



# ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL

## INTERNAL & EXTERNAL EXAMINATIONS, TRACKING, REPORTING AND SUPPORT PLANS 24-25

**AS Qualifications:** Year 12 students may sit one AS exam in the subject you are not continuing to A Level. In a small number of cases school may advise students to sit more than one AS, in which case school will pay for these additional exams. All other exams will take place at the end of Year 13. If you choose to sit more than one AS Level at the end of Year 12 the additional AS will be at your own cost. There may be other examinations taken at other times throughout the year depending on the subjects you are studying.

**Year 12 Mock examinations:** Year 12 end of year internal examinations will normally take place around the Spring Bank Holiday (May/June). These are conducted in classrooms but in full external examination conditions. The normal Year 12 timetable is suspended for the exam period and students are only required to be in school for their timetabled exams. If coming in school to revise students must sign in and out in using the ID lanyard to ensure there is an accurate record of who is in the building for fire regulations. The silent study area, library (and surroundings), courtyard café and other usual areas will be available for revision. F5/6 will be in use for mocks so will be unavailable for study during scheduled exam times. Students entitled to extra time will sit their exams in the assigned room and they may run slightly into break, lunch or after school.

It is highly recommended (and may be directed) that students not eligible for home study (or who find studying at home difficult) use the facilities in school to revise and to have access to their teachers' help with their revision if required to ensure they have the best opportunity to do well. The performance of those students will be reviewed after the mock exams to see if they require additional support moving forward. If you are ill during the exam period you must contact school prior to the exam starting and inform school of your illness; you should treat them like the real exams and make every attempt to make it to your exam.

**In a normal academic year staff will predict your A Level and UCAS grades on the basis of your end of Year 12 exams, any AS results and your attainment grades**

**during the course. End of Year 12 data will be used for target setting for Year 13 and to assist any transition decisions.**

### **Subject continuation and release from year 12 into 13**

If you are studying a 4<sup>th</sup> subject that can be continued to A Level you need to indicate in the first half term of the Spring term (February) in which subject(s) you wish to sit an AS level. You are then committed to completing your chosen pathway.

To support Year 12 into 13 transition, if you sit external AS exams in 2 subjects you continue with both courses until the end of the academic year as you could continue with either depending on the results. An alternative plan can only be explored in exceptional circumstances and must be agreed with teachers, parents/carers and the Post-16 team. For those continuing, registers remain in place until the end of the academic year and students attend all lessons and may also choose to sit the internal exams in those subjects.

If you sit an external exam in one of your 4 subjects and it is **definitely** the subject that you are not continuing to A Level, you can continue with just your 3 A Level courses. You will have 'Directed or Supervised Study periods added to your timetable if your hours are below the threshold to be classed as a full-time student. You must attend all timetabled sessions until you complete a release form (see below). Some students may be required to continue with all 4 subjects to ensure all options are available for the start of Year 13.

If you are dropping a subject post AS internal exams you must complete a Post-16 subject release form which will be emailed to you or is available from the Post-16 Office. This must be signed by parents, so we know you have discussed this at home. You do not need to attend lessons for the remainder of the year, but you will not be able to 'pick back up' the subject at the start of Y13 following any external examination results. Once the signed form is returned you will be removed from registers and will not be expected in those lessons.

It is therefore strongly recommended that if you have any uncertainty about your results, in either internal or external exams, you continue with all 4 subjects until the end of the year in order to leave all options open to you in September.

### **Progression to year 13:**

If you do not pass the mock and your teacher predicted grade is not a pass grade we will need to look at what additional support is required or in some cases explore alternative options such as resitting year 12 or a bespoke curriculum. In most cases concerns about progress will have been raised well in advance of the year 12 mock exams. Consolidation materials will also be provided to those generally underachieving at the end of year 12 to support students in reaching their Personal Best by the end of Y13. Students with significant academic concerns at the start of Year 13 will be given an Academic Support Plan and timetabled onto Period 7. Where possible students will also be timetabled onto Year 12 lessons in the subject of greatest concern.

**Year 13 Mocks:** Year 13 internal examinations typically take place in the 1<sup>st</sup> Half of the Spring Term before the February Half Term Holiday and will follow the same arrangements as for the end of Year 12 examinations.

Any student under-performing in the formal internal examinations will be required to complete additional consolidation work to avoid underperformance in the external examinations. This may include the withdrawal of home study and/or the timetabling of additional lessons in identified subjects as well as subject specific support.

## **GUIDE TO PROGRESS TRACKING AND REPORTING**

You will receive “Progress Tracking” Information 3 times a year, one of which will be a full “Report”. Traffic light colours will be used to produce a quick visual aid to identify problems (red) and areas of success (Green) Green can be considered as meeting expectations, or no problems and red as below expectations. You are monitored on Attainment, Effort, Independent work and you will be also be given Attainment targets.

