

Parent/Carer Guide to Progress Tracking - Key Stage 4

Key Stage 4 Curriculum

At Ilkley Grammar School students mainly follow GCSE programmes of study for Key Stage 4. An overview of the content of the school's curriculum for each year and subject can be found on the school website. More detailed information can also be found on the website for each half term as we move through the year.

Attainment Grades

From September 2015 students will start studying 'reformed' GCSEs and in Summer 2017 (Current Y11) for English and mathematics students will be awarded grades on the 'new' GCSE scale which covers grades 1 up 9. How these 'new' grades are likely to correspond to the A*-G grades can be seen in the table below:

New GCSE Grades	9	8	7	6	5	4	3	2	1	0
Old GCSE Grades	A*	A	B	C	D	E	F	G	U	

All other courses will be awarding grades on the A*-G scale in Summer 2017. In addition to English and mathematics the following subjects will be awarding grades 1-9 in Summer 2018 (Current Y10): Art & Design, Biology, Chemistry, Citizenship, Combined Science, Computer Science, Drama, Food Preparation & Nutrition, French, Geography, History, Music, Physical Education, Physics, Religious Studies and Spanish. In addition to the above 1-9 grades will also be awarded in Business, Design & Technology, ICT and Media Studies in Summer 2019 (Current Y9). [GCSE changes guide by the AQA exam board.](#)

The '**current attainment**' grade will be the current overall grade at which a student is working. This will be based on the quality of work in internal assessments, classwork, homework etc. It will not simply be based on the latest assessment although this should contribute. It will reflect the grade that a student would be awarded if they sat the exam now and were assessed at GCSE/BTEC Level 2 standard building in tolerance, on all the topics/skills covered to date. In some subjects this grade could be limited by the skill level of the topics covered so far. The rationale for using this measure of attainment is to allow students, parents and tutors to be aware how a student is currently performing.

The '**predicted grade**' will be the grade a student is likely attain at the end of the course. This will be based on evidence and professional judgement including:

- Knowledge of the assessment demands of the course and the students' strengths and areas for development.
- The quality of the work the student has been achieving up to this point including assessments and calculating any controlled assessments in line with the percentage it contributes to the overall grade.
- Knowledge of the students' attitude to learning

The rationale for using this measure of attainment is to allow students, parents and tutors to be aware when a student is off target in the same way as current attainment.

When recording predicted outcomes the use of subgrades is as follows for

B+: mastery of the grade B and working towards the grade.

B: secure in the grade.

B-: grade unsecure.

Or for the reformed GCSEs

5+: mastery of the grade 5 and working towards the next grade.

5: secure in the grade.

5-: grade unsecure.

Starting Point

For English and mathematics the high of the end of Key Stage test level in that subject or the average of the 2 is the starting point for those subjects. The starting point in all other subjects is the average of the levels achieved in English and maths. Other assessments are also completed at Ilkley Grammar School to give a fuller understanding of ability. All students complete a Cognitive Ability Test (CAT) which assesses an individual's ability to manipulate and reason with three different types of symbols: words, quantities and spatial patterns, each of which plays an important part in human thought. Students also complete a reading assessment which allows the assessment of reading and comprehension in a single test, whilst providing a wealth of diagnostic information including an approximate reading age and an indication of any additional needs or untapped talent.

Progress

At Ilkley Grammar School we aspire for every student to make 'good progress' from the end of Key Stage 2 to the end of Key Stage 4 when they take their GCSEs in Year 11 and is based on the government measure of 'Progress 8'. The table below shows the grade expected at the end of the Key Stage given different starting points if a student is to make 'good' progress.

