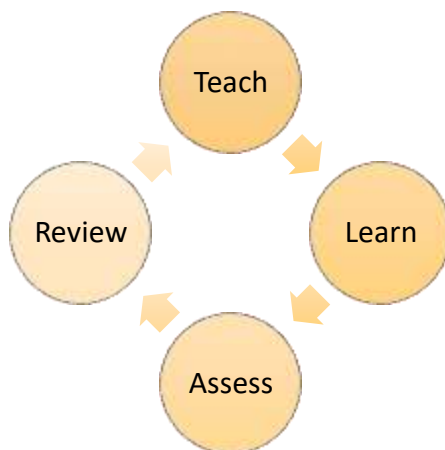# Key Stage 4

Progress, Assessment & Attainment Guidance

2024/25

What is our philosophy around reporting progress and attainment?

At Stowmarket High School, we believe that every child has the ability to reach expected progress and beyond. It is the 'beyond' that we focus on, ensuring all students have tools, skills and drive to fulfil their potential. At Stowmarket High School our teachers employ a cycle that is a constant process:

As skilled practitioners, our teachers, on a day-to-day basis, use this cycle to construct a range of activities including, live marking, low stakes testing, questioning and knowledge retrieval, such as our 'Do Now' tasks at the beginning of each lesson. Each step in the cycle is essential for the teacher to observe students' learning and review areas that need re-teaching to embed the knowledge at a deeper level.

Ultimately, we value every student as an individual, and as such, we want to ensure that each student's progress is measured against their own ability, not against the cohort they are in. We want to ensure each student feels we are valuing their progress as a sense of achievement in line with the potential that is within them.

To do this we employ a reporting and assessment cycle where students have formal assessments throughout the year, depending on the amount of time each subject is taught. The results of these assessments are reported home three times a year, with live monitoring of the assessment outcomes available on Go4Schools. The data used from the assessments is used to improve the learning in the classroom, to then motivate students on areas of learning that needs embedding and to identify areas of weakness that need further exploration.

Attainment Statements: How well is my child performing?

When reviewing your child's attainment on Go4Schools, or via the report we send out three times a year, you will see a series of indicators. These indicators are as follows:

PERFORMANCE INDICATORS
1. Target: A grade that we believe your child should attain at final examination
2. Pre-Public Exam: A grade your child attained during a 'mock' examination
3. Professional Predicted Grade: The teacher's predicted grade for your child in that subject
4. Current: The grade your child is currently performing at
5. Attitude to Learning: see description below

*Please read pages 6 to 7 for more information on how your child's target grade is formulated. Additionally, if at any point you want to discuss your child's attainment and progress, please do not hesitate to contact the relevant Year Leader or subject specific member of staff.

Effort (Attitude to Learning): How well is my child performing?

These descriptors are selected by the teacher, for each subject, when each assessment is completed.

1. Excellent	2. Good
• Highly motivated to succeed; punctual, organised and extremely focused, including excellent attendance • Responsible for their learning; consistently goes beyond what is expected and regularly works independently • A reflective and resilient learner who responds positively to feedback and acts on advice in order to make progress • Engagement is excellent, including regular and thoughtful contributions	• Motivated to succeed; punctual, organised and focused, including good attendance • In control of their learning, with instruction and guidance, and can work independently • A willing and resilient learner who responds positively to feedback and wants to make progress • Engagement is good, including regular contributions
3. Inconsistent	**4. Unsatisfactory**
• Sometimes motivated to succeed; occasionally showing interest in lessons. Attendance may be sporadic • Struggles to take responsibility for their learning and finds it difficult to work independently • An able learner who sometimes acts on feedback, but resilience hinders progress. Needs a desire to improve • Engagement and interest is inconsistent. Contributions are irregular	• Rarely motivated to succeed; progress may be affected by poor attendance, punctuality and lack of equipment • Often unfocused and cannot work independently. Very easily distracted when learning. • A learner who lacks resilience and does not act upon feedback. Does not know what progress looks like • Engagement and interest is unsatisfactory. Contributions are limited

The words in green are the key words that run through each descriptor. These are rooted in our key values and we ask all students to think about these words when considering their attitude to learning.

What do the indicators and effort (attitude to learning) levels look like on Go4Schools?

