

## New assessment gradings and target setting information for KS3 parents 2018/19

### Grading

Following the removal of National Curriculum levels at KS3, we have created a five-year progression pathway linked to GCSE grading systems (9-1). All students from Year 7 to 11 are now given GCSE grades at each data collection point, of which there are three per year. A fine grading system (+, =, -) is also used to indicate the security of a student's grade. These grades are based around the skills and knowledge that students are taught at each stage and how they then apply them in their learning.

Non GCSE (vocational/BTEC) subjects use a different language for their gradings. Some courses are being experienced by our Year 9 students this year in preparation for Y10 options. The charts below show you the equivalent achievement, for example a grade 3 in a GCSE course is equivalent to achieving a Level 1 Distinction in a non GCSE course.

### Current grade entries

There are three data collections and three progress reports sent home during Year 8 & Y9. A current attainment grade is entered for every student in all of their subjects at each data collection, except on the first report home for Y7 where only a child's attitude to learning is reported.

### GCSE Grading Structure

Step 1	Step 2	Step 3	1	2	3	4	5	6	7	8	9
- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +

### Non GCSE Grading structure

Step 1	Step 2	Step 3	LIP	LIM	LID	L2P	L2M	L2D	L2D*
- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +	- = +

*(L – level, P – pass, M – merit, D – distinction, D\* - distinction star)*

### Fine Grading

All grades are entered with +, = or - (e.g. 1-, L1D+, 5=) to indicate the security of that grade:

- + for entirely secure (90% secure)
- = for relatively secure (60% secure)
- - for less secure (30% secure)

### Step Grades (S grade)

To ensure appropriate grade differentiation for all students, including those working to attain at much lower levels, a system of Step grades has been introduced, to sit below the GCSE grading structure. Where current attainment is below a GCSE grade 1 students will be allocated a Step 1, Step 2 or Step 3 grade. These Step grades should also include fine grading (e.g. Step 1=, Step 2+, Step 3-).

### Students without assessment information (Z grade)

There are occasions when, at the time of a data collection, some students do not have sufficient assessment information to allow staff to make a meaningful or accurate judgement of progress. This usually occurs when a student is very new to the school or has been absent for a significant period of time. In these cases, staff should enter a Z grade.

## Target Setting

### Aim

Our aim is to ensure that all students make positive progress in their learning and attainment during their time at the school. A significant part of this is ensuring that all students have aspirational targets that reflect the wider culture of high expectations. Our target setting protocols require both staff and students to aim for the very best in terms of student progress year on year and in terms of student outcomes at KS4.

### Target Setting Protocols

Targets for all our students are based upon KS2 outcomes, which are used to generate end of Year 11 target grades. This provides target grades for each student that take into account both their individual starting points and the progress that they should make relative to other students nationally within different subject areas over their time at Ecclesfield School. All students are allocated a subject target grade on arrival at the school.

A flightpath is then plotted from starting in Y7 to finishing Y11 for each subject. This journey is broken down into three data collection points during each year and an end of year target grade. As targets can be different for different subjects, subject flight paths to track progress are not always in line with each other.

### Progress reports show:

Your child's report will show whether they are working above, on track or towards their target grade.

If your child is achieving 'above' their target, at any point, through their 'current' performance, the teacher will raise the target and further challenge your child to achieve even higher.

If your child is 'on track', they are making time related expected progress on the journey to meeting their End of Year Grade.

If your child is 'working towards' their target, they need to address, with your support and the support of their subject teacher, how they will accelerate their achievement.