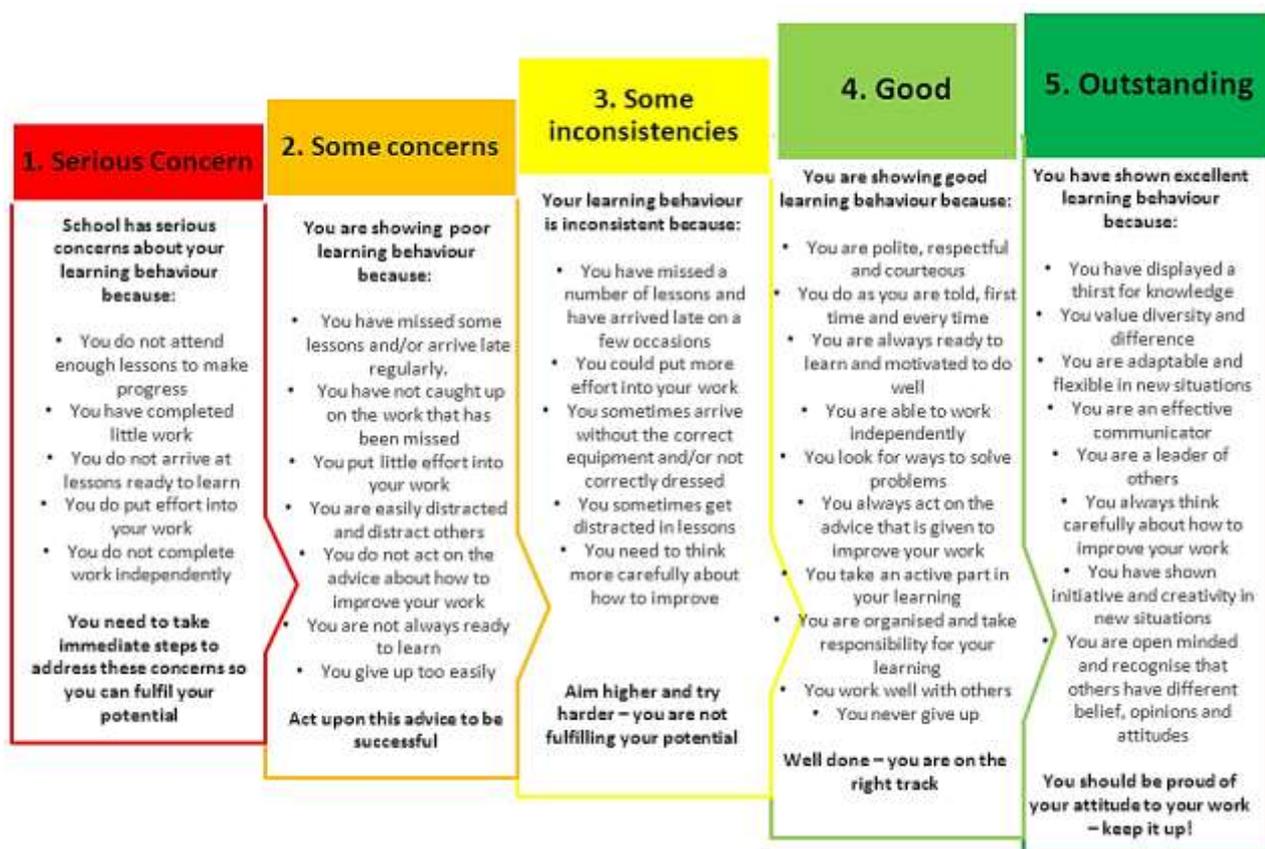
KS2 Level	GCSE Grade	'reformed' GCSE Grade
W	F	1
1	E	2
2	D	3
3c	C	4
3b	C	4
3a	C	5
4c	B	5
4b	B	6
4a	B	6
5c	A	7
5b	A	7
5a	A*	8
6c	A*	8
6b	A*	9
6a	A*	9

Target Setting

Each student will be set a 'Personal Best' target; this will initially be based on the above table. This may be raised by the subject teacher, if a student is making outstanding progress, in order to raise aspirations even higher. We set this PB target to raise aspirations but we statistically know that not all students will reach their target and it varies by subject and starting point.

Learning behaviour

Below are the criteria for the 'learning behaviour' as recorded on the progress tracking report. It is a 'best fit' model so a student may not display all the characteristics listed.



Homework concerns

These will be recorded as follows:

- Y = Homework concerns, including meeting deadlines and not fully completing work
- N = No homework concern

Traffic Lights

- Current levels will be colour coded on tracking and will flag dark green if a student is on track to achieve their aspirational target (+1.0) flight path, light green if on track to reach national expectation (+0.0), yellow if below track to reach national expectations (less than 0 to -1.0) and red if significantly below (below -1).
- Learning behaviour – colours will match the information displayed in the Learning Behaviour chart above.
- Homework - A Homework Concern (Y) will trigger red and green if there is No Concern (N).