



Assessment, Recording and Reporting Policy

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WHAT IS ASSESSMENT?

“The overall purpose of assessment is to improve standards, not merely to measure them”. (Ofsted 1998)

Rationale

Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students (and others) of their progress, their targets and how close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching. This policy, which sets out the rationale for assessment arrangements, has been based consideration on statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted. This policy applies across all key stages taught within the Academy including Key Stage 5. We recognise the importance of monitoring progress over time and the need to make links between the progress made by students in lessons and academic outcomes.

Assessment serves three fundamental purposes:-

1. To help students learn.
2. To help teachers to adopt a more personalised approach to the needs of their students.
3. To provide relevant and accurate information about progress and attainment for students, parents/carers, teachers and other as appropriate.

Assessment can be:-

- Assessment, marking and feedback for learning (formative assessment), which involves the use of continuous assessment to improve learning and accelerate progress over time.
- Assessment of learning (summative assessment): measures what learners know or can do at a particular point in time.
- We recognise the great importance that formative assessment has on motivation, self-esteem and learning

Assessment for Learning

The details of how and when formative assessment will take place are specified in all published schemes of work. Lesson planning will identify opportunities for mini-reviews during individual lessons.

To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice.

Involving students in their learning, teachers will:

- Explain the reasons for the lesson or activity and share the learning objectives and learning outcomes.
- Share the specific assessment criteria with students and help students to understand what they have done well and how they can improve.
- Provide regular opportunities for self and peer assessment.

Modelling, teachers will:

- Share examples of work with students so that they can see the standards they are aiming for.
- Use examples of work to highlight the ways that assessment criteria are met.
- Encourage students to review examples of work that do not meet the assessment criteria.
- Include in their teaching, activities designed to model the necessary skills.

Giving feedback to student on their work, teachers will give regular, effective feedback once every two weeks so that students:

- Focuses on the task and learning objective(s).
- Indicates what is good, what needs correction which aspects need further improvement.
- Written feedback to be no less than once every two weeks which clearly shows what the student has done well and suggest the next steps to improve their work.
- Helps students to find alternative solutions.
- Teachers will give students oral feedback whenever possible.
- Teachers will check feedback to ensure that students have acted upon targets for improvements.
- Students will be given the opportunity to respond to feedback in writing.
- Learning Conversations should be completed on extended pieces of work at least once a module.
- Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers.
- Students will be encouraged to:

Reflect on their own work
Identify the standard they are trying to achieve
Think about how to bridge the gap between aspiration and achievement
Admit problems without the risk of losing self-esteem
Take time to work problems out for themselves
Consider a number of possible solutions before deciding on a course of action

Teachers are important in this process, as opportunities need to be planned into schemes of work and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will enhance their own understanding as a result of this practice.

Assessment of Learning

Assessment Opportunities

The Academy operates a modular assessment policy, which means that **all students will be assessed at least every six/seven weeks**. Assessments must be criterion-referenced and related to attainment targets and the range of Leigh Academies Trust (LAT) KS3, GCSE and AS/A Level (or equivalent) grade criteria, and must take account of current legislation and guidance issued by the Department for Education, Ofqual, Examining Bodies and other relevant parties.

Wilmington Academy has adopted the 'LAT approach to learning without levels' to assess and measure students' progress in KS3. This framework is a criterion based age related assessment, recording and reporting system. The 'LAT approach to learning without levels' tracks student progress and enables measurement of how students are progressing against age related expectations. The KS3 Assessment Framework uses a 1 - 9 grading system across all subjects, which are then banded into Levels of mastery - Advanced, Secure and Emerging.

- It is the responsibility of the Director of Learning/Subject Co-ordinator to ensure that appropriate assessments are in place and that marking is fair and accurate, and that a range of both formative and summative assessments are in place.
- It is the responsibility of the class teacher to keep records of student progress and attainment and entered data into the academy database.
- It is the responsibility of the Director of Learning/Subject Co-ordinator to ensure that accurate data is entered into the Academy database by teachers in the subject area

The Academy will create formal summative assessment opportunities, such as internal examinations, at appropriate times of the year. Other summative assessments will be identified in subject schemes of work. The attainment data will be used as the basis for monitoring student progress, which informs student progress trackers, management reports, and reporting to parents/carers and students. The Academy calendar, which is published annually, contains specific dates for each academic year. It is important that subject areas ensure that they can show how they have taken account of the assessment calendar in planning schemes of work. It is particularly important that there is a significant milestone task, which allows standardisation across the subject area.

