

October 2016

REPORTING PROGRESS AT Q3 ACADEMY GREAT BARR

Full reports on all subjects will be provided four times a year in November, February, April and July. An additional summary report has been sent home with your child to inform you of their progress so far, in the Horizon subjects only. The Horizon reports are additional due to the nature of the curriculum working on a rotation and the necessity to inform you of the progress made whilst your child is studying the subject. This allows the opportunity for intervention if required and to provide information on their attitude to learning and independent learning.

It is anticipated that these reports will provide the necessary information for you to monitor progress over the forthcoming year, with sufficient subject information to identify strengths and areas for development.

As I am sure you are aware there have been significant alterations made nationally to the examination system, for example; a new 9 to 1 grading system has replaced A* to G; the content of GCSEs has changed; coursework assessment has been reduced; examinations now take place at the end of year eleven; the benchmark pass grade has increased to Grade 5 (old C+) and the National Curriculum levels have been removed and are not being replaced.

To understand how your child's progress is measured at Q3 Academy you will need to be familiar with the assessment procedures that are used. The current grades have been generated based on the understanding your child has demonstrated so far during the academic year and are strengthened with a series of formal assessments. This rigour provides a strong basis from which to provide evidence-based predictions.

On the Academy website is the Year 7 'Assessment and Reporting Fact Sheet' www.q3academy.org.uk/reports which summarises the information into key points. Key terminology referred to in your child's report is also in the fact sheet. Further information can of course be provided through your child's Personalised Learning Director or Learning Consultant.

Assessment and Reporting Fact Sheet

GCSE Target

The grade your child is expected to achieve at the end of their Key Stage Four studies based on their results in mathematics and English at Key Stage Two.

End of Teaching Cycle (Year 7) Target:

This grade gives an indication of what is expected at the end of a Horizon teaching cycle. Your child will finish their learning in some subjects based on the four 9 week teaching cycles.

End of Year 7 Target

This grade gives an indication of what is expected at the end of the current academic year based on results of Key Stage Two assessment.

On Target

'Yes' or 'No' based on if your child is on track to meet the Y7 target or, in the case of Horizon, the end of the teaching cycle.

Subject Strands

The subject will provide a grade for all strands that make up the subject. 'N' means that strand is yet to be studied and/or assessed. Progress maps are provided to students based on 12 levels and divided into subject strands and these are used to identify what the student is required to demonstrate to move up to the next grade.

Independent Learning

1. Independent Learning is consistently done to a high standard and is reliably submitted. Time has been invested with clear evidence of own research or extension of the original set work.
2. Independent Learning is of a varying standard but the majority is of a good quality with occasional pieces of work that are exceptional. It is almost always handed in on time and on the rare occasion it is not done it is always submitted the next day.
3. Independent Learning is usually submitted on time but with little evidence of effort or time being invested in the work.
4. Work is rarely submitted and detentions have been set regularly for non-completion. When Independent Learning is completed it shows little effort and is often incomplete and/or copied from the web or peers. No attempt has been made prior to deadline to seek additional help.

Behaviour for Learning

1. Student is equally capable of working as part of a group in a variety of different roles or individually. An effective problem solver who has a range of strategies to deploy when faced with challenges. Hard work with significant effort is put in to achieve own aspirational goals. Is reliably well prepared for lessons and deadlines are met. Being an effective communicator both orally and written is able to provide clear explanations of key concepts. Student is an attentive and enthusiastic learner who is a regular contributor to activities. Actively seeks feedback recognising the part it has to play in improving understanding.
2. Shows responsibility in responding to class expectations and only rarely requires reminders. Responds fully to all feedback on work submitted. Equipment brought to lessons and deadlines met. Capable of working individually or in groups but has preference for one or the other. Will explain understanding but this has to be drawn out. Will persist in an activity but has limited strategies which can result in giving up.
3. Majority of learning time is used well with student completing the minimum requirements. Encouragement is required to respond to questions verbally or written. Student is usually prepared for learning although can struggle to sustain effort and enthusiasm throughout the lesson. Will correct basic errors identified in feedback but needs to be reminded to respond in detail to a question posed.
4. Inattentive and may distract the effort of others or avoids participation in the learning. Can struggle to focus for the entirety of the lesson and is frequently not prepared for learning.

