

## Assessment and Reporting Guide

We changed our assessment system at Woodrush in 2021, to make assessment reporting easier for parents to understand. This document explains the changes to the assessment reporting system we are currently using so that you can fully understand your child's progress report. The system works exactly the same as it did in 2022/2023, and you should find the reports clear and easy to understand when you receive them.

### **Section 1: Targets**

All students will receive a 9-1 Target for each of their subjects (except Core PE and BTEC subjects). These targets are based upon DfE national statistics, using Aspire FFt-20 target setting system and tell you what GCSE grade your child should be aiming for based upon their Key Stage 2 SATs data. For years 8 and 9, targets are based upon CAT/GL baseline assessments which were completed in school, instead of KS2 SATs which were cancelled as a result of the Covid-19 pandemic.

These targets are what your child should be aiming to achieve at the end of year 11 in their GCSE examinations. In lessons, students will be given a target band which shows that we are aspirational and we see the target as the minimum that your child should be aiming for. The target bands are shown below and are based upon the students target grade.

<b>Target</b>	<b>Target Band</b>
1	1 to 3
2	2 to 4
3	3 to 4
4	4 to 5
5	5 to 6
6	6 to 7
7	7 to 8
8	8 to 9
9	9

**New system**

In the previous reporting system (prior to 2021) we broke these year 11 targets down into end of year 7/8/9/10 targets so students had a flightpath showing what target they needed to achieve in each year, in each subject, to reach their target grade. To simplify the reporting system - we now use a system whereby a student's target grades for each subject they study, will remain the same from Years 7-11. This is best visualised on the diagrams below. Please note that the target is not equivalent to a GCSE grade until Year 11.

**Example 1:** A student has a target grade of 6 for Maths:

Maths Target = 6					
				Year 11	
			Year 10	9	
		Year 9	9	8	
	Year 8	9	8	7	
Year 7	9	8	7	6	Target = 6
9	8	7	6	5	
8	7	6	5	4	
7	6	5	4	3	
6	5	4	3	2	
5	4	3	2	1	
4	3	2	1		
3	2	1			
2	1				
1					

This diagram shows that their target will be a grade 6 in Maths throughout years 7-11 and this child should be aiming for at least a GCSE Grade 6 in Maths in Year 11. You will notice that a grade 6 in years 7-10 is not equivalent to the GCSE grade 6 in year 11.

**Example 2:** A student has a target grade of a 4 for English:

English Target = 4					
				Year 11	
			Year 10	9	
		Year 9	9	8	
	Year 8	9	8	7	
Year 7	9	8	7	6	Target = 4
9	8	7	6	5	
8	7	6	5	4	
7	6	5	4	3	
6	5	4	3	2	
5	4	3	2	1	
4	3	2	1		
3	2	1			
2	1				
1					

This diagram shows that their target will be a grade 4 in English throughout years 7-10 and this child should be aiming for at least a GCSE Grade 4 in English in year 11. Once again a grade 4 in years 7-10 is not equivalent to the GCSE grade 4 in Year 11.

## Section 2: Working at Grades and Progress

In addition to a target grade for all the subjects that your child studies, your child will receive a “Working at Grade” for each subject on their report. The Working at Grade is based upon assessments that your child has completed in that subject. The Working at Grade will also be reported using the 9-1 system. **It is important to note that your child’s Working at Grade can go up or down within a year or between years, because it is continually updated as a result of new learning and new assessments completed by your child. Please note that for creative subjects, that are based more around skills development rather than knowledge, such as English, Art, Music etc, that working at grades can fluctuate more, depending upon which skills are being assessed at that time. Over the course of a year, the working at grade will settle down as we gain a more rounded picture of your child’s ability.**

The Working at Grade we give for each subject uses the same 9-1 system as the targets which simplifies the system and enables you to easily understand the progress your child is making.

To understand your child’s progress - all you have to do is compare your child’s Target Grade and their Working at Grade. As a school we use the terms exceptional, good and more progress needed as shown in the table below:

Comparison	Progress
Working at Grade is <b>above</b> their Target Grade	<b>Exceptional Progress</b>
Working at Grade is the <b>same</b> as their Target Grade	<b>Good Progress</b>
Working at Grade is <b>below</b> their Target Grade	<b>More Progress needed</b>

We are keen to stress that students are always making progress. We want every student to aim to be working at a grade that is the same, or greater than their target grade so that they are making good or exceptional progress.

