

A Guide to the Student Reporting System at the Elizabethan Academy

Changes to the reporting system at the Elizabethan Academy 2016-17

This year you may have noticed several changes to the way in which your child's progress and achievement are being measured at the Elizabethan. Many of these changes are in response to Government changes to the National Curriculum and to the GCSE Exams system. This document attempts to give a general overview of the new reports in light of these changes and to explain the terminology being used.

Life after Levels

From September 2016 the Elizabethan Academy moved away from the measurement of student progress through levels to a new system which incorporates national Government changes to exams and assessment at all Key Stages.

Previously, the progress of students in KS3 has been measured in levels (4c, 5a, 6b etc.). This was a continuation of the levels used to measure progress in Primary, so it was logical to continue with this measure at KS3. Now that levels have been replaced by 'Standardised Scores' for Primary assessment (centred around 100), it is no longer of value to use this measure at KS3. Instead, pupils' achievement will be measured using the same scale as the new GCSE (9-1) grading system. Further details of the new 9-1 grading system are available in **Appendix A**.

You may have received reports for your son/daughter in previous years where their assessment was given in levels. You will find that the new system is more consistent and means that your son/daughter's progress will be measured on one continuous scale throughout their time at the Elizabethan Academy.

Setting Targets

As with most secondary schools, the Elizabethan Academy uses national guidelines and data to set targets for students. This data, together with internal teacher assessments, is used to set a final GCSE target grade. We then work backwards from that final target grade to calculate end of year targets in each subject.

We recognise, however, that every child is different and initial targets may be adjusted as the course progresses, as teachers continue to assess a student's ability and potential in that subject.

Measuring Progress

It is easier under the new reporting system to measure progress from year to year, as students are all being measured against the same scale. You should be able to see your child's grades increase numerically as they progress through the school.

Progress is rarely linear and differs from subject to subject, there may be slower progress in certain subjects in the initial stages of the course (such as Technology subjects, or Modern Languages for example, where students may be completely new to the subject) or more rapid progress in subjects where your child has a natural aptitude or ability.

A summary of your child's academic report

Frequency of Reports

At the Elizabethan we have at least three separate assessment points (AP) throughout the year where we collect assessment and progress data for all subjects. You will receive a report for your child after each of these assessment points.

Report Format

At the top of the report you will see a list of the academic subjects your child is studying (extracurricular activities and pastoral subjects, such as PSHCE, are not included in this list). Next to each subject, you will have the following information:

Target

This will either be an End of Year Target (if your child is in Year 7, 8 or 9) or Final Exam Target (if your child is in Year 10 or 11). End of Year targets are clearly marked as such, whereas Final Exam targets are just called 'Target'.

Working at Grade

This is an indication of the grade at which your child is currently producing work. This is based on a variety of sources such as assessment data, class work, homework etc.

Projected Grade

This is the grade your child is expected to achieve if they continue to progress at their current rate for the rest of the year/course. In Years 7, 8 and 9 projections are given for the end of the Year. In Y10 and 11 Projections are for the end of the course (so refer to expected final exam results).

Attitude to Learning

This is an assessment of your child's attitude and behaviour in that subject and refers to the level of effort and commitment they put into the subject in respect of both work in class and homework. There is a key at the bottom of the report which explains what the different assessment levels mean:

Excellent	Is highly motivated and displays an exceptional level of effort and commitment
Good	Demonstrates a high level of commitment and enthusiasm
Coasting	Shows some interest in improving his/her learning but could do much more
Requires Immediate Improvement	Sometimes lacks the motivation to learn and shows minimal commitment
Inadequate	Often displays disruptive behaviour/inattention and/or a negative attitude

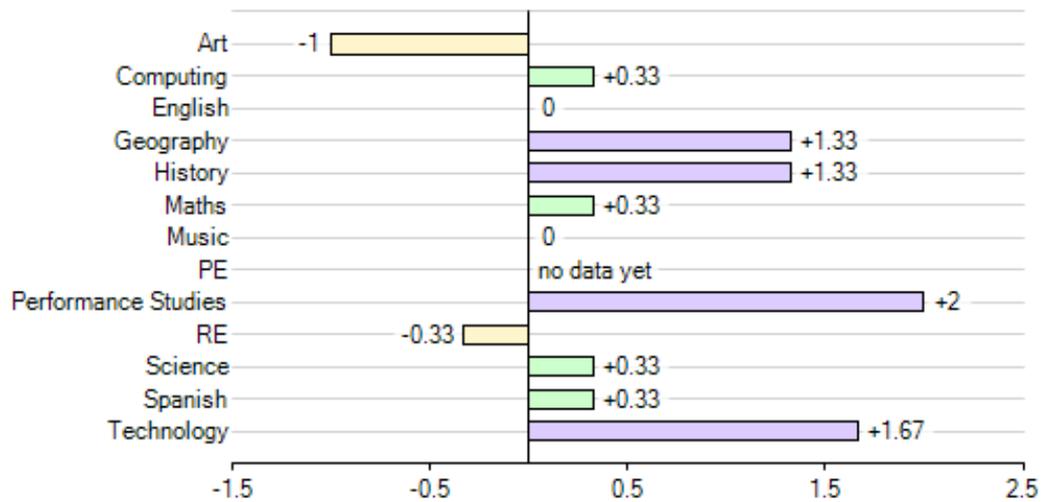
Comment and curricular targets

Once a year you will get a report for your child which, in addition to the above, also contains comments from their subject teachers and tutor. Comments will refer to your child's