Students who have been given grades 3 or 4 for 'Independent Learning' or 'Behaviour for Learning' will be closely monitored by their tutor and the Personalising Learning Director.

Student Action: Included if a student is below target or, if on target, at Learning Consultants' discretion.

Department/Subject Action: Included if a student is below target or, if on target, at Learning Consultants' discretion.

Q3 Assessment Grading System

Old National Curriculum Level	Unreformed GCSE	Reformed GCSE	Q3 Assessment Grades
		9	9
	A*	8	8
	A	7	7
	B	6	6
		5	5
7	C	4	4
5a to 6a	D, E, F	3	3
4a to 5b		2	2
3a to 4b		1	1
3b to 3c			E3
2			E2
			E1

Unreformed GCSE Grade	Reformed GCSE Grade
N/A	9
A*	8
A	7
B	6
B-/C=/C+	5
C-	4
D	3
F=/F+/E	2
F-/G	1

A 'C' is considered a 'Pass' in GCSE unreformed qualification (finishing in 2018)

A '5' is considered a 'Pass' in GCSE reformed qualification.

The new KS2 scaled score is broadly equivalent to 4b for a student that achieves 100.

Target Setting and Measuring Progress

The following tables provide the minimum progress expected at Q3 Academy in different subjects.

Maths/English/Science						
KS2 Average Scaled Score	Reformed Grade Equivalent Baseline	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11 Target Grade
>114	3	4	5	7	8	9/A**
>112	2+	3	4	6	7	8/A*
>107	2=	3	4	5	6	7/A
>104	2-	2	3	4	5	6/B+
>95	1+	2	3	4	4	5/B-
>91	1=	2	3	4	4	4/C
>87	E3	1	1	2	3	3/D
>83	E2	E3	1	1	2	2/EF
>79	E1	E2	E3	1	1	1/G

History/Geography/MFL (EBacc)						
KS2 Average Scaled Score	Reformed Grade Equivalent Baseline	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11 Target Grade
>114	3	4	5	6	8	9/A**
>112	2+	3	4	5	7	8/A*
>107	2=	2	3	4	6	7/A
>104	2-	2	3	4	5	6/B+
>95	1+	1	2	3	4	5/B-
>91	1=	1	2	3	4	4/C
>87	E3	E3	2	2	3	3/D
>83	E2	E2	E3	1	2	2/EF
>79	E1	E1	E2	E3	1	1/G

Creative/Practical/Option Subjects from Year 9						
KS2 Average Scaled Score	Reformed Grade Equivalent Baseline	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11 Target Grade
>114	3	3	4	6	8	9/A**
>112	2+	2	3	5	7	8/A*
>107	2=	2	3	4	6	7/A
>104	2-	2	3	4	5	6/B+
>95	1+	1	2	3	4	5/B-
>91	1=	1	2	3	4	4/C
>87	E3	E3	1	2	3	3/D
>83	E2	E2	E3	1	2	2/EF
>79	E1	E1	E2	E3	1	1/G

Starting points (baseline) are based on the average of the scaled scores for mathematics and English. In the English Baccalaureate subjects this provides a useful point from which to measure. However in practical subjects it is often the case that students will appear to regress but this is simply because the baseline is not undertaken in the subject. For example a student's attainment in mathematics and English may not match their abilities in subjects such as art or physical education.

Mathematics and English progress is not measured from the average of the two subjects but instead uses the scaled score from each individual subject.

It may be necessary to amend your child's targets during their time at the Academy especially due to the fact that this year group was the first to experience the new assessment and its reliability might be questioned as more students in the coming years complete the assessment. The Academy will always encourage students to exceed their targets.