

Parent/Carer Guide to Progress Tracking - Key Stage 5

Key Stage 5 Curriculum

At Ilkley Grammar School students follow BTEC Level 3 or A Level programmes of study for Key Stage 5. An overview of the content of the school's curriculum for each year and subject can be found in the Post 16 section of 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

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 A Level 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 current or predicted outcomes the use of subgrades is as follows:

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

B: secure in the grade.

B-: grade unsecure.

Starting Point

The starting point for A Levels is a student's average points score at GCSE as this is statistically the best indicator for future outcomes. This is calculated from all GCSEs grades and not just the best 8.

Progress

At Ilkley Grammar School we aspire for every student to make good progress from the end of Key Stage 4 to the end of Key Stage 5 when they take their A Levels in Year 13. The table below shows the grade expected at the end of each year given different starting points if a student is to make 'good' progress.

		AS Grade					
		U	E	D	C	B	A
Average Points Score at KS4 (Grade Equivalent)	Other						
	0 to 31 (U to E)						
	31 to 34 (D)						
	34 to 37 (D)						
	37 to 40 (C)						
	40 to 43 (C)						
	43 to 46 (B)						
	46 to 49 (B)						
	49 to 52 (A)						
	52 to 55 (A)						
	55 to 58 (A*)						

 = Good Progress

		A2 Grade						
		U	E	D	C	B	A	A*
Average Points Score at KS4 (Grade Equivalent)	Other							
	0 to 31 (U to E)							
	31 to 34 (D)							
	34 to 37 (D)							
	37 to 40 (C)							
	40 to 43 (C)							
	43 to 46 (B)							
	46 to 49 (B)							
	49 to 52 (A)							
	52 to 55 (A)							
	55 to 58 (A*)							

 = Good Progress

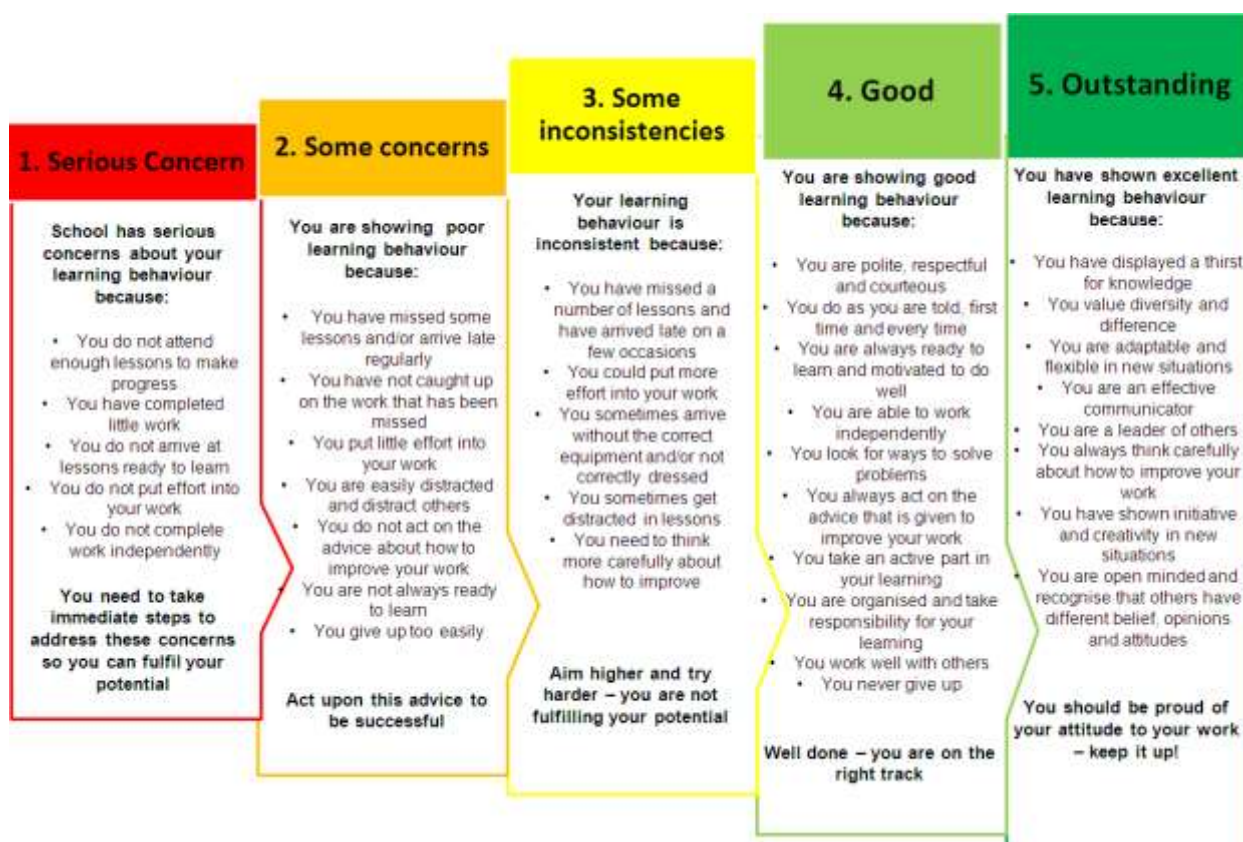
Target Setting

Each student will be set a 'Personal Best' target; this will initially be based on a student making at least 'good progress' from their starting point. 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 good progress nationally and it varies by subject and starting point. For example the tables below shows the percentage of students nationally who made good progress in 2012 from different starting points for English, maths, and geography respectively.