When navigating Go4Schools you will find a page that identifies your child's progress in each subject. For example, please see the screen shots of a progress page on Go4Schools. When looking at your child's *Grades* you can select one of the three options below:

Compact View (main grades only)

Grades

Compact view (main grades only) ○ Broad view (all grades) ○ Detailed (all grades plus marksheet grades)

Subject	Target	Professional Predicted Grade
Chemistry, Mrs C Mudhar	3	-
Combined Science, Mrs C Mudhar, Mrs G Christie (+1)	3/3	2/2
English, Miss A Fitch	4	2

Target: A grade that we believe your child should attain at final examination

Professional Predicted Grade: The teacher's final predicted grade for your child in that subject

Broad View (all grades)

Grades

○ Compact view (main grades only) ● Broad view (all grades) ○ Detailed (all grades plus marksheet grades)

Subject	FFT20	Target	FFT50	PRE Public Exam 1	Current	Professional Predicted Grade	PRE Public Exam 2	Actual
Chemistry, Mrs C Mudhar	-	3	-	-	-	-	-	-
Combined Science, Mrs C Mudhar, Mrs G Christie (+1)	-	3/3	-	U	U	2/2	-	-
English, Miss A Fitch	-	4	-	-	-	2	-	-

In addition to the *Target* and the *Professional Predicted Grade,* this feature all has:

FFT20/FFT50: target setting scores – this column will always be empty

Pre-Public Exam: results from 'mock' examinations taken in Year 10 and Year 11

Current: The grade your child is currently performing at

Detailed (all grades plus marksheet grades)

Grades

○ Compact view (main grades only) ○ Broad view (all grades) ● Detailed (all grades plus marksheet grades)

Subject	FFT20	Target	FFT50	PRE Public Exam 1	Current	Professional Predicted Grade	PRE Public Exam 2	Actual	Sheet summary	
Chemistry, Mrs C Mudhar	-	3	-	-	-	-	-	-	Formal Assessments 2023-24	-
									Attitude to Learning 2023-24	-
									Activities 2023-24	-
									Formal Assessments 2022-23	1
Combined Science, Mrs C Mudhar, Mrs G Christie (+1)	-	3/3	-	U	U	2/2	-	-	Formal Assessments 2023-24	Working Towards
									Attitude to Learning 2023-24	2
									Activities 2023-24	-

And finally, in addition to the other categories above, this feature also has

Sheet Summary: the scores for the in-class assessments your child has completed, as well as their attitude to learning level

Please be aware, the information above is our live reporting process which is available via your app, or online login to Go4Schools. Additionally, we will also send you a reminder at every reporting point via your personal email address *(see the red circle)* to access the school report.

Please note, the following subjects do not have an attainment statement as they are not assessed for a final grade in year 11:

- PSHE
- Religious Studies
- Registration

If at any point you would like more information on this, please do not hesitate to contact the school
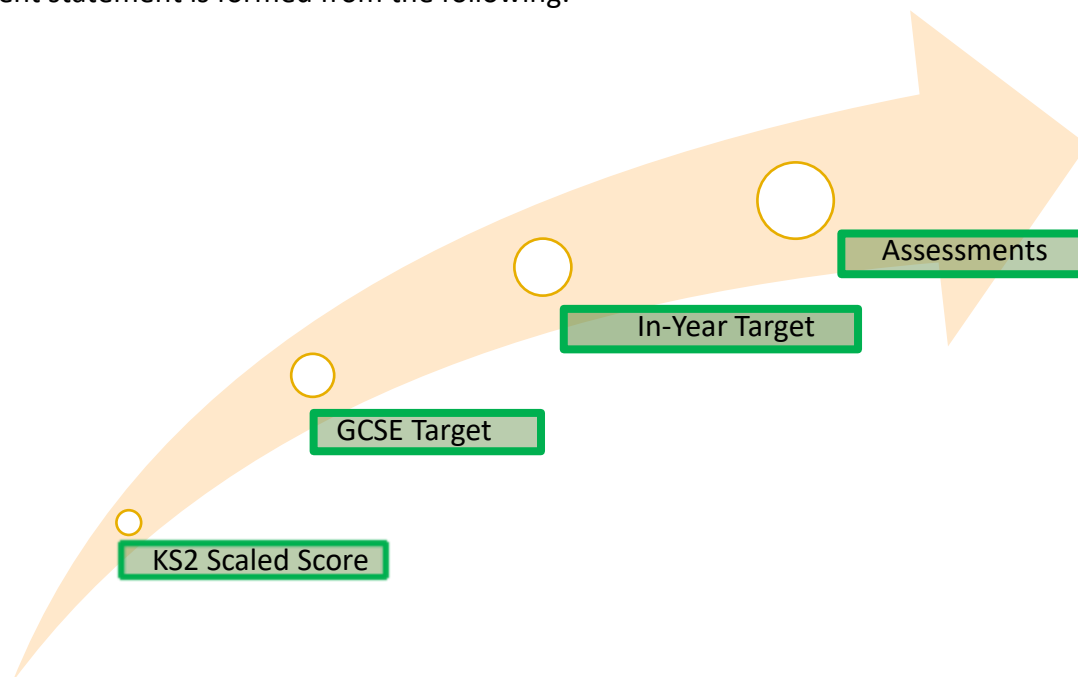
How often do we report to parents/guardians?

