

Monitoring your Child's Progress

Please find below a short guide to the ways in which we will assess, monitor and report on your child's progress from Year 7 to Year 11.

The New GCSE Grading System

From the summer of 2017, GCSE students received some of their grades in a new format.

This is because the familiar system of A* to G grades

used for GCSE subjects, is being phased out between 2017 and 2019. This means that, by the time the first cohort of students at The Suthers School take their GCSEs in 2022, all grades will be reported using a new 9 to 1 points based system with 9 being the highest grade (roughly equivalent to a top A* in the outgoing system). See table below for a breakdown of the new numerical grading system alongside the traditional A*-G approach.

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

Broadly the same proportion of students who currently receive a grade C or above will receive a level 4 or above.

Broadly the same proportion of students who currently receive a grade A or above will receive a level 7 or above.

The bottom of grade 1 will be aligned with grade G.

Source Ofqual

The advice from OFQUAL (the exams regulator) is that the bottom of a grade 4 will be equivalent to the bottom of a grade C and the bottom of a grade 7 will be equivalent to the bottom of a grade A. At present, we are also working on the principle that Grade 5 will be considered a "strong" pass and a grade 4 will be considered a "standard" pass.

How we will report progress

To coincide with these changes we have developed a 0.0 – 9.0 point score system at The Suthers School, which enables pupils, parents and staff to track a child's progress from Year 7 through to GCSE using one consistent measure.

At Key Stage 3, levels no longer exist; pupils will be assessed against GCSE standards from entry in Year 7 and will have 10 increments within each grade to progress through, as they develop their knowledge, skills and understanding in each subject. Where students have had little or no experience of a subject (such as French) their starting point/baseline will be set at 0.00. Where students have had more experience and would be expected to have more developed skills from Key Stage 2, their starting point / baseline will be set at 1.0 or above. From the baseline, we will then be able to track students' progress towards End of Year and GCSE targets. At each

progress check we will therefore report on your child's Current Attainment Level (CAL).

Current Attainment Levels (CALs)

This is a term used to refer to the level your child is currently working at based on the most recent available assessment data, class work and independent study. It is based on the 0.00 -9.00 scale outlined above and therefore pinpoints where your child is according to the new GCSE grading system.

Setting Targets

We are ambitious for all of our students and when setting targets will always seek to foster ambition and aspiration in all students, no matter what their starting point. In common with other schools in the Nova Education Trust, we use Fischer Family Trust (FFT) and FFT Aspire to support our target setting. FFT targets are calculated based on a wealth of data collected over many years which helps to estimate the most likely outcomes for students based on their prior attainment at Key Stage 2 (particularly in English and Maths). This statistical estimate is used to inform the end of Key Stage 4 (GCSE) target we set for our students and is used to help us work out End of Year targets for each academic year, starting in Year 7. This means we are able to calculate and keep track of your child's progress and their 'flightpath' towards their 'destination grade' from the very first Progress Check.

Is your child on track?

It can be hard to know as a parent whether your child is on track to achieve their end of year or end of GCSE target, especially in Year 7 when we would expect the CAL to be quite low. To help give an indication of your child's progress towards their targets, Progress Reports will include a colour-coded indicator for each subject, showing you 'at a glance' whether we believe your child is on track. A key explaining this will be included in each report.

Approach to Learning (AtoL)

One of the key factors that will influence your child's chances of staying 'on track' and their chance of making the maximum amount of progress will be their Approach to Learning (AtoL). At The Suthers School, the Approach to Learning grade is based on a 1-4 grading system where 1 represents 'outstanding' and 4 represents a 'cause for concern'. We expect the vast majority of our students to be at least 'good' (2) in all subjects in terms of their AtoL and will always intervene where a student does not meet these expectations. Judgements are based on three equally-weighted aspects (Effort, Behaviour, Independent Study) and further details can be found in our 'Expectations Explained' document.

Any questions?

If you have any further questions about how your child's progress is monitored and/or how this information is shared, please do not hesitate to get in touch with your child's Form Tutor or email contact@suthersschool.co.uk