RECORDING

The purpose of recording accurate assessment data for students is to ensure that an effective review of student progress takes place, ensuring that students are on track to achieve at least their Minimum Expected Grade. Teachers need to review student progress for a variety of purposes including:

- Review with the student: as a basis for a dialogue about specific performance and the implications for future learning and to highlight achievements in response to the demands of the LAT KS3, GCSE and AS/A Level (or equivalent) grade criteria.
- Review for the teacher: to identify future steps in learning for the student, as a result of reviewing student needs, to review progress of the whole group and, if appropriate, make curriculum amendments for the future. If appropriate, to add to the collection of evidence for the departmental assessment portfolio.
- Review for other teachers at key transition points: to inform the next teacher of progress, particular achievements, specific needs and current targets.
- Review for Senior and Middle Leaders: to enable a clear overview of the progress of students to be maintained and ensure that interventions are implemented to recover gaps in knowledge and provide stretch and challenge where appropriate.
- Review for parents/carers: to identify achievements and needs which may be included in the parents/carers' written report, or may be used as a focus for the dialogue at a Parent/Tutor consultation.

Teachers are required to keep an up to date record of the progress of each individual student in their teacher file, which should include records of all marked work, test scores, completed homework and projects which will then contribute to the Current Attainment grade awarded each Module.

Teachers are required to input data 6 times per year as per the academy data collection cycle. every module a current attainment grade is collected to reflect all of the learning that has taken place within the key stage up to that point. At key points in key stages 4 and 5 a Projected Grade is also collected, so that senior leaders, governors and the Leigh Academies Trust Executive can establish.

HOW DO WE KNOW OUR ASSESSMENTS ARE ROBUST?

The quality of assessment is essential to provide all stakeholders with accurate information and data. At Wilmington Academy we try to ensure our assessments are as robust as possible through the following measures:

- A Quality Assurance process is facilitated by Senior Leaders. The process ensures constant review of informal lesson observations, book scrutinies, teacher planner checks, learning walks and faculty meetings.
- Moderation of assessments are conducted regularly to ensure that standardisation of grade boundaries, standards of work and expectations takes place.
- At Key Stage 3, subject leaders work across the Leigh Academies Trust to ensure a consistent approach to 3key assessments throughout the academic year. Colleagues across the Trust meet to standardise, organise and moderate assessments in all subject disciplines.
- Transition. KS3 staff work alongside primary schools within the Trust to gain an understanding of standards of assessment at KS2. The benefits of this collaboration ensures an assessment pathway that is appropriately pitched for our intake.
- Baseline Data (Key Stage 2 reading, writing, numeracy) is provided to the Academy from SATs assessments (reading and numeracy) and teacher assessment (writing).
- Trust Directors of Improvement in English, maths and science monitor the standards of assessments and quality assure the validity of grade boundaries alongside internal moderation.
- A member of the Senior Leadership Team works in collaboration with other Trust Senior Leaders at the curriculum and assessment drive group.
- External quality assurance and validation takes place with an Academy Challenge Partner whose focus is on specifically on assessment, recording and reporting and data.
- At Key Stage 4 and 5, subject leaders and teaching staff attend exam board training in the assessment, marking and moderation of national examinations. The benefits of this process ensures that staff are fully conversant with assessment criteria and procedures for the benefit of all students.
- Some teaching staff are certified markers for the major examination boards.
- In key stages 4 and 5, past papers, mark schemes and grade guides are used.
- The Academy is a member of the PiXL (Partners in Excellence) which provide resources and assessments that inform the academy how well they are achieving against other PiXL schools (1500+) and national standards.

Assessment Analysis Process 2016/17



Assessment analysis process for each module explained:

Assessment Cycle embedded into faculty curriculums with moderation and standardisation verified both internally and externally

Teacher inputs assessment marks via Bromcom.
Grades entered are verified by DoL's ensuring judgements are sound.