We understand that families want to know how their children are doing, and as such, we want to report progress on a regular basis. We also understand, due to the nature of timetabling and some subjects having more teaching time than others, that some subjects will assess more often than others. Please see below assessment calendar at the end of this document for 2024/25 for all subjects in KS4.

The following report dates for parents below indicate when we, as a school will send home a school report. That school report will include the assessments that have been completed in that term. For point of reference, assessments 1 & 2 are completed in the autumn term, assessments 3 & 4 are completed in the spring term and assessments 5 & 6 are completed in the summer term:

- Week beginning 9th December 2024
- Week Beginning 28th March 2025
- Week Beginning 11th July 2025

How are my child's attainment statements created?

The attainment statement is formed from the following:

Key Stage 2 Scaled Score:

Each student when they arrive at high school, from primary school, comes with a Key Stage 2 scaled score, from their Key Stage 2 SATS. The score is an average score across the SATS tests completed in English, Maths and Reading. However, students who are in current Year 10 & 11 did not sit Key Stage 2 SATs at the end of primary education – targets for these students have been arranged by CAT scores and information gathered from transition to secondary school.

GCSE Target

Each student then has a GCSE target generated by the school to make a prediction of what the student should achieve in Year 11*. To generate our targets, we use Fischer Family Trust data (https://fft.org.uk/), which is taken from hundreds of secondary schools across the country, to model the expected progress each student should make, relative to their prior attainment (Key Stage 2 scores).

*We are very conscious of not putting a ceiling on the aspiration and potential of our students. Whilst a target is a guide to achievement and attainment, it is only that, and we believe all students should strive to achieve well beyond any target or benchmark given to them. Additionally, the national target setting procedure employed by both Fischer Family Trust and The Department for Education does not necessarily consider the following:

1. Students learn and acquire knowledge at different rates
2. Students' experiences of education can vary quite drastically between high school and primary school due to many factors
3. The target predictions are based on the performance of students from the last set of GCSE results. In times, such as ours, with boundaries at GCSE moving quite dramatically, it means the targets given can also move as well

With all this in mind and following the Department for Education guidance on assessments without levels (https://www.gov.uk/government/publications/approaches-to-assessment-without-levels-in-schools) we want our students to strive for progress. Students in class will be told marks or a percentage they achieved in test; additionally, they can also ask where, as can parents, this ranks the student in the class/year group. However, our focus is on progress and the attainment statements are then used to inform a student, and parent/guardian, on the quality of the assessment completed, comparative to their ability and their ability only.

In-Year Target

Year on year the student will improve, and as such the student's ability and competency in that subject will improve. To ensure progress is being made the assessments designed and applied in each subject are then aligned to the curriculum being taught. The assessments are then measured relative to the ability of student. If the target for a student at the end of KS4 is a 4, then the In-Year target will also be an equivalent 4, relative the expected progress of the student.

Assessment/s

The assessments noted in the assessment calendar are the ones that produce the attainment statement. Please note, the marks/percentages from the assessment are then compared against the In-Year target to produce the attainment statement. Please be aware, the attainment statement is produced from the cumulative marks/percentages of all assessments over the school year.

Furthermore, we are currently using the following matrices when applying attainment statements, relative to target grade students are given at entry in Year 7. The target grade is an in-year estimation *(please see blue box),* on the left of the grid, and the current grade *(please see red box)* is when the marks from an

assessment correlate to a grade. The numbers in the middle of the matrices are what then produce the attainment statement. For example:

- If a student has a target grade of 4 and the marks from an assessment produce a grade of 3+ to 5-, then the student will be given an attainment statement *3: The assessments completed by the student are at expected progress*

Current Grade (Read down for Progress Vs Target Grade) - GCSE Subjects

Please remember, subjects such as Drama, Music and PE use a different scaling. Please see below:

Current Grade (Read down for Progress Vs Target Grade) - Vocational Subjects

Target Grade	U	L1P-	L1P	L1P+	L2P-	L2P	L2P+	L2M-	L2M	L2M+	L2D-	L2D	L2D+	L2D*-	L2D*	L2D*+
U	3	3	3	2	2	2	1	1	1	1	1	1	1	1	1	1
L1P	4	3	3	3	2	2	2	1	1	1	1	1	1	1	1	1
L2P	4	4	4	3	3	3	3	2	2	2	1	1	1	1	1	1
L2M	5	5	5	4	4	4	3	3	3	3	2	2	2	1	1	1
L2D	5	5	5	5	5	5	4	4	4	3	3	3	3	2	2	2
L2D*	5	5	5	5	5	5	5	5	5	4	4	4	3	3	3	3

How do we assess students?