Starting Point	Mathematics % Good Progress		English Language % Good Progress		Geography % Good Progress	
Ave. GCSE Pts	A2	AS	A2	AS	A2	AS
0 to 31 (U to E)	91.9	50.0	100.0	96.9	100.0	66.7
31 to 34 (D)	91.7	47.4	94.6	84.7	88.5	42.2
34 to 37 (D)	68.8	24.0	72.9	54.7	63.9	22.9
37 to 40 (C)	70.5	42.1	86.4	74.0	80.5	45.9
40 to 43 (C)	45.8	21.4	48.6	37.5	43.0	21.5
43 to 46 (B)	64.4	39.4	79.6	66.4	78.0	56.7
46 to 49 (B)	39.6	18.4	39.3	30.4	39.8	28.5
49 to 52 (A)	75.0	37.9	79.4	65.6	83.6	72.4
52 to 55 (A)	48.1	13.6	40.5	28.9	45.9	43.0
55 to 58 (A*)	86.2	33.3	87.8	70.2	89.4	84.7
Total	59.6	30.5	62.5	51.4	62.3	47.2

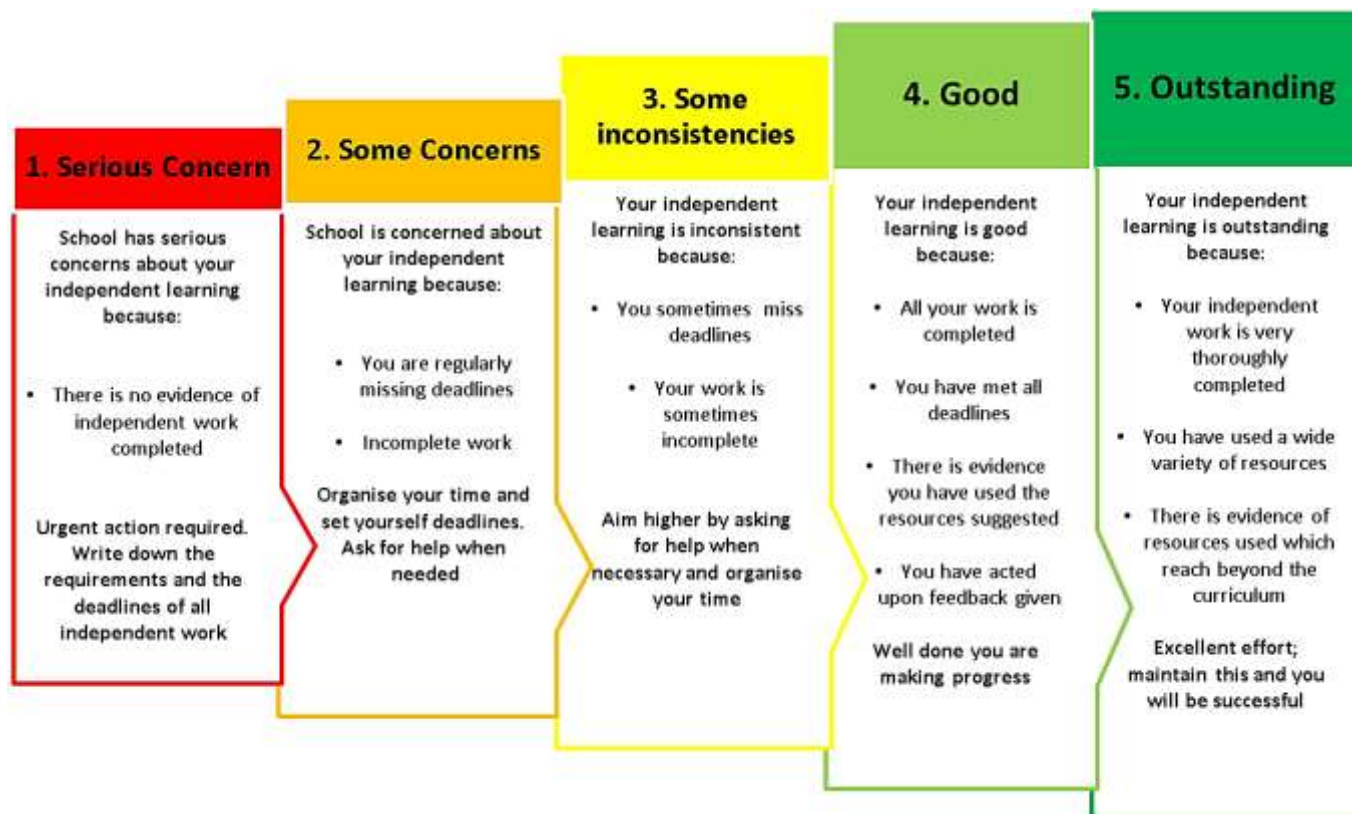
Learning behaviour

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.



Independent work

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



Traffic Lights

- Predictions will be colour coded on tracking and will flag green if a student is on track to meet their target, yellow if a student is within a grade and red otherwise.
- Learning Behaviour – colours will match the information displayed in the Learning Behaviour chart above.
- Independent Work - colours will match the information displayed in the Independent Work chart above.

M Rignall – Autumn 2016