



CLAYTON HALL
ACADEMY

Understanding our Key Stage 4 Reports and How to Make Best Use of Them

Mr GL Morris
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Pastoral Summary

- Self-explanatory
- Covers attendance, punctuality and behaviour points.
- Remember that although **95% Attendance** seems really high it is the equivalent of **missing two full weeks** in an Academic Year!

| Attendance and Punctuality Summary | | | |
|------------------------------------|--------------------|----------------------|------|
| Attendance % | Authorised Absence | Unauthorised Absence | Late |
| 95.8 | 5 | 0 | 3 |

| Attitude to Learning Summary | | |
|------------------------------|------------------|-------------------|
| Achievement Points | Behaviour Points | Behaviour Balance |
| 35 | 5 | 30 |

- Authorised Absence
 - E.g. A confirmed illness that has been agreed by the school
- Unauthorised Absence – this has not been agreed by the school
 - E.g. Family holiday
 - If you feel this is incorrect – please contact the school



How are Targets Allocated?

- Our **Aspirational Targets** are based on FFT Aspire a database which is renowned in education.
 - FFT is the Fischer Family Trust
- They compare historical data for thousands of students and provide benchmarks against which we set our targets.
- Our students largely have **FFT20 targets**
 - **Top 20%** of similar students
 - Achieving this target would put each student in the top 20% of all students (nationally) who started secondary school at the same ability level
 - FFT 50 (which is about 2 sub-levels below) would be the benchmark or average grade achieved by similar students



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Is the Target Achievable?

The Target seems really low

- Firstly it is there to be beaten...
- It is **not a ceiling**...
- Secondly remember – If the target is achieved that puts the student in the top 20% of similar ability students for that subject
 - That should be celebrated

The Target seems really high

- Remember 20% of all students of a similar ability achieve this
 - So why can't you?
 - **Strive to achieve**



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Academic Summary

- Summarises how many subjects the student is 'On Track' to meet their end of Year 11 Target
 - This is calculated using their Current Working Grade and Projecting forward along their EAP – See next slides
- Colour scheme is the 'Key' for the report

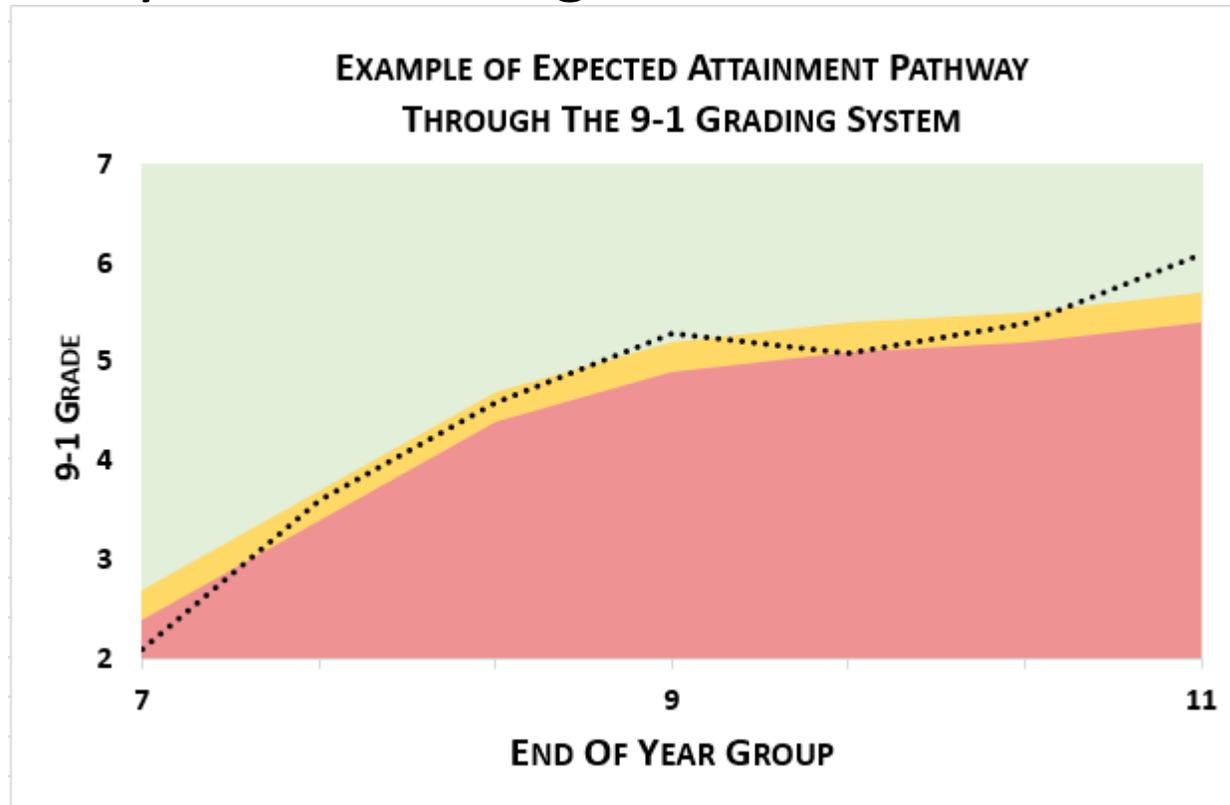
| Number of Subjects On Track to Meet End of Year 11 Target | | | |
|---|----------|----------------------|-------------|
| Above Track | On Track | Slightly Below Track | Below Track |
| 2 | 5 | 4 | 1 |

