

Reports Guidance

Interim Reports

This is a guide to understanding your child's interim report from Balcarras School.

On the interim report you will find the following information:

Target GCSE Grade

Years 10 and 11

This is the grade your child should be aiming to achieve in his/her GCSE at the end of Year 11. It is based on performance in the Key Stage 2 Assessments, which are the nationally recognised baseline data for all pupils.

From September 2016, a new grading system was introduced. Instead of the old letters (A* - G), grades will now be a number between 1 and 9:

(1 lowest, 9 highest)

(This should not be seen as a barrier – we would be delighted if your son/daughter achieved a higher grade than his/her target grade.)

Key Stage 3 Target

Years 7 and 8

This is the target your child should be aiming to achieve each year in his/her assessments. It is based largely on the Key Stage 2 assessment results. From September 2016, Key Stage 3 targets were changed to be a numerical grade system: (1 lowest, 9 highest). The target grade will generally remain the same in each subject until the end of Year 9 but the work will get progressively harder to ensure progress is being made. As the target is based on performance in mathematics and English results from Key Stage 2, we will review the targets at the end of Year 7 for the creative subjects, to ensure each target is stretching but achievable.

The target grade is only for Key Stage 3 (Years 7 to 9). For GCSE, new targets will be set at the start of Year 10.

Year 9:

The same methodology is used as outlined above. However, this year group still have the old system of targets. The level target will be a number between 1 and 8 and is subdivided into a,b and c (a=highest)

(These targets should not be seen as a barrier – we would be delighted if your son/daughter achieved a higher grade than his/her target grade.)

Key Stage 2 Baseline Data (not on reports, but used for setting targets)

All parents will have been given the KS2 results by their child's primary school at the end of Year 6.

National curriculum tests at the end of Key Stage 2, are administered in mathematics, English reading and English grammar, punctuation and spelling.

Scaled scores are used to report national curriculum test outcomes. All scores range between

80 to 120.

A scaled score of **100** always represents the expected standard on the KS2 test.

Scaled scores help test results to be reported consistently from one year to the next. Because the questions are different the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table.

Pupils without Key Stage 2 Data

A few pupils each year arrive at Balcarras without Key Stage 2 data. This can be for a variety of reasons, sometimes because their primary school did not carry out Key Stage 2 tests. In these cases, Teachers and Heads of Department will set targets for pupils based on their performance in class, homework and any tests carried out early in Year 7 at Balcarras.

Effort:

The following levels may be awarded:

- 1*** Outstanding effort in all areas
- 1** Excellent effort in all areas
- 2** Good effort all-round
- 3** Improved effort required in 1 or 2 areas
- 4** Unsatisfactory effort in a number of areas

Progress:

At Key Stage 3 the following progress may be awarded

- Above Target**
- On Target**
- Below Target**

At GCSE a progress **grade** will be given, as an indication of the grade expected to be achieved at the end of Year 11. For some subjects a progress **number** will be given. This corresponds to the new GCSE grading system.

Concern:

The following concerns may be indicated

- **homework** – homework has been incomplete, late or not done
- **organisation** – organisation needs improving
- **concentration** – lack of concentration in lessons
- **talkative** – excessive talking in lessons
- **disrupts** – talking or behaviour has a negative impact on other students

- **contributions** – greater contributions to lessons required
- **punctuality** – punctuality to lessons needs to be improved
- **assessment** – work completed in assessments so far is a concern
- **motivation** – lack of motivation in lessons or to catch up with missed work

Setting:

Pupils will always be assigned to a set that is considered best educationally for each pupil. A number of factors are considered when assigning pupils to sets. Primarily, performance in school assessments will be the main consideration. However, performance in classwork and homework will also be taken in to account, as will ensuring that sets have the right mix of pupils to avoid distraction. **Sets can change** during the course of an academic year. Where a pupils' results merit a change of set this will take place after careful consideration by the Head of department and the class teachers involved. Each department assigns pupils to sets according to their own criteria.