicates what grade nationally students with a 4.5 score achieved in each of their subjects. These are the grades that we would use as a target grade at the end of Year 11 for that student.

In year 10, when a student has picked the KS4 qualifications that they want to study, the targets are tweaked accordingly and the flight path is then tracked back to the start of year 10, with the latest KS4 target in place.

An example of a typical flight path for a History is:

History										
	Year 7		Year 8		Year 9		Year 10		Year 11	
	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2
6	1	1+	2	3+	4	5+	6	7	8	9
5.7 - 5.9	1	1+	2	3	3+	4+	5	6	7	8
5.5 - 5.6	1	1+	2-	2+	3	3+	4	5	6	7
5.2 - 5.4	1-	1	1+	2	3-	3+	4	4+	5	6
4.9 - 5.1	1-	1	1+	2-	3-	3	3+	4	4+	5
4.4 - 4.8	1-	1-	1	1+	2-	3-	3	3+	4-	4
3.5 - 4.3	WT1	1-	1	1+	1+	2-	2	2+	3-	3
B - 3.4	WT1	WT1	1-	1-	1	1+	1+	2-	2-	2

This would suggest that a student starting with us in Year 7 with a KS2 scaled score of a 4.9 would be expected to get a grade 5 by the end of year 11 to match the national average for that subject. In Year 10, they would be expected to be working at a grade 3+ by December and then up to a grade 4+ in December of year 11, to then finally progress to a 5 by the end of the course etc.

10. What is a Common Assessment (CA) how are these used to track progress?

Throughout the year, students will complete 'common assessments' (CA's). These are internally moderated and graded using the GCSE grading criteria on the most relevant specification. The assessments have been designed to enable

students to demonstrate the relevant skills and knowledge of the latest topic and be awarded a grade in that area of work. It is important to understand that is a reflection on smaller topics and parts of the course and does not equate to a full GCSE grade, it acts as an indicator to show where a student is 'working at' in a particular area of the subject. The CA grades are internally stored and when a Tracking Point window opens, the most recent CA grade is used for the report to give parents a snapshot of where the child is currently working at.

Attitude to Learning (A2L) scores – The new 'Learning Expectations'

11. What are the learning expectations?

The new 'Attitude to Learning' expectations are a list of 10 expectations that we believe are fair for all students to be following whilst a member of Thomas Adams School. The expectations should act as a guide of minimum standards. If any of these are not met, then the student will be reported as an NY by the teacher. The teacher will highlight which standard it is, it could be more than one, so informed and useful discussions can be had at home. This data will also enable head of years to be able to focus intervention and behaviour strategies to groups of individuals appropriately.

The learning expectations are as follows, with an addition of 'Remote Learning' for 2020 academic year in the event of any partial remote learning due to the current Covid-19 pandemic.

Learning Expectations:

1. Be on time to all lessons.
2. Be ready to learn in correct school uniform and equipped for the lesson.
3. Act upon feedback to improve your work and seek advice when you need it.
4. Respond to questions in lesson and contribute when you can.
5. Try your best in all lessons, all of the time.
6. Never disrupt the learning of others with poor behaviour.
7. Complete all of your classwork and home learning with excellent presentation and hand in on time.
8. Respect everyone and everything within the school community.
9. Remote learning tasks are completed to a good standard within the time allocated.
10. Attend compulsory support sessions.

12. Why are the A2L codes so important?

A2L scores should help you to closely pinpoint where any issues may be occurring. They should be regarded as a key indicator of your child's attitude to school, work and likely future progress. These will usually be the first columns that we look at when mentoring pupils, before any reference is made to targets.

13. What do the codes mean?

The 3 codes that staff will use to show how they feel about your child's attitude to learning in their subject. Students should always be aiming to get an 'ME' code on their report.

If a child receives an 'NY', teachers will also highlight on the report which of the learning expectations needs to be worked on using an 'X'. This should provide parents with a substantial amount of information to have informed useful discussions at home.

A2L Key	EE	Exceeding Expectations	You are exceeding our learning expectations in the lessons.
	ME	Meeting Expectations	You are meeting all of our learning expectations.
	NY	Not yet Meeting Expectations	You are not yet meeting all of our learning expectations.

14. My child has got 'NY' in all of their subjects, should I be concerned?

You are right to be concerned, but the idea behind the 'NY' code is that it suggests that the students is 'Not Yet' meeting the expectations in the classroom. What is more important is where the 'X's are for each subject area. This should enable you to establish where there are common areas of concern from each of your child's teachers and where you are able to support your child to move forward positively. Staff have been directed to input an NY even if it is just one of the 10 learning expectations not yet being met. The aim of this is to ensure that students are aware of the high expectations that we have set in school and encourage them to be meeting or exceeding. It is also more likely that students will receive more NYS at the beginning of the school year as teachers are beginning to embed the expectations and meet their new students.

15. What are the consequences of getting an NY on the report?

The first port of call will be the Head of Year, they will have access to the reports and can discuss any NY codes proactively with your child during form time. If a student has a consistent NY for a certain learning expectation then there will be some interventions in place to support them to improve, this could range from organisational support, to behavioural conversations and encouragement to act on feedback. Subject leaders will also be analysing the reports to highlight any students are frequently occurring in their subject area putting in place appropriate support when needed. The report has been designed to be as informative as possible to all those concerned. This way your child should feel supported and encouraged to move forward positively. Conversations at home around the 'Learning Expectations' would also prove really useful at this stage and I encourage this greatly.

16. Remote Learning – Common Assessment Grades – 'X'

Specifically for any remote learning tracking point, with regards to remote learning it maybe that your child has received an 'X' as their CA grade. This will have been inputted if your child had not produced the suitable work for the common assessment piece before the data collection deadline. Your child's teacher will have contacted your child regarding this on Microsoft Teams. It is important to us that we do not in

If you have any further questions regarding the KS4 (Year 10) reports, that I have not covered here then please do feel free to contact me directly at rsw@thomasadams.net



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