individual strengths/weaknesses in the subject and provide suggested targets for further improvement (curricular targets).

Residuals

Below the list of subjects on your child's report you will see a Residuals Chart. Residuals is a measure of the difference between two grades. On your child's report we measure the difference between their Target Grade and their Projected Grade (end of year/course). Where the chart has a positive number then they are projected to achieve above their target. If the subject shows a negative number then your child is projected to underachieve against his/her target. A zero indicates that they are projected to be on target to achieve their end of year target.



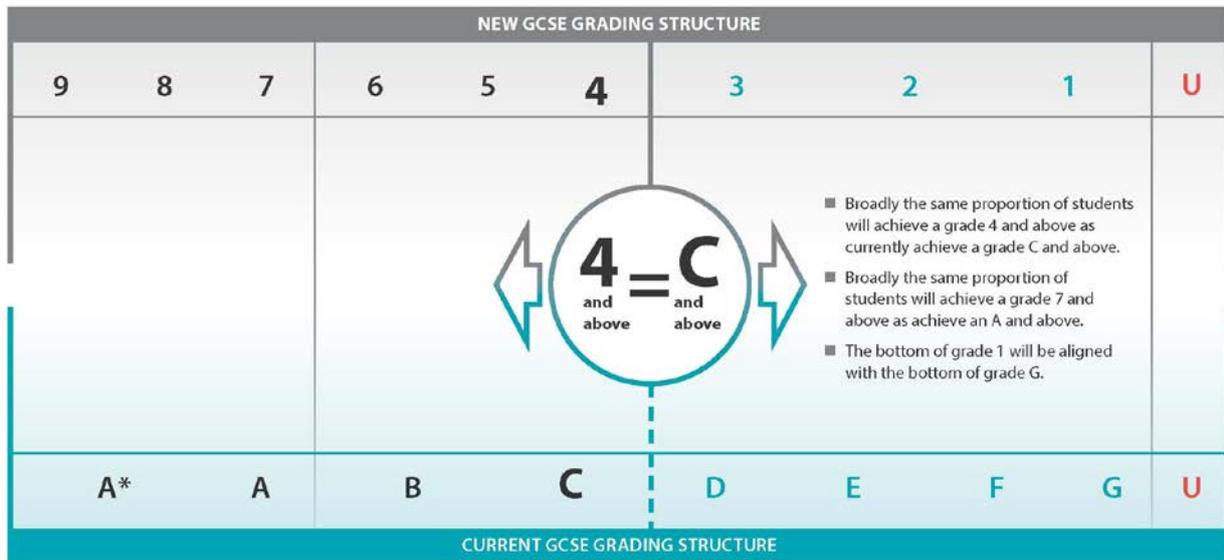
An Explanation of Residuals Using Fine Grades

The difference between one grade and the next would give a residual of 1 (or -1 depending on whether it is higher or lower). However, students are often working at different levels within a grade. A student who is getting the minimum marks at grade 2 needs to be measured differently from a student who is working at the top of a grade 2 and who, with a small improvement in marks, might move on to a grade 3.

Because of this we use a system of 'Fine Grading' so that we can see the difference between target and projected grades in greater detail. Each movement between one 'fine grade' and the next counts as a third of a grade (0.33). A plus sign after the grade (e.g. 3+) indicates that the student is working at the top of the grade. A negative sign (e.g. 3-), means that they are working at the bottom of the grade.

Report Summary

At the end of your child's report you will see a Report Summary. This gives you an overview of the projected grades for your child in all of his/her different subjects for each report throughout the year. For your reference the dates of the reports are given at the top of the list. You may find this useful as a means of tracking your child's progress in a subject over time.



Things to note:

- New GCSE content will be more challenging
- Under the new system 9 will be the highest grade and 1 is the lowest grade that can be awarded.
- Fewer grade 9s will be awarded than for current A*s
- In the first year each new GCSE subject is introduced, broadly the same proportion of students will get grades 1, 4 and 7 and above as would have got grades G, C and A and above respectively in the old system.
- Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B.
- **Grade 5 will become the new benchmark for students wishing to progress onto further and higher education (Summer 2018 onwards)**