Pastoral Analysis

Leadership Analysis

1. Year Group
2. Micro-population
3. Contextual
4. Behaviour and attitude
5. Attendance

Subject Analysis

Pastoral, leadership and subject analysis is shared centrally explaining the story behind the data.
Gap analysis and interventions are reviewed with a focus on impact.

Data Shared:

1. Trust LAT Review
2. SLT/Governors
3. Student Progress Cards
4. Report to Parents

At Wilmington Academy we analyse student progress from 3 perspectives to ensure all of our students are making good progress:

1. Mastery of age-related subject knowledge and skills
2. Progress over time - measured from KS2 or KS4 starting points
3. Value-added - we are not complacent and stretch and challenge all of our students to achieve beyond minimum expectations.

REPORTING STUDENT PROGRESS

It is the class teacher's responsibility to enter data for their students and to monitor/put interventions in place to ensure that all students have the support/opportunities needed to achieve their targets. **Data should not be entered by anyone other than the class teacher without the approval of the Principal or Head of College.**


Once information has been entered, it can be used to produce various internal reports and analyses as well as reports to parents. It is important that information entered into the database is **as accurate as possible and that there are no gaps. If a member of staff is absent, the subject leader must take responsibility for entering the grades.**


Every module teachers are required to enter a grade into the academy database, which gives a snapshot of a student's **current attainment, attitude to learning and independent learning.** Evidence for current attainment should come from a range of sources, class work - written and oral, homework and assessments - informal and formal from the beginning of the academic year. All teachers grade work in line with the grading system used in reports. Teachers award grades based on the LAT KS3, GCSE and AS/A Level or Btec grade criteria.

It is important that students understand the various grade criteria, how they can improve and that they engage in the process. Academy systems of marking and feedback, reports, progress trackers, learning conversations and parental engagement are all essential parts of this process. Tracking and interventions at faculty, college and academy level are in place to ensure that all students make good progress over time from their starting points. Feedback should include written positive comments, relating to performance against specific objectives/outcomes of the programme of study/assignment. There should also be advice on future targets and actions.

Student Progress Cards

Every module students receive a personalised progress card showing current attainment grades against compared with their aspirational target grade (minimum expected grade plus 1). These are attached to a keyring to enable students to build up a picture of their attainment and progress across the academic year and to help to motivate them to progress and achieve:

SPARROW, Jack		
Year 8		
Apollo A10 Module 3		
KS2: 5.2		
Avg Grade: 5.2		
Attendance: 91		
		
Subject	C	T
English	5	5
Maths	6.5	7
Art	4.5	6
Computer Science	5	6
Drama	5	6
Geography	4.5	6
History	5	6
Morals & Ethics	4	6
Music	5	6
PE	6	6
Science	5	6
Spanish	6	6
Technology	6	6

TURNER, Elizabeth		
Year 11		
Minerva M13 Module 4		
KS2: 4.9		
Avg Grade: 5		
Attendance: 96.8		
		
Subject	C	T
English	5	7
English Lit	5	7
Maths	7	6
Further Maths	C	B
Geography	B3	B
PE	C1	A
Core Science Result	C	B
Add Science Result	B	B
Further Science	B1	B
Spanish	D1	B
Creative Media	Di	Di

REPORTING TO STUDENTS

KS3 Reports

1 – 9 grades (years 7 - 8 only)

ADVANCED	Grades 7 - 9	Students awarded grades 7-9 demonstrate advanced knowledge and understanding of the key <i>age-related</i> content and skills. Students in this band could be identified as gifted and talented and should be set more challenging work than their peers.
SECURE	Grades 4-6	Students awarded grades 4-6 demonstrate a secure understanding of the key age-related content and skills but are not yet able to fully access more advanced work.
EMERGING	GRADES 1-3	Students awarded grades 1-3 have yet to demonstrate a secure understanding of the key age-related knowledge and skills expected and will need extra support and intervention to help them to progress to the next band.

Student Target Grade

National Curriculum levels have been removed with effect from 1 September 2015. At the Leigh Academies Trust, this system has been replaced with a grading structure of 1-9, with 9 being the highest. The emphasis is now on mastery of age-related content, concepts and skills which is illustrated by the bands Advanced, Secure and Emerging. At Wilmington Academy we expect all of our students to be in the Secure band, irrespective of their starting points and the most able to strive for the Advanced band as this will help them to achieve the highest grades in future public examinations. The table above gives a brief description of what these grades mean. From 2017 GCSEs will also be awarded grades 1-9.