- **'Above Track'** – a fair chance of achieving higher than their Year 11 target if they continue to make expected progress.
 - **'On Track'** - likely to achieve their Year 11 Target if they continue to make expected progress.
 - **'Slightly Below Track'** is likely to achieve one grade lower than their Target unless they begin to make accelerated progress.
 - **'Below Track'** – is likely to achieve more than one grade lower than their Year 11 targets unless they make considerable progress.
- It is never too late to improve your grades!
- The projection is made against a linear Expected Attainment Pathways (EAP). It is important to note this is an approximation of potential progress and all students progress at different rates
- How close each student is to hitting their target is based on their EAP – An Expected Attainment Pathway



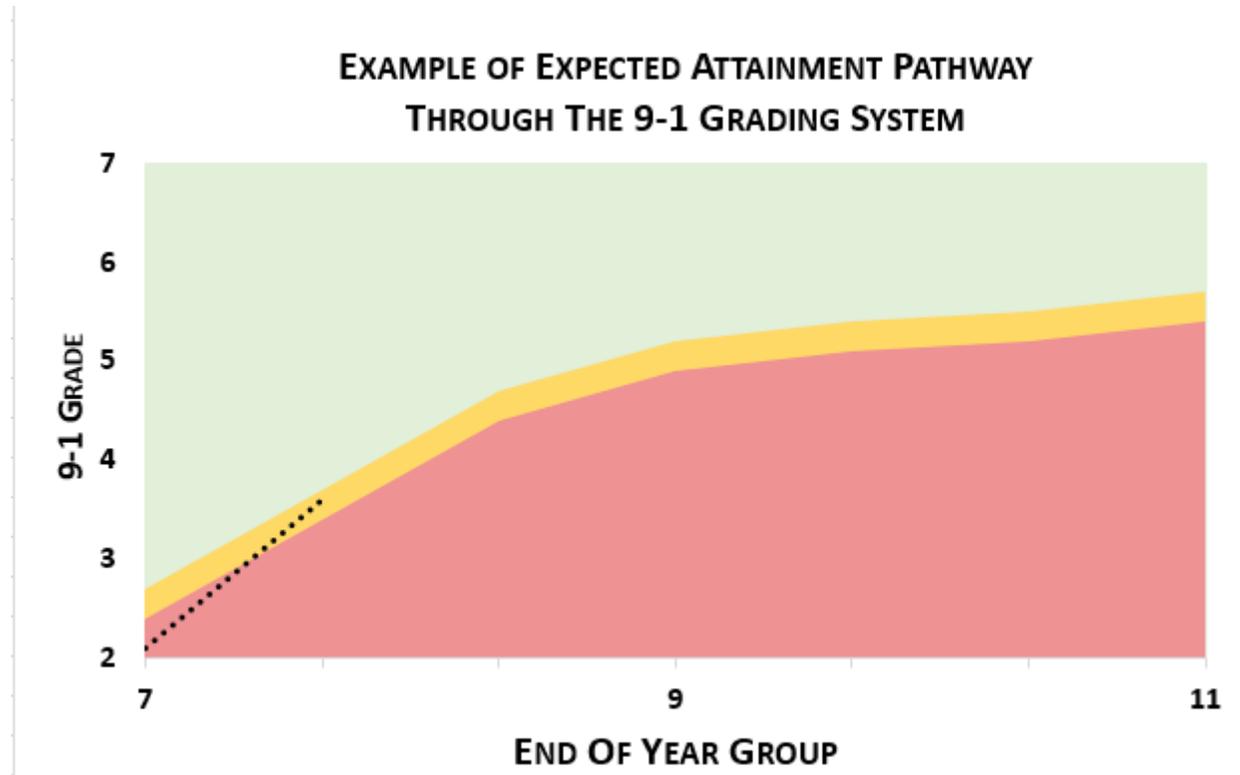
EAP - Expected Attainment Pathway

- Firstly we set aspirational targets for the end of Year 11
- This grade is then tracked back along an 'EAP' to estimate where students should be, at that stage of their journey
- We can then see if they are on the right track to meet this target.
- The dotted line represents a student's journey over their time at school
- See the next slides



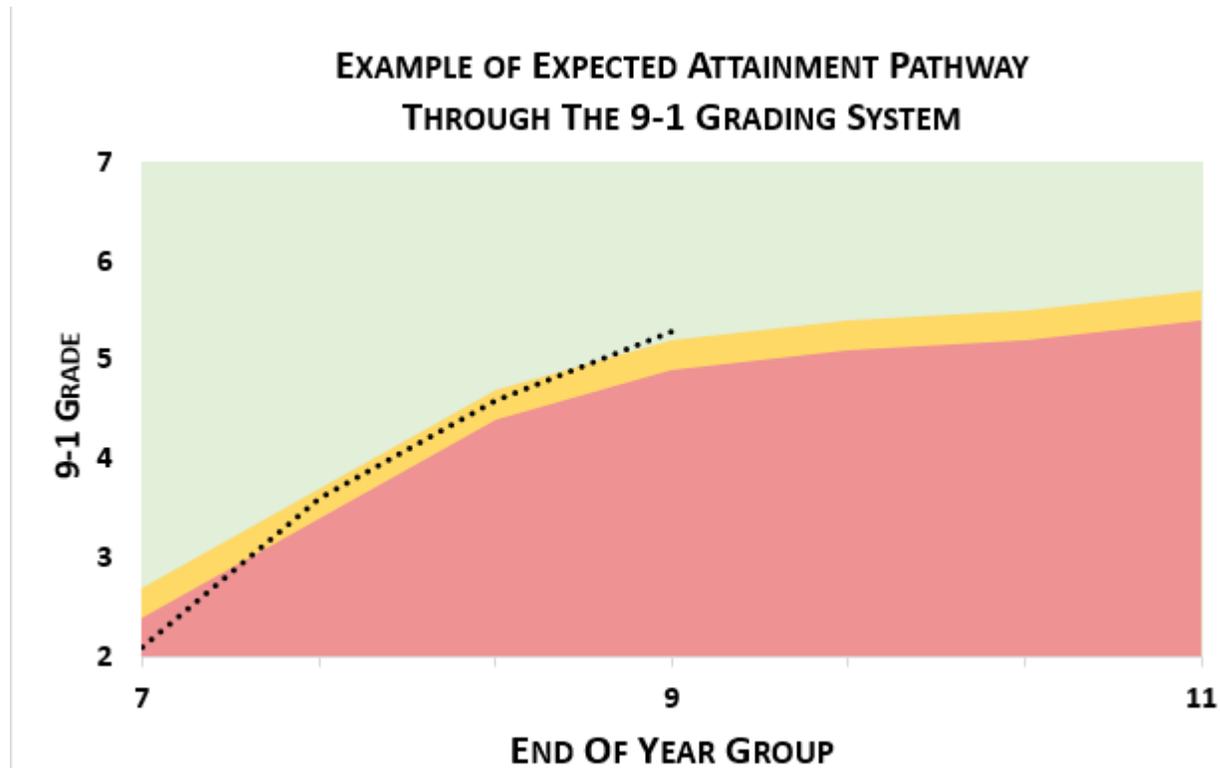
Example - Part way through Year 8

- Student **had been** 'In the red' – Below Track and therefore Below their Expected Attainment Pathway
- They have now made some progress and are only 'Slightly Below' – they are in the amber section



