



Year 10 Report 2023-24

The attached report provides key information on the attainment and progress that your child has achieved this year. Attainment is the single grade that they have been awarded. Progress is the indicator of whether your child has reached their expected grade when taking into account their starting point which is their Year 6 SAT scores.

Your child will have been awarded an attainment grade between 1-9, or an equivalent if they are studying a vocational or technical course, by each subject that they study. In 2018, The Department for Education made the decision to replace the A*-G grades with a new system of 1-9 grades. Below is a link to information published by Ofqual the examination regulator, which you may find useful.

<https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>

At key points in the year staff assess the pupils' outcomes using subject specific criterion and they award a grade 1-9. This can be based on one individual assessment, or it may be an average of numerous assessments. Once staff have assessed, departments standardise and submit the pupils' grades.

Each subject area will assess the pupils' outcomes by using exam board descriptors so that they can be awarded a mark. This mark is then converted into a 1-9 by applying the grade boundaries from the last summative summer exams. Therefore, a pupil who achieves all the criteria expected to an assured standard would be awarded an 8 or Distinction*. This is the pupil's attainment grade.

Progress is a different way of gauging achievement to attainment. Progress was introduced by The Department for Education to measure whether a pupil has made the expected amount of progress in Secondary school since their Key Stage 2 SAT tests.

Nationally schools are provided with all the necessary prior attainment from pupils' SAT scores and this becomes their starting point. The expected amount of progress is then added to this starting point which then provides us with a pupils' Year 11 target. Therefore, regardless of the pupils' starting point, the pupils' target will be the same expected levels of progress. This is the same for all pupils nationally.

However, due to the impact of the pandemic our Year 10 pupils were not given the opportunity to sit their SATs and therefore a scaled score was not available for schools to use as a starting point. The Department for Education did not announce an alternative plan and have left schools to establish a 'Plan B' for themselves. Therefore, we decided we had to establish a suitable alternative that allowed us to still provide parents and carers with insight into how their child was performing. We used all available information and assessments from the pupils' primary schools and created a rank order of ability, just as a SAT paper would have done. This was aligned with pre-pandemic year groups to offer us a comparable SAT scaled score. In doing so, we have been able to establish an equivalent starting point that allows us to gauge progress. This information provides staff with sufficient insight of the pupils' ability. Having this allows us to personalise the lessons and work accordingly so that we offer suitable challenge and support. There is still no plan from The Department of Education as to what methodology will be used at the end of their Year 11 but at Titus Salt School we feel it is right to offer parents and pupils' insight into the performance and progress of their child.

Having the equivalent KS2 SAT data as a starting point allows us to identify the pupils' target grade. If a pupil arrived from Key Stage 2 with teacher assessment that was an equivalent

to a SAT scaled score of 100, out of the range 80-120, then they are expected to reach a grade 5, although this can vary slightly depending on the subject. If this pupil's received a grade 6, in a particular subject, then they would be 'working above target'. Although the starting point remains the same for a pupil the target grade does vary slightly depending on the subject. This expected progress can also vary from one year to the next. It is The Department for Education who set the expectation for all centres by reviewing historical national outcomes. This means target grades are subject to change. To establish the progress a child is making there is a clear indicator of, working towards, working in line and working above expectation on the report.

A pupil receiving the grades that they require to access their next stage of education, training or employment is an important ambition for all but equally important is ensuring all pupils reach their full potential by reaching their target grade. Target grades offer pupils and staff a goal to work towards, helps to encourage greater motivation and promotes high expectations. Having target grades helps to improve a pupil's performance which leads to greater life chances. Having this insight allows us to identify the pupils who require additional support and intervention as well as helps us to provide personalised learning that meet the needs of all pupils.

I hope you find this information useful, but I appreciate it may include terms and phrases with you are unfamiliar with. I wish to assure you that we always work with within the national guidance and our assessment process is thorough and reports are to be read as a single point on a child's journey through school.

Alison Robinson
Assistant Headteacher
Quality of Education Achievement