



Understanding Your Child's Report and New Progress measures.

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1. Presentation

- Understanding how pupil progress is measured 2016.
- Making sense of your child's progress report and the new grading system.



New Government Measures.

- Etone College 2016 results (unvalidated) show we are **+0.38**
- This means every child made at least half a grade more per subject than their peers nationally.
- In 2016 our pupils made progress well above nationally.

Life after Levels

- The government have now allowed schools to assess the progress of their pupils.
- We have chosen to use the new GCSE 1-9 grading system throughout the school to allow parents and children to see the progress they are making towards their GCSE grades.

Where can you find your child's targets?

KSJ - Progress Report 1 - Year 1

Name: Jimmy Jones
Form: 1P
Attendance (September 0' to present day): 100%
National: 95%

The table below gives your child's grades / levels.

Subject	End of Year Baseline Target	Current Level	Behaviour for Learning
English Lang	2	1	2
D&T	2+	1+	1
Geography	2	2	2
History	2+	2+	1
Maths	3	1	1
PE	2	1+	1
Science	2+	1-	1
Music	1+	1+	1
Art	2-		

Students Baseline Targets will be on their Progress Reports as well as their exercise books.

We will report on your child 5 times a year.

Progress Report Dates are:-

4th November 2016

16th December 2016

10th March 2017

12th May 2017

19th July 2017

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New GCSE Subject	Old GCSE Levels	New GCSE Levels	Legacy GCSE / AISC Grades
English Language	1-3	1-3	A*-A
English Literature	1-3	1-3	A*-A
Mathematics	1-3	1-3	A*-A
Science	1-3	1-3	A*-A
History	1-3	1-3	A*-A
Geography	1-3	1-3	A*-A
Art	1-3	1-3	A*-A
Music	1-3	1-3	A*-A
PE	1-3	1-3	A*-A
D&T	1-3	1-3	A*-A
Design	1-3	1-3	A*-A
Physical Education	1-3	1-3	A*-A
Religious Studies	1-3	1-3	A*-A
Business	1-3	1-3	A*-A
Computing	1-3	1-3	A*-A
French	1-3	1-3	A*-A
Spanish	1-3	1-3	A*-A
Latin	1-3	1-3	A*-A
Classical Civilisation	1-3	1-3	A*-A
Modern Foreign Languages	1-3	1-3	A*-A
Other Languages	1-3	1-3	A*-A
Physical Education	1-3	1-3	A*-A
Art	1-3	1-3	A*-A
Music	1-3	1-3	A*-A
PE	1-3	1-3	A*-A
D&T	1-3	1-3	A*-A
Design	1-3	1-3	A*-A
Physical Education	1-3	1-3	A*-A
Religious Studies	1-3	1-3	A*-A
Business	1-3	1-3	A*-A
Computing	1-3	1-3	A*-A
French	1-3	1-3	A*-A
Spanish	1-3	1-3	A*-A
Latin	1-3	1-3	A*-A
Classical Civilisation	1-3	1-3	A*-A
Modern Foreign Languages	1-3	1-3	A*-A
Other Languages	1-3	1-3	A*-A

Understanding your child's report

Baseline Target: - is what your child should achieve as a minimum by the end of the year and is based upon how they performed in previous years.

Current Level: - is the level that your child is currently working at. The transfer to the new specification GCSEs means that this level is a best fit from legacy GCSEs.

Behaviour for Learning: - is the attitude your child is demonstrating in their lessons, with their homework and their organisation. The explanation of these levels can be found on the back of this report.

New GCSE Levels: - with the emergence of 'Life after Levels' we have highlighted how the new Key Stage 2 levels will equate to the new specification GCSE levels. This is a comparable standard against which your child will be graded. Pupils may have a starting point of T1-T5 which is a transitional level at the start of the new specification levels.

If you require clarification on a particular subject, or if you have any questions about the overall progress of your child, please contact their Head of House on 02476 757300.