Students are set targets based on their prior attainment in Key Stage 2. Students will be aiming to consistently achieve their target grade on a modular basis. We assess and monitor progress every six weeks and feedback to students so that they are aware of how they can improve.

Grade Definitions

Current Attainment:

This indicates the grade a student is currently working at. Evidence is taken from a range of student work and assessments. The Progress Report is designed to show parents/carers and students their rate of progress across the academic year. Students will be making good progress if they continue to maintain their minimum expected grade throughout the year.

Attitude to Learning:

Conduct and willingness to learn and engage with classwork

- A: Consistently hard-working, enthusiastic and engaged.
- B: Generally tries hard and shows interest.
- C: Room for improvement in effort and attitude.
- D: Unsatisfactory effort and attitude.
- X: Absence or recent arrival at the school prevents grading

Independent Learning:

Ability to work effectively without supervision and completion of homework

- A: Work is thorough, presented with pride and handed in on time.
- B: Work is usually completed with good presentation and handed in on time.
- C: Work is usually attempted with reasonable presentation but sometimes late or incomplete.
- D: Work demonstrates concerns over progress and quality. Often incomplete, late or not done.

REPORTING TO PARENTS/CARERS

Parents/Carers have a range of opportunities to monitor or discuss their child's progress. Please find key occasions throughout the academic year.

Method	Commentary
Progress Report	Progress reports are distributed once per module (every 6 weeks) throughout the academic year. Comments/bespoke targets are provided to inform parents of progress in key stage 4 and 5.
Student Progress Cards	Every student has a personalised progress card which provides them with a holistic view of their progress in all subjects, attendance, progress and average grade compared with their KS2 starting point grade.
Parent/Carer Evenings	Parents/Carers have the opportunity to meet with subject teachers and discuss student progress. These occur periodically throughout the academic year.
Parental Consultation Afternoons	Form tutors invite parents to meetings where there are concerns regarding progress. These occur once per module.
Bespoke Parent/Carer Evening Presentations	<p>At Parent/Carer Evenings it sometimes important to facilitate presentations that are bespoke to the year group please find examples below:</p> <p>KS3 Assessment Information Evening Year 8 Options Evening Year 9 and 10 Information Evenings Year 11 Parent Information Evening P16 Parent Progress Consultation Evening/ UCAS Finance talk</p>
Parental/Carer Inclusion Day	For students with SEN, the academy provides a bespoke review three times a year to discuss short-term targets, bespoke needs to ensure progress.
Student Service Managers	Parents have the opportunity to discuss progress with SSMs from each of the three colleges on a daily basis.

KS3 REPORT

Example of Key Stage 3 Report



Year 8 Progress Report for ----- in Form ----

Attendance: 96.4 %																			
	Student Target	Module 1			Module 2			Module 3			Module 4			Module 5			Module 6		
		Current Attainment	Attitude to Learning	Independent Learning	Current Attainment	Attitude to Learning	Independent Learning	Current Attainment	Attitude to Learning	Independent Learning	Current Attainment	Attitude to Learning	Independent Learning	Current Attainment	Attitude to Learning	Independent Learning	Current Attainment	Summer Exam Result	Attitude to Learning
English	5	3	A	B	3	A	B	4	A	A	4	A	A	4	A	B			
Maths	5	1	A	A	1	B	A	1	B	B	2	B	B	4	B	B			
Science	5	4	B	C	4	B	C	3	B	C	3	B	B	3	C	B			
Art	5	4	A	B	4	A	A	4	A	A	5	A	A	5	A	A			
Computer Science	5	2	C	C	4	C	C	4	B	C	4	B	C	4	B	C			
Drama	5	4	A	A	4	A	A	4	A	A	5	A	A	5	A	B			
Geography	5	4	B	N/A	4	A	A	4	B	C	5	A	A	5	B	C			
History	5	4	B	N/A	3	B	C	4	B	C	4	B	B	3	B	C			
Morals & Ethics	5	3	B	N/A	3	A	C	3	B	B	3	B	B	4	B	C			
Music	5	3	B	N/A	3	B	B	5	B	B	5	B	B	5	B	B			
PE	5	3	B	X	4	A	B	4	A	A	4	A	B	5	A	A			
Spanish	5	2	A	A	2	A	A	2	A	A	3	A	A	4	A	A			
Technology	5	4	A	A	4	A	A	4	B	B	4	B	B	4	A	A			

