

KS3 - Parent Reports – Parent Guide

TP1 – A2L Only

TP2 – Core Assessment progress and A2L

TP3 – Core Assessment progress and Written Comments

1. How does the new assessment system work?

The system for use with Years 7 – 11 is 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 and consequently the progress that the Subject Leader believes is made over the 5 years. 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.

The flight path ‘end point’ - the KS4 results in Year 11, 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 (in the most recent exam season). 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.

The flight path is then tracked back to the start of year 7, with incremental target grades throughout the years, (twice yearly- December and July) allowing us to compare common assessment (CA) grades to the appropriate target grade and consequently accurate measure progress at each tracking point. We will then report home whether your child is ‘below’, ‘near’, ‘on’ or ‘above’ where we think they should be in that subject. The flight paths are also designed using sub grades to allow for further accuracy, for example 4-,4 and 4+, then 5-,5 and 5+.

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

	Year 7		Year 8		Year 9		Year 10		Year 11	
	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2	AUT2	SUM2
6	3	4-	4+	5	6	7+	7	8-	8+	9
6	2+	3	4-	4+	5+	6+	7-	7+	8-	8
5.6 - 5.9	2	2+	3-	3+	4+	5+	5+	6	7-	7
5.3 - 5.5	2-	2	2+	3	4-	4+	5-	5+	6-	6
4.9 - 5.2	1+	2-	2	2+	3	4-	4-	4+	5-	5
4.2 - 4.8	1	1+	2-	2	2+	3-	3	3+	4-	4
1.5 - 4.1	-1	1	1	1+	1+	1+	2-	2	2+	3
B	WT1	WT1	-1	-1	1	1	1	1+	2-	2

This would suggest that a student starting with us in Year 7 with a KS2 scaled score of a 4.2 would be expected to get a grade 4 by the end of year 11 to match the national average for that subject. In Year 9, they would be expected to be working at a grade 2+ and then up to a grade 3 in autumn of year 10 etc.

2. How are the 2021/2020 Year 7 students being tested in replacement of SATs?

Baseline Assessment in Year 7

Students would not have completed SATs due to COVID-19, to replace these SATS and allow us to obtain a starting point, during September all students in Year 7 sat some internal baseline tests in Maths and English. These were consistent across the whole cohort and marked and moderated internally across all subject teachers, led by the Subject Leader for Maths and Subject Leader for English.

Once collated, these scores were then converted to National Scaled Scores (between 80 and 120) to reflect each students ability. Typically, the average student nationally being a 99, high attainers being anything above 106 and lower attainers below 90. This scaled score was then input into our analytics software to produce a KS4 target grade for each subject, consequently placing each student onto their appropriate flight path each subject, a flight path that reflected their scaled score and the national expectation at the end of KS4 in that subject with that scaled score.

Whilst we are confident that these baseline grades can identify student attainment at the start of Year 7 we will be monitoring improvement and will use the end of year assessment in June to consolidate the ability of the student in English and Maths and set their appropriate targets from. We will update their flight paths at the start of Year 8.

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

Throughout the year, students will complete 'core assessments' (CA's). These are internally moderated and graded using grading criteria linked to the subjects most relevant specification. The assessments have been designed to enable students to demonstrate the relevant skills and knowledge of the latest topic and link to 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' (TP) window opens, the most recent CA grade is used for the report. That grade is compared against the staggered target grades on the subject's **flight path**. This ensures that the grade is not being compared to the end of KS4 target grade only, and in fact a grade that is appropriate for them at the time of year/course. (If a student was in the first half term of Year 10, we wouldn't be expecting them to be working at their end of year 11 target, so we compare that grade with the Year 10 Autumn target grade) – providing everyone with a clearer picture of progress for that individual at that time of the year.

4. What do the progress comments mean?

A comment of '**Above**' is populated by the teacher if the most recent common assessment piece is graded at a grade above where a student should be at that time.

A comment of '**On**' is populated by the teacher if the most recent common assessment piece is graded at a grade that is the same grade as the grade on their flight path at that time.

A comment of '**Near**' is populated by the teacher if the most recent common assessment piece is graded at a grade 'up to 3' fine grades below where a student should be at that time. For example, if in Common Assessment Piece 1, a student demonstrates working at a grade 3+ and their flight path suggests that they should be working at a grade 4+, then that student is 3 sub grades below where they should be in that subject.

A comment of '**Below**' is populated by the teacher if the most recent common assessment piece is graded at a grade 'more than 3' sub levels below where a student should be at that time. For example, if in Common Assessment Piece 1, a student demonstrates working at a grade 3+ and their flight path suggests that they should be working at a grade 5, then that student is 4 sub grades below where they should be in that subject.

Fine grading
example diagram:

5
5-
4+
4
4-
3+
3
3-
2+
2
2-
1+

So, using the flight path example above, Student A started in with us in Year 7 with a KS2 scaled score of 5.1, in Technology in the Autumn term of Year 8 he would be expected to be working at a grade 2-, if his common assessed piece was graded at a 1 he would be considered near his target as he is 2 fine grades below where he is expected to be. If it was graded at a 2+ he would be considered as working 'above' his target. It is common for students to fluctuate throughout the year, as they may find themselves better at some topics than others. It is all relevant.

5. Why don't we share Core Assessment grades with students or parents in KS3?

It is important that our students strive to achieve their best, we believe that sharing grades can result in students or parents focusing on the grade rather than the progress made. Every student's flight path is different, it is important that students don't worry or get anxious about the actual grade that they have been awarded, more so, that they aim to achieve 'on' or 'above' where they should be individually. We will always share with students whether they are 'Above, On, Near or Below' where they should be and provide them with feedback on what their next steps should be.

6. My child has 'near' or 'below' on their report for a subject, should I be concerned?

If they are 'near or 'below' in their report, students should ask their teacher what they can do to improve and what their next steps should be. This feedback should be acted upon in preparation for the next common assessment piece. These are the subjects that they should be focusing on and seeking further support in.

Attitude to Learning (A2L) scores

7. Why are the A2L codes so important?

A2L scores should help you (and us) to closely pinpoint where any issues may be occurring. They should be regarded as a key indicator of your child's attitude towards 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.

8. What do 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', the report will also highlight which of the learning expectations the teacher thinks needs to be worked on. 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.

9. 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 9 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. Attend compulsory support sessions.
10. Remote learning tasks are completed to a good standard within the time allocated.

10. 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. (Of which many of our students already do, consistently.)

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

The first port of call will be the form tutor, 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. 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.

If you have any further questions regarding the KS3 reports, that I have not covered here then please do contact me directly at rsw@thomasadams.net

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