We assess the learning of students in two ways allowing our teachers to act swiftly and appropriately to the needs of students. These are as follows:

FORMATIVE	SUMMATIVE
Formative assessment is a continuous form of assessment that is central to the classroom and the role of the teacher. Examples include: - Quizzes - Low Stakes Testing - Show Me Boards - Live Marking - Questioning - Classwork	Summative assessment occurs after a block of learning to check for understanding. Summative assessment helps validate formative assessment and is a periodic method to check a student's progress: Examples include: - End of unit tests - Mock exams - Non-examined assessments - Formal examinations

Formative assessment is what we want our teachers to focus on most. Evidence and research reports that the formative assessment has the greatest impact on learning. Formative assessment does not involve grading of work, but rather the teacher identifying a student's strengths and weakness and then adapting the learning to ensure the student can improve.

Year 10 Assessment Calendar

Year 10 (Fri)	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6 (PRE)
English Literature	18/10/2024	09/12/2024	14/02/2025	28/03/2025	23/05/2025	04/07/2025
English Language						
Maths	18/10/2024	09/12/2024	07/02/2025	28/03/2025		11/07/2025
Science Double	18/10/2024	09/12/2024		28/03/2025	23/05/2025*	04/07/2025
Chemistry	18/10/2024	09/12/2024		28/03/2025	23/05/2025*	04/07/2025
Physics	18/10/2024	09/12/2024		28/03/2025	23/05/2025*	04/07/2025
Biology	18/10/2024	09/12/2024		28/03/2025	23/05/2025*	04/07/2025
Geography	18/10/2024			28/03/2025		11/07/2025
History	11/03/2023		24/01/2025			11/07/2025
Computer Science	18/10/2024		14/01/2025			11/07/2025
Creative I Media	18/10/2024		14/01/2025			11/07/2025
Business Studies	18/10/2024	15/11/2024	07/02/2025	28/03/2025		11/07/2025
Engineering		09/12/2024		28/03/2025		11/07/2025
Graphics		09/12/2024		28/03/2025		11/07/2025
Resistant Materials		09/12/2024		28/03/2025		11/07/2025
Textiles			14/02/2025			06/06/2025
Food & Nutrition				28/03/2025		27/06/2025
Hospitality & Catering				28/03/2025		27/06/2025
GCSE PE		06/12/2024		07/03/2025		13/06/2025
French	18/10/2024			28/03/2025		11/07/2025
German	18/10/2024			28/03/2025		11/07/2025
Health & Social Care	18/10/2024	09/12/2024	14/02/2025	28/03/2025	23/05/2025	11/07/2025
Child Development	18/10/2024	09/12/2024	14/02/2025	28/03/2025	23/05/2025	11/07/2025
Art	18/10/2024			28/03/2025		11/07/2025
Photography	18/10/2024			28/03/2025		11/07/2025
Drama	18/10/2024			28/03/2025		13/06/2025

Year 11 Assessment Calendar

Year 11 (Fri)	Assessment 1	Assessment 2 (PRE)	Assessment 3	Assessment 4 (PRE)
English Literature	18/10/2024	09/12/2024	14/02/2025	28/03/2025
English Language				
Maths	18/10/2024	09/12/2024	07/02/2025	28/03/2025
Science Double	18/10/2024	09/12/2024	07/02/2025*	28/03/2025
Chemistry	18/10/2024	09/12/2024	07/02/2025*	28/03/2025
Physics	18/10/2024	09/12/2024	07/02/2025*	28/03/2025
Biology	18/10/2024	09/12/2024	07/02/2025*	28/03/2025
Geography	18/10/2024	09/12/2024		28/03/2025
History	18/10/2024	09/12/2024	14/02/2025	28/03/2025
Computer Science	18/10/2024	09/12/2024		
Creative I Media	18/10/2024		07/07/2025	
Business Studies	18/10/2024	09/12/2024		28/03/2025
Engineering		09/12/2024		28/03/2024
Graphics		09/12/2024		28/03/2024
Resistant Materials		09/12/2024		28/03/2024
Textiles		09/12/2024		28/03/2024
Food & Nutrition		09/12/2024		28/03/2024
Hospitality & Catering		09/12/2024		28/03/2024
GCSE PE	18/10/2024	09/12/2023		
V Cert Sports & Coaching	18/10/2024		14/02/2025	
French	18/10/2024	09/12/2024	14/02/2025	28/03/2025
German	18/10/2024	09/12/2024	14/02/2025	28/03/2025
Health & Social Care	18/10/2024	09/12/2024	14/02/2025	28/03/2025
Child Development	18/10/2024	09/12/2024	14/02/2025	28/03/2025

Art	18/10/2024	09/12/2024		28/03/2025
Photography	18/10/2024	09/12/2024		28/03/2025
Music	18/10/2024	09/12/2024		28/03/2025
Drama	18/10/2024	09/12/2024		28/03/2025