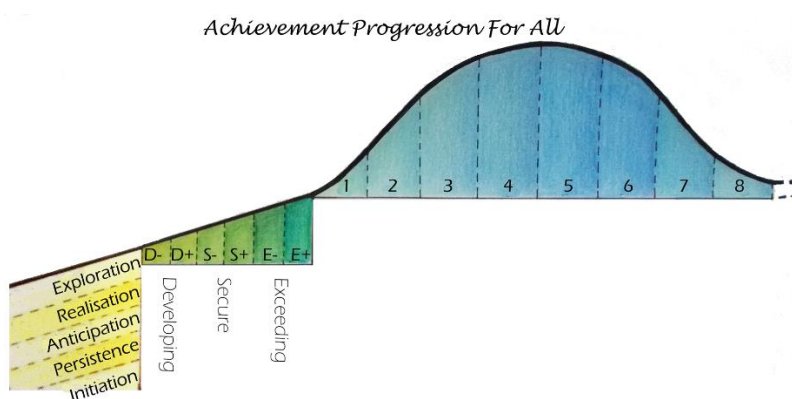


The attached report provides key information on the attainment and progress that your child has achieved this year. Attainment is the raw grade that they have been awarded. Progress is the indicator of whether your child has reached their expected grade when taking into account their starting point which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

Your child will have been awarded an attainment grade between 1-9 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/>

Due to the challenges faced over the last few years, the rate of progress for pupils has been impacted therefore their starting points have become more variable. To ensure our assessment policy is fully inclusive our assessment scale spans from Engagement scores, through a progression path, onto the 1-9 distribution. This allows those pupils who are not yet reaching the expected level of progress for Secondary school or those who may not follow a traditional GCSE, or equivalent, pathway an opportunity to be included within our assessment model. Our hope is that those pupils who are below the 1 are accelerated onto the GCSE standard grades 1-9 as they move through school. The grades below a 1, D- to E+, have been defined by applying the National assessment programme B Squared. We use the criterion from B Squared to ensure our assessment below the grade 1 is accurate. This diagram shows our inclusive assessment model.



Although the grades 1-9 looks the same as what pupils receive at GCSE it is not an indicator that they have already achieved the standard of work expected of a GCSE pupil. Instead, each subject area will assess their pupils using departmental criteria and will give a Performance Indicator on a scale of 1 to 9 with 9 being the highest. The 1-9 does not mean they are already achieving GCSE standard nor that

we are delivering a GCSE in Key Stage 3 but instead indicates their ability for the expected standard of their year group. If they reach a grade 5 in Year 7, they are slightly above average for the ability range of their year group.

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. From their KS2 SAT score this becomes their starting point and results in a target that is set by the DFE which is the grade they expect pupils to reach by the end of Year 11.

As the target is the expected grade a pupil should reach by Year 11, not Key Stage 3, we don't use a single target but instead a target range. The target ranges are grades 1-2, 3-5, 6-9. With the disruption to learning and the uncertainty in the exam process over the last few years has meant we feel it is unfair for pupils to be judged against a single target. We also must consider the fact that the curriculum allocation that pupils have at Key Stage 3 is not always the same as Key Stage 4, so we feel that making a pupil accountable to a single fixed target grade is not appropriate; we feel it is a fairer system to use a range instead, for Key Stage 3 as it acts as a transition to Key Stage 4 when it does convert to a single target.

To establish the progress made there is a clear indicator issued of, working towards, working in line and working above expectation. If a pupil arrived from Key Stage 2 with a teacher assessment that was an equivalent to a SAT scaled score of 95 (within the national range 80-120), then they are expected to reach a grade 6. This will be indicated on our report as a target range of 3-5, until they get to Year 10. On the pupil's report, if they have received a grade 7, in a particular subject, then they would be 'working above target'.

In line with requirements of the National Curriculum we have removed GCSE standard attainment grades for PE at Key Stage 3 to better focus on the National curriculum which is to monitor pupils progress in their levels of health and fitness.

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 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  
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Quality of Education Achievement