Where do they come from?

- Using National Data bases (FFT Aspire top 20) which predicts your child's expected progress while they are with us.
- Takes into account your child's primary school results
- Linked to the progress of pupils nationally
- Target your child's performance based on similar students
- Used in schools up and down the country

What do they mean?

Key Stage 4: Years 10-11

Key Stage 3: Years 7-9

- These are Baseline levels for the end of year and Key Stages. These may also be different from one subject to another
- This is the **minimum** grade your child is **expected** to achieve.

Subject	End of Year Baseline Target
English Lang	2
D&T	2+
Geography	2
History	2+
Maths	3
PE	2
Science	2+
Music	1+
Art	2-

What my child's progress report will look like?

Year 7 - 9 Report.

- End of year Baseline Target (New levels)
- Current Level
- Behaviour for Learning (description of grades on the reverse of the report)
- Transition table (To allow you to compare to previous national grading / levelling)

KS3 - Progress Report 1 – Year 7	
Name: Jimmy Jones	
Form: 7P	
Attendance: (September 6 th to present day) 100%	National: 95%



The table below gives your child's grades / levels.

Pupil Progress			
Subject	End of Year Baseline Target	Current Level	Behaviour for Learning
English Lang	2	1+	2
D&T	2+	1	1
Geography	2	1-	2
History	2+	2	1
Maths	3	2+	1
PE	2	1	1
Science	2+	1+	1
Music	1+	1-	1
Art	2-	1+	1

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New KS2 Score	Old KS2 Levels	New GCSE 1-9 Levels	Legacy GCSE / BTEC Grades
		9+	A**
		9	A*
		8+	A - / DISTINCTION+
		8	A+
		7+	A
	Exceptional Performance	7	A - / DISTINCTION
		6a	B+
		6b	B
		5+	B - / MERIT
		7a	C+
		7b	C
		7c	C / PASS
120	6a	3+	D+
118	6b	3	D
115	6c	3-	D-
112	5a	2+	E+
109	5b	2	E
106	5c	2-	E-
103	4a	1+	F+
100	4b	1	F / LI Pass
97	4c	1-	F-
94	3a	T5	G+
91	3b	T4	G
88	3c	T3	G-
85	2a	T2	U
82	2b	T1	

Understanding your child's report

Baseline Target: - is what your child should achieve as a **minimum** by the end of the year and is based upon how they performed in previous years.

Current Level: - is the level that your child is currently working at. The transfer to the new specification GCSEs means that this level is a best fit from legacy GCSEs.

Behaviour for Learning: - is the attitude your child is demonstrating in their lessons, with their homework and their organisation. The explanation of these levels can be found on the back of this report.

New GCSE Levels: - with the emergence of "Life after Levels", we have highlighted how the new Key Stage 2 levels will equate to the new specification GCSE levels. This is a comparable standard against which your child will be graded. Pupils may have a starting point of T1-T5 which is a transitional level at the start the new specification levels.

If you require clarification on a particular subject, or if you have any questions about the overall progress of your child, please contact their **Head of House** on 02476 757300.

What my child's progress report will look like?

Year 10 - 11 Report.

- End of year Baseline Target (New & Legacy)
- Current Level
- Behaviour for Learning (description of grades on the reverse of the report)
- Transition table (To allow you to compare to previous national grading / levelling)

KS4 - Progress Report 5 - Year 10	
Name: _____	
Form: _____	
Attendance: (September 0 th to present day): 84%	National: 95%



The table below gives your child's grades / levels.

