

# 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.

## 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 reported in the GCSE Attainment 8 score.

## 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 *approximately* the grade expected at the end of Key Stage 5 given different starting points if a student is to make 'good' progress.

| Approx GCSE grades | GCSE score band | QCA score band | Student Numbers | A Levels Taken | Points/subject representative grade | MEG aspiration |
|--------------------|-----------------|----------------|-----------------|----------------|-------------------------------------|----------------|
| Mainly A and A*    | 7.5–8.0         | 55.0–58.0      | 20,754 (10.3%)  | 3.25           | A+ (124.33)                         | A*/A           |
| Mainly As          | 7.0–<7.5        | 52.0–<55.0     | 27,818 (13.8%)  | 3.10           | A- (111.53)                         | A              |
| Mainly As few Bs   | 6.7–<7.0        | 50.2–<52.0     | 18,631 (9.3%)   | 3.02           | B+ (103.81)                         | B              |
| Mainly As & Bs     | 6.4–<6.7        | 48.4–<50.2     | 23,731 (11.8%)  | 3.00           | B (97.78)                           | B              |
| Mainly Bs few As   | 6.1–<6.4        | 46.6–<48.4     | 25,623 (12.7%)  | 3.00           | B- (92.11)                          | B/C            |
| Just over all Bs   | 5.8–<6.1        | 44.8–<46.6     | 25,298 (12.6%)  | 3.00           | B/C (86.67)                         | B/C            |
| Mainly Bs few Cs   | 5.5–<5.8        | 43.0–<44.8     | 23,137 (11.5%)  | 2.91           | C+ (82.22)                          | C              |
| Mainly Cs few Bs   | 5.2–<5.5        | 41.2–<43.0     | 17,076 (8.5%)   | 2.88           | C (78.26)                           | C              |
| Mainly Cs          | 4.7–<5.2        | 38.2–<41.2     | 15,217 (7.6%)   | 2.78           | C- (73.33)                          | C/D            |
| D/Es with 4 Cs     | 4.0–<4.7        | 34.0–<38.2     | 3,760 (1.9%)    | 2.67           | C/D (70)                            | C/D            |
| Mainly 2/3 Cs+     | 0.0–<4.0        | 10.0–<34.0     | 67 (0.0%)       | 2.75           | C- (74)                             | C/D            |

## 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<br>% Good Progress |      | English Language<br>% Good Progress |      | Geography<br>% Good Progress |      |
|------------------|--------------------------------|------|-------------------------------------|------|------------------------------|------|
|                  | A2                             | AS   | A2                                  | AS   | A2                           | AS   |
| Ave. GCSE Pts    |                                |      |                                     |      |                              |      |
| 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 |

This is now reflected in subject Level 3 Value Added (L3VA) score which records the fraction of a grade a student is hopefully above the grade that a student with the same starting point nationally is expected to achieve.

## 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.

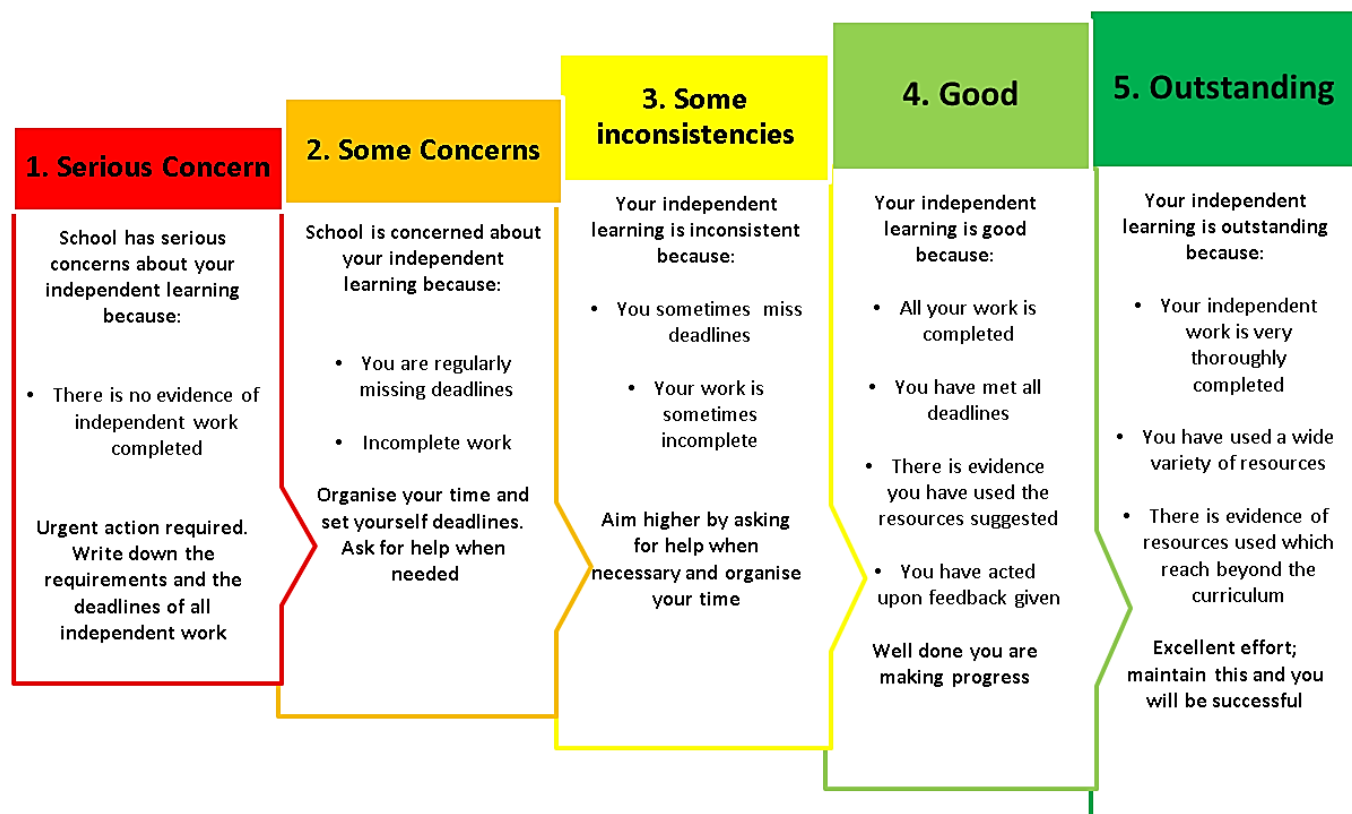
## A student currently making Poor effort...

**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.

## 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.
- Effort Grades – colours will match the key shown on the progress tracking report.
- Independent Work - colours will match the information displayed in the Independent Work chart above.

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