Example - End of Year 8

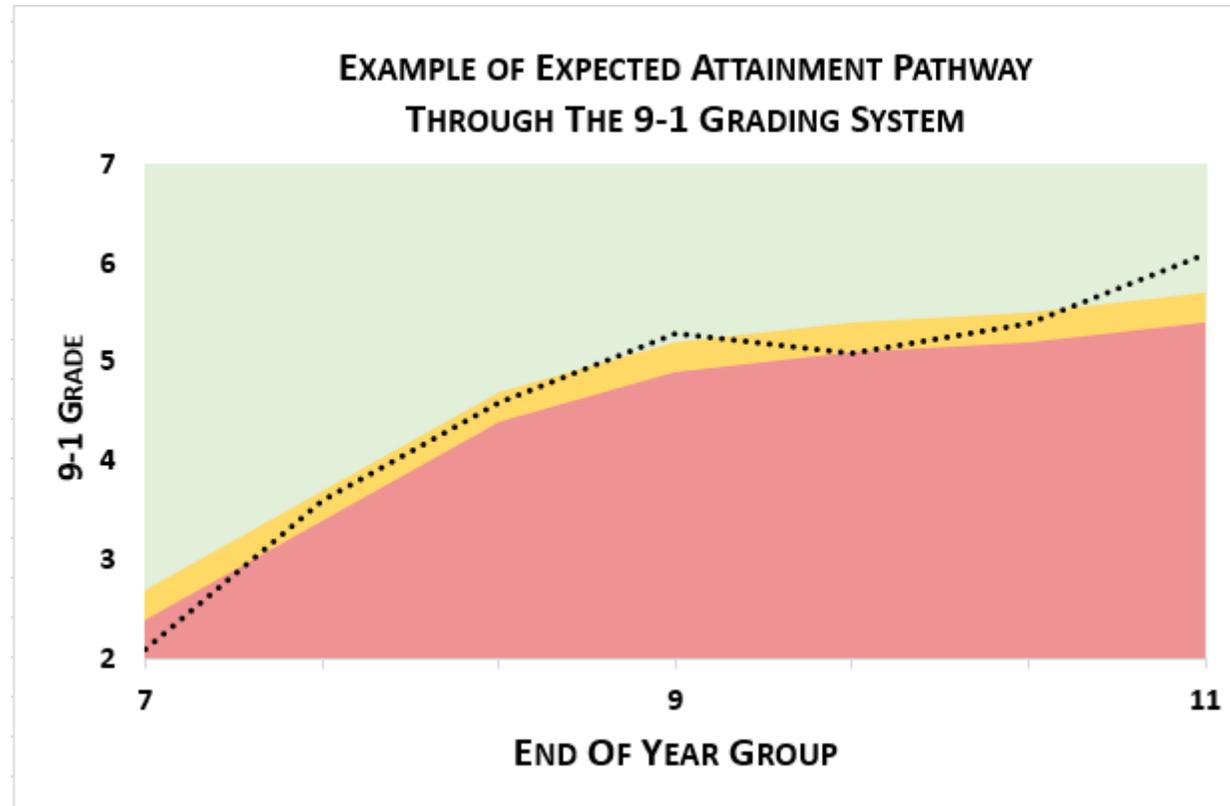
- They continued to be just below target for a while
- They have now made more progress and are – **‘in the green’**
- They are now on, or in this case ‘Slightly Above Track’



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End of Year 11

- We can see how the student has been slightly above and below track at different points
- They finished above track and therefore above target
 - Above their EAP – Their Expected Attainment Pathway
- This is what the EAP is – your child's trajectory to success.
- EAPs for each term are shared with the students to help them track their own success.



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Current Working Grades

- This takes into account a whole range of assessment methods e.g.:
 - Classwork
 - Homework
 - Verbal contributions
 - Internal tests and exams
- This is the grade that would be achieved at this point were they to sit the GCSE or complete their BTEC
- Taking into account only the units that have been studied.