Pupil Progress				
Subject	Baseline Target (Legacy)	Baseline Target (New Specification)	Current Level / Grade	Behaviour for Learning
English Lang	B	6	4	2
English Lit	B	6	4+	1
Geography	B	6	4	2
History	B	6	6	1
Maths	B	6	4+	1
PE - GCSE	B	6	6	1
Science	D	3	4+	1

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New GC	Level	New	Grade
		9-	A*
		9	A
		9-	A- / DISTINCTION*
		8	A-
	Exceptional Performance	7	A- / DISTINCTION
		8a	B+
		8b	B
		8c	B- / MERT
		7a	C+
		7b	C
		7c	C- / PASS
110	8a	7-	D-
119	8b	7	D
115	8c	7-	D-
112	8a	7-	E-
109	8b	7	E
106	8c	7-	E-
103	8a	7-	F-
100	8b	7	F / LL Pass
97	8c	7-	F-
94	8a	7b	G+
91	8b	7a	G
88	8c	7b	G-
85	8a	7c	H
82	8b	7c	

Understanding your child's report

Baseline Target: - Is what your child should achieve as a minimum by the end of KS4 and is based upon how they performed in previous years.

Current Grade: - Is the grade that your child is currently working at. The transfer to the new specification GCSE's mean that this level is a best fit from legacy GCSE's.

Behaviour for Learning: - Is the attitude your child is demonstrating in their lessons, with their homework and their organisation. The explanation of these levels can be found on the back of this report.

New GCSE Levels: - With the emergence of Life after Levels, we have highlighted how the new Key Stage 2 levels will equate to the new specification GCSE levels. This is a comparable standard at which your child will be graded against. Pupils may have a starting point of T1 which is a transition level to start the new specification levels.

If you require clarification on a particular subject, please contact the Subject Leader or if you have any question about the overall progress of your child, please contact their Head of House on 02478 757300.

What my child's progress report look like?

Reverse of Progress Report.

- Behaviour for Learning (Grade descriptions of how your child is behaving within lessons)



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Behaviour for Learning Grade Outline

1. A pupil who consistently displays a thirst for knowledge and understanding as well as a love of learning in every lesson. Their attitude to learning is of a high standard, showing initiative and independence and incidences of low-level disruption in lessons are extremely rare. Their excellent conduct and behaviour makes a strong contribution to an exceptionally positive climate for learning and this has a very strong impact on their progress in lessons. They are always punctual, organised with the correct equipment and books, as well as handing in homework on time which is of exemplar quality.
2. A pupil whose attitude to all aspects of learning is consistently positive and these attitudes have a good impact on a positive climate for learning as well as the progress the pupil makes. They follow instructions willingly and thoroughly showing initiative and independence in learning and incidences of low-level disruption in lessons are rare. They are punctual, have the correct equipment, take pride in their work and are ready and eager to learn. They complete homework on time, to a good standard and appropriate to their ability.
3. A pupil whose attitude to all aspects of learning is not always consistent. They usually engage in lessons but they occasionally need reminding to keep on task or follow expectations. They rarely give maximum effort and sometimes their behaviour requires improvement as it can be disruptive, making it hard to have a good climate for learning for all pupils and staff. They are occasionally reminded about their punctuality and organisation because of being unprepared for lessons. Their homework is often late and demonstrates a lack of effort and not completed to their ability.
4. A pupil, who lacks effort and needs frequent reminders to stay on task and complete classwork. Their lack of engagement and persistent low-level disruption of learning contributes to reduced learning and/or a disorderly classroom environment. They frequently forget their books and equipment and are often late to lesson or not ready to start the lesson on more than one occasion. Homework is rarely completed, on time or to the standard of which the pupil is capable. The pupil shows a lack of respect and intolerance to their peers or staff and a lack of self-discipline, resulting in poor behaviour in and out of the classroom. They exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.

What can you do to ensure my child is making Expected Progress?

- Talk to your child about their Baselines, and how they will work to meet or exceed them.
- Ensure they complete all homework
- Encourage them to complete independent study
 - Internet resources
 - Revision guides
 - Podcasts
- Review the feedback they receive from teachers together.

Thank you for looking through this presentation.

If you have any questions about your child's progress please contact their Head of House.

We look forward to seeing you at future parent / carer events.

