

# **St. Patrick's Academy**



## **GCSE Tracking & Assessment Guidance for Parents**

## **Rationale**

At St. Patrick's, we believe that assessment is a vital part of every student's learning journey and it is the key to enabling effective partnership working between staff, pupils and parents to ensure that every student makes significant progress throughout each academic year.

We are committed to improving educational outcomes for every student across all ability ranges and key stages and feel this can best be achieved through:

- high quality teaching and learning which is tailored to the individual learner;
- positive partnership working (using Assessment for Learning) with students to help them achieve their learning goals;
- regular assessment to map progression and identify learner needs;
- consistent reporting and communication with parents to support each individual learner and maximise his/her potential for success.

## **Key Stage 4 (Years 11-12)**

### **September Baseline Assessments**

- Cognitive Ability Tests (CAT4) and Key Stage 3 results for Communication, Using Maths and Using ICT will be used to map each student's skills, potential and learning style at the beginning of each year. This information, together with the GCSE predicted grades identified in the CAT4 test, will be used to inform each student's GCSE target grade in his/her chosen subjects.
- Each student will be expected to make significant progress in relation to this starting point as he/she progresses through the academic year.

- This information will be used by Faculty Heads and Subject Leaders and Subject Teachers to inform curriculum planning where course content, resources, schemes of work, lesson plans, study routines, homework tasks and continuous assessments will be tailored to meet the needs, aptitudes and interests of every learner.
- Baseline data will also be shared with pupils and parents to help each student set and achieve/exceed his/her target grades.
- Students' GCSE targets will also be shared with the CEAIG advisor who will work with each student to plan career pathways for Post-16.
- Pupil Attitudes to Self and School (PASS) data will also be used to understand our learners better and to help build students' confidence in their own ability.
- SEN and IEP data will be used extensively to support each student with SEN and to formulate subject-specific learning plans designed to encourage and support all learners to achieve their learning goals. Access Arrangements will be in place to support each student through the assessment and examinations process. These arrangements will underpin all assessment routines in the school.

### **Interim and Formal Assessments**

There will be four points of assessment in each academic year and these will be used to map and evaluate progress and to work in partnership with pupils and parents to review learning targets and enhance progress. The final point of assessment for Year 12 will be in April 2018 as they will complete external examinations for all GCSE subjects between May and June 2018 and these results will be available in August 2018.

## Planned Assessments

| Month     | Assessment Type  | Report Type   |
|-----------|--|---|
| September | Baseline Assessments   | Computerised report detailing CAT4 predicted grades and GCSE teachers' target grades for each subject.  |
| October   | Interim Assessments  | Computerised report containing grades and tracking progress.  |
| December  | Formal Examinations (including External Modular Examinations)  | Computerised report containing grades, tracking progress and comments from teachers in relation to progress and improvement. Where external examination results are expected, the grade input will show P* for pending. Modular results will be printed and given to pupils as they arrive. |
| April     | Interim Assessments  | Computerised report containing grades and tracking progress.  |
| June      | <u>Year 11</u><br>Formal Examinations (including External Modular Examinations)<br><u>Year 12</u><br>External Examinations | Computerised report containing overall attainment grades and end of year tracking progress.<br><br>Available in August  |

## September Baseline Report

The September Baseline Report is a computerised report which details your child's starting point from which progress will be measured this year. The report details the following information:

- GCSE predicted grades based on his/her results in the CAT4 test
  
- GCSE teacher targets for this academic year

Please note that where the predicted grades indicate a possible grade borderline (e.g C/D), teachers may decide to target the lower grade for Year 11 and then review/increase this target when your child progresses to Year 12 (e.g. C).

It is also possible for teachers to set a higher target than the predicted grade based on their professional judgement of your child's efforts and attainments to date, and the school's high expectations for success.

## Computerised Tracking Reports

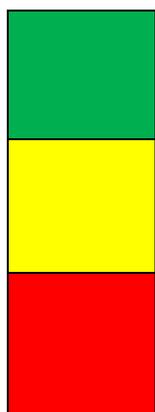
Following each planned assessment routine (held in October, December, April and June), you will receive a progress report which will provide a picture of your child's progress in relation to his/her target in each subject. Progress is colour-coded for ease of use.

**Example** (Does not include all subjects)

| Subject   | Target | Tracking Average | Current Attainment Grade | Progress in relation to target |
|-----------|--------|------------------|--------------------------|--------------------------------|
| English   | C      | 70%              | B                        | Above Target                   |
| Maths     | B      | 70%              | B                        | On Target                      |
| Science   | A      | 66%              | C                        | Below Target                   |
| History   | C      | 65%              | C                        | On Target                      |
| Geography | B      | 70%              | B                        | On Target                      |

### Important Note

The expectation is that the colour-coded report will show mostly yellow results.



Green means that your child is exceeding his/her targets, demonstrating excellent progress.

Yellow means that your child is achieving his/her targets successfully. This indicates very good progress.

Red means that there are some areas of concern which we will work to resolve.

## Attainment Percentages to GCSE Grades

Below is a table of how the attainment percentages in every subject translate to GCSE grades.

| Percentages to Grades |      |
|-----------------------|------|
| 90%                   | = A* |
| 80%                   | = A  |
| 70%                   | = B  |
| 60%                   | = C  |
| 50%                   | = D  |
| 40%                   | = E  |
| 30%                   | = F  |
| 20%                   | = G  |

Targets are set based on GCSE grades and these are shared with pupils. Pupils will therefore work towards achieving and/or exceeding the target assessment percentage in each test in order to achieve/exceed the target grade.

Pupils will be encouraged to reflect on their target grades (as well as their progress towards these targets) regularly and to set meaningful goals for success.

## Further Information

Further information and guidance on our assessment and tracking procedures will be provided at our scheduled Parent/Pupil Information Evenings.

A detailed copy of our assessment policy, together with key responsibilities, can also be found on the school website.

If you have any queries or concerns about aspects of your child's progress, please feel free to contact us at any time.

