

Parent/Carer Guide to Progress Tracking - Key Stage 3

Key Stage 3 Curriculum

At Ilkley Grammar School we continue to teach the subject content required for study at Key Stage 3. An overview of the content of the school's curriculum for each year and subject can be found on the school website. National curriculum levels were removed from September 2014. In 2014/15 and 2015/16 current performance data used the same level scale as the national curriculum levels but the performance descriptors were defined by Ilkley Grammar School. The use of subgrades **a**, **b** and **c** was as follows:

- a**: mastery of the level and working towards the next.
- b**: secure in the level.
- c**: level unsecure.

Since September 2016 students have been assessment using the new reformed GCSE grades from 1 up to 9. (For further information see [GCSE changes guide by the AQA exam board.](#)) We have also introduced some pre-GCSE grades, F (Foundation) and W (Working towards), for use in subjects where students may not be initially meeting the grade 1 descriptors, especially in Year 7.

Subject areas have used Ofqual guidance, along with their experience, to produced, what we hope are, clear and student-friendly grade descriptors for each area. Students will be assessed against these grade descriptors at each assessment point during Year 7 through to 11. The grade descriptors for each subject area can be found on our KS3 Assessment Handbook. Subgrades will also be used, as before, so to allow smaller steps in progress to be tracked.

Subjects that do not lead directly to a GCSE (core PE, citizenship, essential IT & law) have produced levels/grades linked to how they currently assess their curriculum; these can also be found in the handbook.

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 GCSE / 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 and track their progress through Y7-11.

When recording attainment the use of subgrades is as follows:

- 5+**: mastery of the grade 5 and working towards the next grade.
- 5**: secure in the grade.
- 5-**: grade unsecure.

The same principle is used for those subjects who are not using levels/grades directly linked to a GCSE.

Predicted Grades

The 'predicted' end of academic year grade will be the numerical **GCSE grade a student is most likely to attain at the end of the academic year**. The rationale for using this measure of attainment is to allow students, parents and tutors to be aware when a student is *off target* during an academic year. The same grading system will be used as is for 'current attainment' as shown in the previous paragraph.

Starting Point

For English and mathematics the higher of the end of Key Stage test level in that subject or the average of the two 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.

| 2016 onwards KS2 Level (approx.) | Pre-2016 KS2 Level | 'reformed' GCSE Grade |
|----------------------------------|--------------------|-----------------------|
| N | W | 1 |
| 80 | 1 | 2 |
| 82 | 2 | 3 |
| 88 | 3c | 4 |
| 91 | 3b | 4 |
| 94 | 3a | 5 |
| 97 | 4c | 5 |
| 100 | 4b | 6 |
| 103 | 4a | 6 |
| 106 | 5c | 7 |
| 109 | 5b | 7 |
| 112 | 5a | 8 |
| 116 | 6c | 8 |
| 119 | 6b | 9 |
| 120 | 6a | 9 |

The expected progress from KS2 to the end of Year 11 will be the same for each subject but the journey will be different for subjects given how much content was covered at KS2. To account for this each subject has produced a 'flightpath' showing where students need to be at the end of each year. These can be found in the KS3 Assessment Handbook. Below is the flightpath for MFL showing the grade expected at the end of each year from the different starting points.

| 2016 KS2 | KS2 | Y7 T3 | Y8 T3 | Y9 T3 | Y10 T3 | Y11 T3 | Result |
|----------|-----|-------|-------|-------|--------|--------|--------|
| N | W | F- | F | W- | 1- | 1+ | 1 |
| 80 | 1 | F- | F | W- | 1 | 2 | 2 |
| 82 | 2 | F | F+ | W | 2- | 3 | 3 |
| 88 | 3c | W | W+ | 1 | 3- | 4- | 4 |
| 91 | 3b | W | W+ | 1 | 3- | 4 | 4 |
| 94 | 3a | W+ | 1- | 1+ | 3+ | 5- | 5 |
| 97 | 4c | 1- | 1 | 2- | 4- | 5 | 5 |
| 100 | 4b | 1 | 1+ | 2 | 4 | 6- | 6 |
| 103 | 4a | 1+ | 2- | 2+ | 4+ | 6 | 6 |
| 106 | 5c | 2- | 2+ | 3 | 5 | 7- | 7 |
| 109 | 5b | 2 | 3- | 3+ | 5+ | 7 | 7 |
| 112 | 5a | 2+ | 3- | 4- | 6 | 8- | 8 |
| 116 | 6c | 2+ | 3 | 4 | 6+ | 8 | 8 |
| 119 | 6b | 3- | 3+ | 4+ | 7- | 9- | 9 |
| 120 | 6a | 3- | 3+ | 4+ | 7 | 9 | 9 |

Target Setting

Each student will be set a 'Personal Best' target for the end of each year. This will initially be based on the subject specific flightpath. 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.

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 (for some subjects and years groups) 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).
- Effort Grades – will be colour coded to match the key found on the progress tracking report.

| | |
|-----|---------------------|
| E = | Excellent effort |
| G = | Good effort |
| I = | Insufficient effort |
| P = | Poor effort |

- Homework - A Homework Concern (Y) will trigger red and green if there is No Concern (N).

Effort Grades

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

Effort Grades

A student making Excellent effort...

Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.

- Actively participates in the lesson at all times, and is fully engaged;
- Actively seeks feedback on how to improve the quality of their work and completes all DIRT;
- Shows great resilience, and perseveres with all challenges, even when they are difficult;
- Manages their time and work efficiently, and is highly self-disciplined;
- Uses their initiative in a range of situations, and doesn't always have to be told what to do;
- Consistently makes an Excellent level of effort, working above and beyond expectations, including completion of homework;
- Demonstrates consistently high levels of pride in presentation of work.

A student currently making Good effort...

Good effort means being a responsible and hard working student, who tries their best most of the time.

- Shows a Good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard; including DIRT;
- Shows resilience, and is willing to persevere when things get difficult;
- Takes responsibility for their work, and is well organised;
- Willingly does all that is asked of them, and sometimes more;
- Consistently makes a Good level of effort in class and homework;
- Demonstrates consistently good levels of pride in presentation of work.

A student currently making Insufficient effort...

Insufficient effort means that a student is probably doing most of what they are supposed to do, but is failing to push him or herself or make the most of the opportunities available.

- Generally participates in the lessons, and is generally focused;
- May not always try hard enough to improve their work after feedback or complete DIRT;
- Shows some resilience, but might give up when things get difficult;
- Spends an adequate amount of time on tasks and is usually well organised;
- Does the minimum that is asked of them, but not much more;
- Might make a Good level of effort in class or homework, but this is not always consistent;
- Sometimes demonstrates insufficient levels of pride in presentation of work.

A student currently making Poor effort...

Poor effort means that a student needs to seek more support or engage better with intervention to become a more responsible learner.

- Makes little effort to be involved in the lesson, and may disrupt the learning of others instead;
- Fails to act on feedback provided or complete DIRT, and as a result, may not make much progress;
- Is not interested in being challenged, and will give up without trying;
- Spends an inadequate amount of time on tasks;
- Takes little or no responsibility for their own learning or behaviour;
- Effort is frequently a cause for concern in class and homework;
- Demonstrates consistently poor levels of pride in presentation of work.

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