KS4 Reports

Student Target Grade

End of key stage four targets are set at the beginning of year 9 based on KS2 prior attainment data. In Years 10 and 11, students have the same target grade for both years, as this represents the minimum grade they should be striving to achieve in their GCSE's. We monitor progress every six weeks and feedback to students so that they are aware of how they can improve.

Attainment

GCSE Grades 1-9 will be used for the first time in English and maths in 2017

GCSE Grades A* - G will be used for the last time in 2017 after which all GCSEs will be graded 1-9 (9 being highest).

Btec grades D* (Distinction*), D (Distinction), M (Merit), P (Pass) and level 1 Pass are awarded.

Attitude to Learning: Conduct and willingness to learn and engage with classwork

- A: Consistently hard-working, enthusiastic and engaged.
- B: Generally tries hard and shows interest.
- C: Room for improvement in effort and attitude.
- D: Unsatisfactory effort and attitude.
- X: Absence or recent arrival at the school prevents grading.

Independent Learning: Ability to work effectively without supervision and completion of homework

- A: Work is thorough, presented with pride and handed in on time.
- B: Work is usually completed with good presentation and handed in on time.
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- X: Absence or recent arrival at the school prevents grading.

New Grade	Old Grade
9	A*+
8	A*
7	A
6	B
5	Strong Pass
4	Standard Pass
3	D/E
2	E/F
1	G

Example of Year 10 Student Progress Report



Year 10 Progress Report for in Form

Attendance: 95 %																									
Student Target	Module 1				Module 2				Module 3				Module 4				Module 5			Module 6					
	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Current Attainment	Summer Exam	Attitude to Learning	Independent Learning	Deadlines Met	
ENGLISH (LANGUAGE & LITERATURE)																									
English	8	5	B	B	N/A	5	B	B	N/A	5	B	B	N/A	5	B	B	N/A								
Literature		4.5				4.5				4.5				5											
MATHS																									
Maths	7	6	B	B	N/A	5	B	B	N/A	5	A	B	N/A	5.5	A	B	N/A								
EBACC																									
Science	7	5	A	C	N/A	4	C	C	N/A	5	B	C	N/A	5	B	C	N/A								
History	7	4	B	C	N/A	4.5	B	B	N/A	4.5	B	B	N/A	4.5	A	D	0/3								
Spanish	7	4	A	C	N/A	5	A	C	N/A	5	A	A	N/A	5	A	C	N/A								
OPEN (ALL OTHER SUBJECTS)																									
Business	Di	L2P 3	B	B	N/A	L2P 1	B	B	N/A	L2P 1	B	B	N/A	L2P 1	A	A	2/3								
Btec																									
Health and Social Care	Di	P	A	A	N/A	P	A	A	N/A	P	A	A	N/A	P	A	A	N/A								
PE Core			B				A				A				A										

Personalised Feedback KS4

In modules 1 and 3, the Year 11 cohort receive bespoke personalised written feedback in their reports to help them achieve the best possible outcomes.

In module 5, the year 10 cohort receives bespoke personalised written feedback in their reports to help them achieve the best possible outcomes.

KS5 Reports

Student Target Grade

Students have been set targets using the same methodology as the Leigh Academy, Leigh UTC and Longfield Academy to ensure consistency across the Trust. The system known as ALPs, sets aspirational but achievable targets which help us to compare our performance with other students across the country.

Predicted Grade

A2 A* - E Grade

Btec: Distinction*, Distinction, Merit, Pass and Below Pass

The grade reported is an indication of what teachers believe a student could achieve in their final examinations if they continue to produce work at the current standard.

Current Attainment

This grade reflects the standard of all work produced up to the point of reporting.