If a student has a comment on their report saying “more progress needed”, that is their Working at Grade is below their Target Grade, then this is not a criticism. We are simply saying that we need to support your child to close learning gaps, so that they make more progress. It also means that your child needs to ensure they are doing everything they can in lessons and in their homework to improve their Working at Grade and their progress.

**Once again it is important to stress that Working at Grades can go up or down from one report to the next, or from one year to the next, because learning is not linear and sometimes students struggle or thrive in different aspects of the course which are assessed at different times in the year. It is important to read each report as a snapshot of a student's progress at that moment in time, and for us all to reflect on how we can further improve a child’s learning and their progress.**

The following examples will show how the Working at Grade and Target Grade systems work together over time.

**Example 1 - Student has a History Target of a 4**

History Target = 4					Target = 4
				Year 11	
			Year 10	9	
		Year 9	9	8	
	Year 8	9	8	7	
Year 7	9	8	7	6	
9	8	7	6	5	
8	7	6	5	4	
7	6	5	4	3	
6	5	4	3	2	
5	4	3	2	1	
4	3	2	1		
3	2	1			
2	1				
1					

- Their Target for History is a 4: so they should aim for at least a GCSE Grade 4 in science.
- Their Working at Grade is a 5: this means their Working at Grade is above their Target Grade and they are making exceptional progress (highlighted in blue)
- They have been very consistent every year and their standard of work suggests they will achieve a grade 5 in their GCSE History exam - which is above their Target Grade.

**Example 2 - Student has a Geography Target of a 5**

Geography Target = 5					Target = 5
				Year 11	
			Year 10	9	
		Year 9	9	8	
	Year 8	9	8	7	
Year 7	9	8	7	6	
9	8	7	6	5	
8	7	6	5	4	
7	6	5	4	3	
6	5	4	3	2	
5	4	3	2	1	
4	3	2	1		
3	2	1			
2	1				
1					

- Their Target Grade for Geography is a 5: so they should aim for at least a GCSE Grade 5 in Geography.
- Their Working at Grade is a grade 5: this means their Working at Grade is the same as their Target grade and so they are making good progress (highlighted in green)
- They have been very consistent every year and their standard of work suggest they will achieve a grade 5 in their GCSE Geography exam - which is their Target Grade.

**Example 3** - Student has an English Target of a 7

English Target = 7					
				Year 11	Target = 7
			Year 10	9	
		Year 9	9	8	
	Year 8	9	8	7	
Year 7	9	8	7	6	
9	8	7	6	5	
8	7	6	5	4	
7	6	5	4	3	
6	5	4	3	2	
5	4	3	2	1	
4	3	2	1		
3	2	1			
2	1				
1					

- Their Target for English is a 7: so they should aim for at least a GCSE Grade 7 in English.
- Their Working at Grade has varied from year to year, which can happen as progress is not always straightforward and linear.
- In Years 7 and 8 their Working at Grade is an 8, which is above their Target Grade so they made exceptional progress in these years (highlighted blue).
- In Years 9 and 10, their Working at Grade is a 6, which is below their Target Grade, so they need to make more progress. This could have been down to struggling with the demands of the GCSE course, or a poor attitude towards learning for example (highlighted yellow).
- In Year 11 however, the student is now Working at a Grade 7, which is equal to their Target Grade and so they are on track to achieve a grade 7 in their GCSE exams. This could have been down to intervention, a better attitude towards learning, or simply their understanding in English building over time and through effective revision (highlighted green). They have made good progress.

**Key Points to Note**

- All students will get a 9-1 Target Grade for each subject based upon national statistics. The target grade tells you what grade your child should be aiming for as a minimum in their GCSE exams.
- All students will get a Working at Grade for each subject based upon their assessments completed up to the point of the report. Remember this can go up or down from assessment to assessment or from year to year.
- Comparing the Target Grade and Working at Grade enables you to determine your child's progress:
  - Exceptional Progress - Working at Grade is above their Target Grade
  - Good Progress - Working at Grade is equal to their Target Grade
  - Insufficient Progress - Working at Grade is below their Target Grade
- BTEC Subjects use the terminology Pass, Merit, Distinction and Distinction\* for targets and working at grades.
- Combined Science is worth two GCSE's and so uses a double grading system which goes 99, 98, 88, 87, 77, 76, 66, 65, 55...
- Core PE does not have targets as this is not GCSE PE / BTEC Sport and uses the following terminology: significantly below, emerging, expected, exceeding and exceptional for working at grades.
- In year 11 students will also receive a predicted grade which is our best prediction using all assessment data available as to what grade they will achieve in each subject in their GCSE examinations.