### **Attainment Grades**

The **‘current attainment’** grade will be the current overall grade at which you are 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 will contribute significantly to the grade. It will reflect the grade that you would be awarded if you 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 **‘teacher predicted grade’** is a forecast of the grade you are 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 your strengths and areas for development.
- The quality of the work you have 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 you, your parents/carers and tutors to be aware when you are off target for performance by the end of the course.

The **‘UCAS predicted grade’** will be shared post Year 12 mocks and reviewed at the end of Year 13 term one. These grades are an optimistic, aspirational but realistic appraisal of what a student could achieve with hard work and will broadly be used for UCAS predicted grades on university applications.

### **Starting Points and target setting**

The starting point for target setting in Post-16 is your average points score at GCSE as this is statistically the best indicator for future outcomes. This is calculated from all GCSE 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 at least 'good' progress from the end of Key Stage 4 to the end of Key Stage 5 when you take your 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 you are to make 'good' progress. These will be subject specific and may differ slightly across the curriculum.

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 you making at least 'good progress' from your starting point. This may be raised by the subject teacher, if you are 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 make good progress nationally and it varies by subject and starting point and according to individual circumstances.

This is now reflected in a subject Level 3 Value Added (L3VA) score (not used in 2020, 21,22 or 23). This compares the grade an individual student at IGS is achieving in relation to the grade the average student with the same starting point nationally is expected to achieve.

## **Commitment to Learning**

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.

## Commitment to Learning

I will achieve my Personal Best by demonstrating the school values, so that I can grow in wisdom and stature



### Excellent

A student who is firmly committed to mastering their curriculum and how to learn

- I am a curious learner who shows a desire to know more by asking thoughtful questions and making links with prior learning
- I demonstrate a firm commitment to developing effective learning and revision habits, so I become independent and self-motivated
- I demonstrate **courage** and **resilience** when faced with challenge and hard thinking. I embrace difficulty as key to learning
- I take full **responsibility** for my own learning and set my own, well-considered goals for improvement
- I take full advantage of opportunities to learn from others and am proud to articulate and share my knowledge with others
- I am **kind** to myself and understand that failure is essential on the road to success. I am proud and celebrate my own success and the success of others
- I **respect** the learning of others by modelling the Personal Best values

### Good

A student who is committed to mastering their curriculum and how to learn

- I am a curious learner who wants to know more by asking questions and making some links with prior learning
- I demonstrate commitment to developing effective learning and revision habits, so I become independent and self-motivated
- I demonstrate **courage** and **resilience** when faced with challenge and hard thinking. I understand difficulty is key to learning
- I take **responsibility** for my own learning and set my own goals for improvement
- I take advantage of opportunities to learn from others and am proud to articulate and share my knowledge with others
- I am **kind** to myself and understand that failure is essential on the road to success. I am proud and celebrate my own success and the success of others
- I **respect** the learning of others by following the Personal Best values

### Inconsistent

A student who is inconsistent in their commitment to mastering their curriculum and how to learn

- I am sometimes a curious learner who wants to know more by sometimes asking questions and making some links with prior learning
- I sometimes demonstrate commitment to developing effective learning and revision habits
- I demonstrate some **courage** and **resilience** when faced with challenge and hard thinking, but this is inconsistent
- I take some **responsibility** for my own learning and at times set my own goals for improvement
- I don't always take advantage of opportunities to learn from others or to articulate and share my knowledge with others
- I am not always **kind** to myself and don't always recognise that failure is essential on the road to success.
- I don't always **respect** the learning of others or follow the Personal Best values