Attitude to Learning: Conduct and willingness to learn and engage with classwork

- A: Consistently hard-working, enthusiastic and engaged.
- B: Generally tries hard and shows interest.
- C: Room for improvement in effort and attitude.
- D: Unsatisfactory effort and attitude.
- X: Absence or recent arrival at the school prevents grading

Independent Learning: Ability to work effectively without supervision and completion of homework

- A: Work is thorough, presented with pride and handed in on time.
- B: Work is usually completed with good presentation and handed in on time.
- C: Work is usually attempted with reasonable presentation but sometimes late or incomplete.
- D: Work demonstrates concerns over progress and quality. Often incomplete, late or not done.

Queries regarding the report should be addressed to form tutors in the first instance.

The report is designed to show progress during the course of the academic year and any queries should be addressed to the class teacher.

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WILMINGTON ACADEMY

Post 16 Progress Report for in Form

Module 3						
Attendance: 98 %						
	Student Target	Predicted Attainment	Current Attainment	Attitude to Learning	Independent Study	Comment
Business Btec	Di	M	P3	C	B is currently working on unit 1: Exploring Business. He has achieved 2/7 Pass criteria tasks for the course. must complete the corrections and complete the missing tasks to attain a Pass for this unit. This must be done by February 28th 2017. During the lesson must stay focused. Additional research and work must be done outside of the lesson to ensure good quality work is produced which meets the assessment criteria.
English	C	C	D	C	C has shown some improvement recently in his essay writing, and needs to continue to build on this by ensuring he is putting in a sufficient amount of preparation time outside of lessons. He must ensure that his essays develop a clear line of argument, and that he is making perceptive comments on the techniques used by the writers. He also needs to revise key quotations from the texts, and make sure that he can use these in closed book examinations to support his ideas.
Maths	C	E	E	B	C needs to practice core 1 past papers in preparation for his final re-sit mock exam on the 22nd Feb. He should focus on his weakest topics; arithmetic sequences and co-ordinate geometry. should attend half term revision on Monday 13th Feb, 9.30-12.30.

Personalised Feedback

Every module Post 16 students receive bespoke personalised written feedback in their reports to help them achieve the best possible outcomes.

PRIOR ATTAINMENT AND TARGET SETTING 2016/17

KS3 (Year 7 – 8)

Students who entered the academy in September 2015 were the last students to sit old style KS2 assessment with national curriculum levels awarded (eg, 4a 4b 4c). This is subsequently converted to a fine point score (4.1 4.2 4.3 etc).

From September 2016, year 7 students will be awarded an average score between 80 and 120 with 100 being “secondary ready”.

The conversion tables below shows the entry grade (prior attainment) and minimum expected grade that a student should achieve in years 7 and 8.

The KS2 score/fine grade is also used to set key stage 4 targets. At Wilmington Academy, we have high expectations of our students and expect them to strive for at least one grade higher than their entry /minimum expected grade.

KS2-3 Conversion table

Year 7 2016

Entry Score	KS3/4 Target
120	9
115	8
110	7
105	6
100	5
95	4
90	4
85	4
80	4

Year 8 2015

Year 8	Minimum Expected Grade	Target
5.0-5.9	6	7
4.0-4.9	5	6
1.5-3.9	4	5

KS2-3 Assessment Analysis

To ensure our data is robust our KS3 maths and English teachers look at KS2 Question Level Analysis from the KS2 SATs, which helps to identify gaps analysis in student knowledge on transfer to secondary school. This information is used for setting and planning purposes to ensure students get the best possible start in secondary school.

Spelling and reading assessments are also undertaken by year 7 students at the start of the academic year and then assessed at the end of each subsequent academic year to measure progress. Interventions are put in place where needed to ensure students are supported in their literacy development.

KS4 (Years 9, 10 & 11)

Utilising the KS2 fine point scores, students are set targets based on national expectations provided by DFE's Progress 8 model. Minimum Expected Grade is the grade that a student should achieve when compared nationally with other students with a similar starting point. Target grade is the aspirational level set by the Academy.

