



Year 11 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' summative outcomes against subject specific criterion and award a grade 1-9 or equivalent. This can be based on a mock paper or it may be an holistic assessment of the various components of an exam boards specification. Once staff have assessed, departments standardise and submit the pupils' grades which is issued as a termly report.

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 will be expected to make the same amount of progress. This is the same for all pupils nationally. For example, a pupil achieving a scaled score of 90 for their SAT papers would be expected to reach, on average, grade 3's at GCSE. Whereas a pupil with a scaled score of 110 would be expected to reach, on average, grade 7's. This is what creates the pupils' targets and helps us to judge if a pupil is making expected progress. 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.

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