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What do the *new* GCSE Grades Mean?

Although they have been around for while – they are still ‘new’ to many parents

- 4 is a ‘Standard Pass’
- 5 is a ‘Strong Pass’
- 8’s and 9’s are calculated as a percentage of those achieving a 7
 - Approx the top 18% of those achieving a 7 will be awarded a Grade 9
 - E.g. if 20% of cohort achieve a 7 only 3.6% will be awarded a Grade 9
- [Video](#) to help explain from Pearson
- [New Combined Science GCSE Grading](#) – gov.uk

Ofqual

Grading new GCSEs

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



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How to Make Best Use of The Reports

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Making Best Use of the Reports

- For the report to have the greatest impact discussions are encouraged
 - Student and Tutor
 - Student and Teacher
 - Student and Parent/Carer
- In school we are looking at ways for students to engage with their whole report before it comes home. This will make your conversations more meaningful too.
 - Students should take responsibility for their own learning; recognising what they do well, what they are aiming for and how best to get there.
- The reports are just one part of our integrated approach to assessment
- Discussions about school and looking at your child's books can happen at any time.
 - Try to make them regular to avoid the 'Dad leave me alone! I don't want to talk about my report' type of response (to quote my daughter)



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Tips for having 'Report Discussions'

- Before the discussion – Read it alone. Absorb it.
 - Ask your child to do the same too – alone and before the discussion
- Take a break before having the discussion.
 - If the report is positive all around the discussion may be easier
 - If the report has some less than positive aspects you should consider how best to tackle these before you start
- Focus on the Positives
 - Praise the attitude grades as well as the subject grades
 - Remember 'Slightly Below Track' is exactly that
- Avoid comparing your child to their siblings or to their friends
- These conversations are sometimes easier away from home. Consider going for a walk rather than chatting face to face



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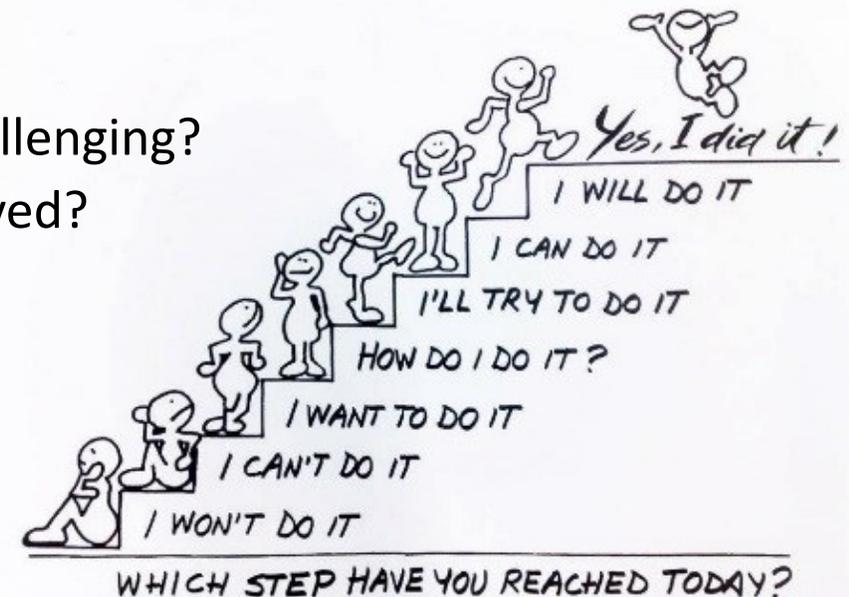
Questions to help the discussion

Here are a number of questions you could ask. Try to follow them up with 'Why do you think that is? Talk to me further about that... or similar questions to keep the conversation flowing.