TARGET SETTING MODEL – Years 9, 10 and 11 - Source DFE

KS2 Fine Level	English		Maths		EBacc Science		EBacc Hums		EBacc MFL		Other level 2 qualifications		BTEC	
	MEG	Target	MEG	Target	MEG	Target	MEG	Target	MEG	Target	MEG	Target	MEG	Target
1.5	2	4	2	4	3	4	2	4	5	6	3	4	P	Di
2	3	4	2	4	3	4	2	4	5	6	3	4	P	Di
2.5	3	4	2	4	3	4	2	4	5	6	3	4	P	Di
2.8	3	4	2	4	3	4	2	4	4	5	4	5	P	Di
2.9	4	5	2	4	3	4	3	4	4	5	4	5	P	Di
3	4	5	2	4	3	4	3	4	4	5	4	5	P	Di
3.1	4	5	3	4	3	4	3	4	4	5	4	5	P	Di
3.2	4	5	3	4	3	4	3	4	4	5	4	5	P	Di
3.3	4	5	3	4	4	5	3	4	4	5	4	5	P	Di
3.4	4	5	3	4	4	5	3	4	4	5	4	5	P	Di
3.5	4	5	4	5	4	5	3	4	4	5	4	5	P	Di
3.6	4	5	4	5	4	5	3	4	4	5	4	5	P	Di
3.7	5	6	4	5	4	5	3	4	4	5	5	6	P	Di
3.8	5	6	4	5	4	5	4	5	4	5	5	6	P	Di
3.9	5	6	4	5	4	5	4	5	4	5	5	6	P	Di
4	5	6	4	5	4	5	4	5	5	6	5	6	P	Di
4.1	5	6	4	5	5	6	4	5	5	6	5	6	P	Di
4.2	5	6	5	6	5	6	4	5	5	6	5	6	P	Di
4.3	5	6	5	6	5	6	4	5	5	6	5	6	P	Di
4.4	6	7	5	6	5	6	5	6	5	6	5	6	P	Di
4.5	6	7	5	6	5	6	5	6	5	6	6	7	M	Di
4.6	6	7	5	6	5	6	5	6	5	6	6	7	M	Di
4.7	6	7	6	7	6	7	5	6	5	6	6	7	M	Di
4.8	6	7	6	7	6	7	6	7	5	6	6	7	M	Di
4.9	6	7	6	7	6	7	6	7	6	7	6	7	M	Di
5	7	8	6	7	6	7	6	7	6	7	6	7	M	Di
5.1	7	8	6	7	6	7	6	7	6	7	7	8	Di	Dst
5.2	7	8	7	8	7	8	7	8	6	7	7	8	Di	Dst
5.3	7	8	7	8	7	8	7	8	6	7	7	8	Di	Dst
5.4	7	8	8	9	7	8	7	8	7	8	7	8	Di	Dst
5.5	8	9	8	9	7	8	7	8	7	8	7	8	Di	Dst
5.6	8	9	8	9	8	9	8	9	7	8	8	9	Dst	Dst
5.7	8	9	8	9	8	9	8	9	8	9	8	9	Dst	Dst
5.8	8	9	8	9	8	9	8	9	8	9	8	9	Dst	Dst

Year 12

International Baccalaureate Career-related Programme Targets - September 2017

KS4 Average GCSE Points Score	Reflective Project Target		IB Diplomas Standard Level Target (maximum of two)		IB Diplomas Higher Level Target (maximum of three)		Career Related Studies Applied Qualifications		Career Related Studies Vocational Qualifications (Extended Certificate)		Career Related Studies Vocational Qualifications (Foundation Diploma)		Career Related Studies Vocational Qualifications (Diploma)	
	Grade	UCAS Points	Grade	UCAS Points	Grade	UCAS Points	Grade	UCAS Points	Grade	UCAS Points	Grade	UCAS Points	Grade	UCAS Points
8.5 (A*)	A	12	S7	28	H7	56	A*	56	D*	56	D*	84	D*D*	112
7 (A)	A	12	S7	28	H6	48	A	48	D*	56	D*	84	D*D*	112
5.5 (B)	B	10	S6	24	H5	32	B	40	D*	56	D*	84	D*D	104
4 (C)	C	8	S5	16	H5	21	C	32	D	48	D	72	DD	96

Year 13

Post 16 students are targets based upon their GCSE performance, using ALPs and the government's Level 3 Value Added model. This provides targets which ensure expected progress compared with national on an individual subject basis.

KS4 Avg GCSE Points Score	A2 Target	BTEC Extended Certificate Target
58 (A*)	A*	D*
52 (A)	A	D*
46 (B)	B	D*
40 (C)	C	D