



# Target Setting & Reporting Progress

## How Are End of KS4 Targets Set?

- KS2 standardised scores (80-120) are averaged for mathematics and writing. A standardised score of 100 is secondary school ready and the national mean.
- Using the most recent DfE attainment 8 estimates, we identify the minimum attainment 8 points a student would need to make progress at least in line with the 'average student' nationally with the same KS2 scaled scores.
- For our cohorts that have not completed KS2 standardised tests due to COVID 19, we have used CAT4 cognitive ability tests to baseline them. CAT4 provides a conversion to standardised scaled scores and suggests KS4 target grades. We have used the 'if challenged' target grades to set provisional targets for these cohorts.
- We share a broader estimated grade range with students and parents e.g. 2-4, 3-5, 4-6 to reflect that these 'target grades' are based on statistical estimates and are therefore not personalised for each student and their own academic progress journey.
- Targets and estimated grade ranges are reviewed at the end of each school year and are refined as needed to ensure that all students are being suitably challenged and supported.

## How Are End of KS5 Targets Set?

- Using the most recent DfE Level 3 Value Added (L3VA) estimates, a student's GCSE average point score is used to identify the minimum attainment points they would need in order to make progress in each level 3 subject, at least in line with the 'average student' nationally.

## Reporting Progress to Students & Families

- For every subject, leaders have published 'curriculum checkpoints' that identify what students know, can do and remember of the curriculum they have been taught at 4 levels of competency:
  - Developing
  - Securing
  - Mastering
  - Excelling
- The level of competency is reported 3 times a year in Y7,8 and 9 and in the Autumn and Spring of Y10 and 12.
- Teachers will compare the level of competency to the expected performance of students, based on the estimated GCSE Grade range (see table) and report the rate of progress being made by students as:
  - Beyond expected progress
  - Expected progress
  - Slightly below expected progress
  - Cause for concern

KS2 Scaled Score Range	Estimated Grade Range Y7-11	Expected knowledge and understanding of the curriculum	Target Grade Y12 + 13	Expected knowledge and understanding of the curriculum
80-89.9	1-3, L1D	Developing	E	Developing
90-102.9	2-4, 3-5, L2P	Securing	D, L3P	Securing
103-109.9	4-6, 5-7, L2M	Mastering	C, B, L3M	Mastering
110-120	6-8, 7-9, L2D/D*	Excelling	A, A*, L3D/D*	Excelling

Progress of Students	Assessment Criteria
Beyond Expected	A student's current knowledge and understanding of the curriculum <b>exceeds the expected standard for their estimated grade range</b> or, students are <b>working beyond</b> the identified knowledge, skills and understanding for <b>'Excelling'</b> .
Expected	A student's current knowledge and understanding of the curriculum <b>matches the expected standard for their estimated grade range.</b>
Slightly Below Expected	A student's current knowledge and understanding of the curriculum is <b>one band below the expected standard for their estimated grade range</b> , or for students whose knowledge and skills are <b>expected to be 'Developing'</b> , they are not fully meeting the expected standard.
Cause for Concern	Current knowledge and understanding of the curriculum is <b>more than one band below the expected standard for the estimated grade range</b> , or for students whose knowledge and skills are <b>expected to be 'Developing'</b> , they are significantly below the expected standard.

- In the summer term of Year 10 and 12 and throughout Year 11 and 13, we report the 'working at grade' of students, using assessment criteria and grade boundaries for each examination subject's specification.
- We report on student attitudes to learning (AtL), the quality of homework, attendance, behaviour logs and recognition points three times a year in every year group.