### Minimal

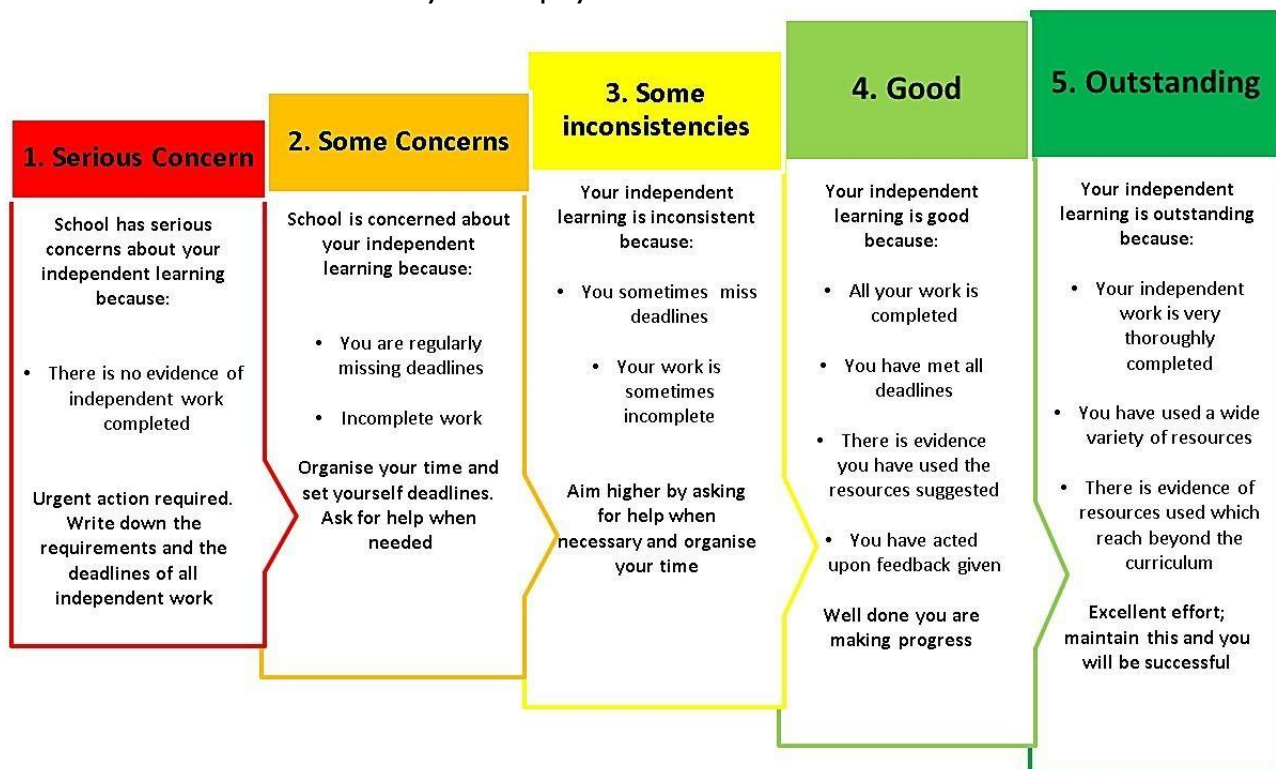
A student who demonstrates minimal commitment to mastering their curriculum and how to learn

- I am not yet a curious learner and don't yet commit to knowing more by asking questions or linking to prior learning
- I demonstrate minimal commitment to developing effective learning and revision habits
- I don't yet demonstrate **courage** and **resilience** when faced with challenge and hard thinking.
- I don't yet take **responsibility** for my own learning or set my own goals for improvement
- I don't yet take advantage of opportunities to learn from others or articulate and share my knowledge with others
- I am not yet **kind** to myself and don't yet recognise that failure is essential on the road to success.
- I don't **respect** the learning of others or follow the Personal Best values



## Independent work

Below are the criteria for '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.



## A Guide to Independent work

Subject Teachers and the Student Achievement Manager (SAM) produce guides to support independent work. These will vary from subject to subject but there will also be general advice available to help students work out what to focus on in Supervised, Directed and Home Study. This will be shared with students and parents via a Showbie code.

## 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.
- Commitment to Learning 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.

## Support Plans and Contracts

By signing up to Post-16 students are agreeing to participate fully in Post-16 life. If students are consistently failing to reach their potential Year 12 and 13 contracts will be issued as and when necessary. It is our intention to give all students a 'fresh start' when they start in the Sixth Form at IGS, although some students may benefit from support from the start.

**See below an example of a Post-16 support plan:**

Our next step as a school (pending resit results) is to place you on a support plan which will set out formally the basic study expectations of a Post-16 student at IGS. The requirements set out in the support plan are not optional but are in line with the core expectations we have of all students. Some additional elements have been included to support catch-up with Year 12 content.

Please see below the details of the plan:

- Any unavoidable absences to be reported to school by 8.30a.m. of the morning absence providing the reason (attendance of over 95% is expected from all students)
- Excellent punctuality to lessons and PBT
- All classwork and homework deadlines to be met or extensions discussed and agreed in advance with your teachers.
- Additional Supervised Study periods will be added to your timetable, which must be attended punctually
- Period 7 will be added to your timetable for half term 1 and then progress reviewed.
- Productive use of independent study time
- To arrive to all lessons/study periods fully equipped to learn
- To engage fully in lessons/homework as evidenced by regularly asking questions/providing answers
- If ill-health means that you must leave school early, then you must first obtain permission from the post-16 office and, if possible, collect work for any lessons that will be missed. You must then sign out using the school system
- To secure Commitment to Learning grades of Excellent or Good, as judged by your teachers
- You must ensure emails and Edulink are checked at least daily
- Full engagement with the Next Steps process, including full attendance to all PBT sessions
- Provide evidence weekly to your teachers that you are catching up the work missed from year 12
- Provide evidence weekly to the teachers that you are revising for the summer examinations
- Full engagement with any revision/support lessons provided in each subject

I will be organising a meeting with you to go through these expectations.

You will need to meet weekly with an agreed member of the Post-16 team to discuss how you are doing. If, at any review point, you fail to meet any of these criteria then we will need to



meet formally to discuss next steps. I need to let you know that if any of these core expectations are consistently not being met then there is the possibility that on the third occasion that you do not meet these expectations you may have to be removed from roll.

We hope that this structure and clarity, which can operate like a checklist, will help you to work more productively for the remainder of year 13, enabling you to secure the best Next Steps options possible.

Please note that the expectations in this Support Plan are in line with the expectations of all students.

Many thanks

The Post-16 team