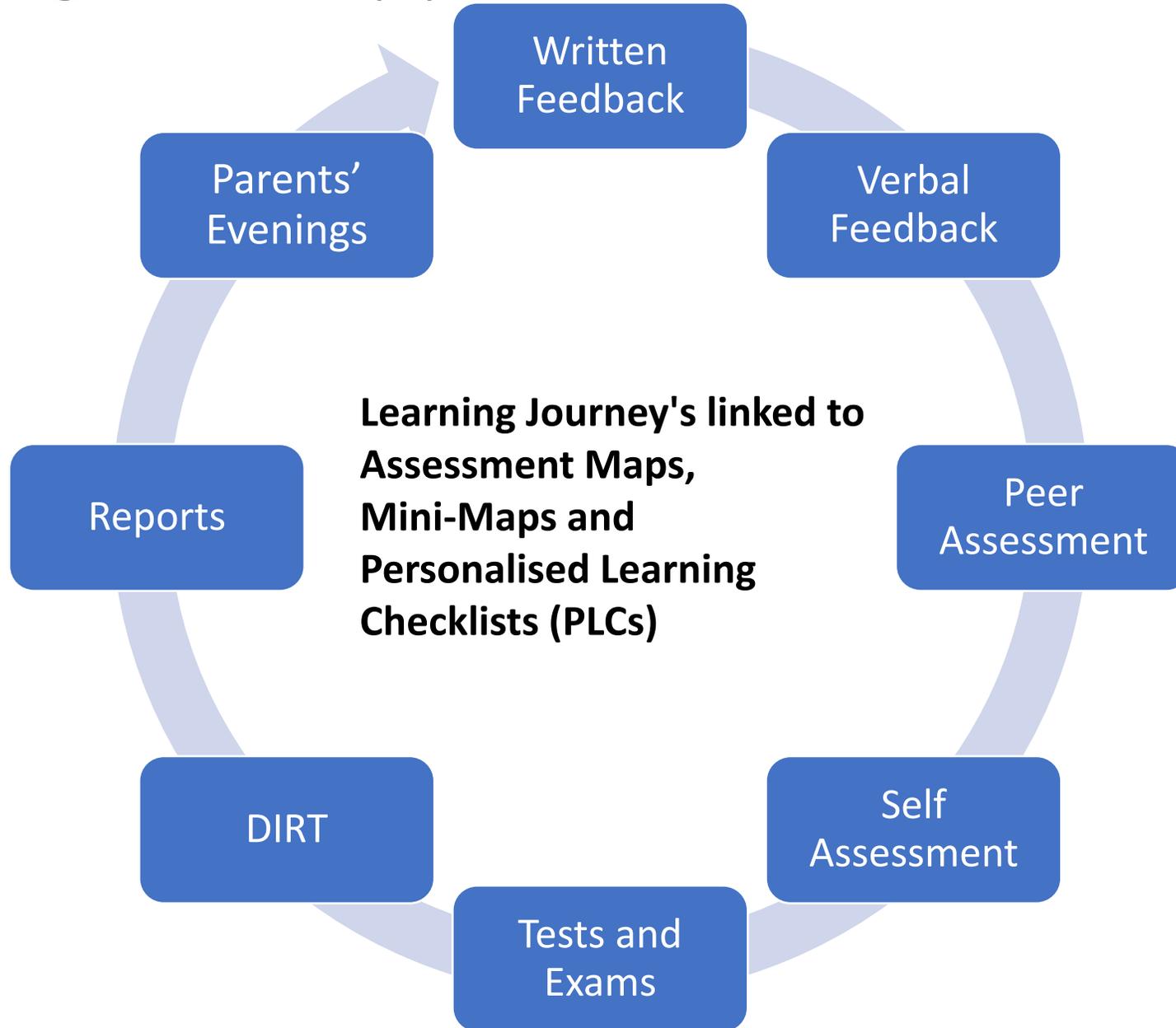
- How do you think you have done? What do you think about the report?
- What are the most positive parts? Which parts are you most pleased with?
- Why do you think you have done well in this subject?
- Tell me what you understand by the grades and the colour coding?
- What is stopping you from getting more positive Attitude to Learning Grades?
- What is stopping you from being 'On Track'?
- What can we do to get you back 'On Track'?
- What has been the most fun? What has been the most challenging?
- How do you feel in class? How can you get more involved?
- What can we do together to help you improve?
- What could we do together to make it more enjoyable?

Think Positive

- **Not 'I can't' – But 'I can't YET!'**
- **Not 'I am no good at that!' – But 'I am no good at that YET!'**



An Integrated Approach to Assessment



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DIRT is Dedicated Improvement and Reflection Time – Work is usually completed in Green Pen