



Target Setting and Assessment



National Context

Levels were introduced with the new national curriculum in 1988

An assessment system which measures students' progress against a national framework



National Context

“....As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed.

It will not be replaced....”

(DfE, 2013a)



National Context

- GCSEs have become harder
- Letters have changed to numbers
- Schools are no longer judged on 5 A*-C with English and Maths but on the ***progress made from KS2 to 4 measured by the outcomes in their best 8 GCSEs.***
- Pupils are not coming to us from Primary Schools with levels any more (Standardised score -> 80 – 120 & 100 is “AT EXPECTED “



In creating our system we wanted to achieve?

A system that:

- Is based on developing the key knowledge and skills required for success in KS4
- Is based on our high expected standards of students
- Is based heavily on qualitative feedback and allows all students to succeed.



What does the system include?

- Students are not assigned an end of Year or End of KS3 target *level* but now an end of KS4 flightpath
- Assessment is based on *progress* made along their assigned flightpath – so celebrates effort of all students, with different starting points.
- Students are given feedback designed to encourage them to think about how to develop their learning to progress.



How do we generate the flight path?

The flightpath is generated by the Fischer Family Trust (FFT) against which Davenant is measured.

FFT processes national data for the Government.

They use this information to produce data for schools to support high quality target-setting.

We have used FFT to establish a target flightpath for each of the subjects your child takes this year





New GCSE Grades

Grading the New GCSEs in 2017



NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.									
CURRENT GCSE GRADING STRUCTURE									



What's new?

What the Government wants schools to get.

ENGLISH
MATHS

English Lit

BASKET 1

2 from here

SCIENCE x2

HISTORY

GEOG

MFL

COMPUTER

SCIENCE

BASKET 2

3 from here

EVERYTHING
ELSE

ART/MUSIC

DRAMA/DT/RE

Bus St. PE

Textiles/Food

And more

BASKET 3

3 from here

Overall 8 subjects will be judged as a marker.



What's new – Language focus in Y9 Options (2022)

What the Government wants schools to focus on.

Choose a first choice from the following
Geography
History



Choose a second choice from the following
French
Spanish



Choose a final choice from the following	
French	Spanish
Geography	History
Creative iMedia	Computing
Business Studies	Triple Science
PE	Child Development
Music	Drama
Learning Support	



Choose a third choice from the following	
Music	Drama
Creative iMedia	Computing
Fine Art	Product Design
Design	Catering



Progress Checks



What parents saw in the Autumn Term?

Subject	Target Level		Behaviour for Learning		Subject	Target Level		Behaviour for Learning
	Current Flight Path	Extension Flight Path				Current Flight Path	Extension Flight Path	
English	5	6	B		Art	5	6	B
Maths	6	7	B		Drama	5	6	B
Science	6	7	B		Music	6	7	A
History	6	7	B		PE Practical			A
Geography	6	7	A		Food*	5	6	
IT	6	7	A		Product Design*	5	6	B
RE	6	7	B		Textiles*	5	6	
PSHE			B		*Please note that not all of the Design Technology subjects will be completed each term due to the fact they are taught on rotation.			
French	5	6	A					

Percentage Attendance: 92.7

Unauthorised Absences: 0



What parents will see (Spring Term)?

Subject	Target Level		Predicted	Behaviour for Learning	Progress
	FFT	Personal			
English	7	8	7	A	W+
Maths	7	8	8	A	W++
Science	7	8	8	A	W++
History	7	8	8	A	W++
Geography	7	8	7	B	W+
French	7	8	7	B	W+
Spanish	7	8	7	A	W+
IT	7	8	8	A	W++
Art	6	7	6	A	W+
Drama	6	7	6	A	W+
Music	7	8	6	A	W
PE	5	6		B	W+
PSHE	W+	W++	W++	A	W++
RE	7	8	6	B	W
Food*	7	8			
Product Design*	6	7	5	A	W
Textiles*	7	8			



Tracking progress and reporting to parents

PROGRESS - an indication of your son/daughter's progress during the year.

Predicted vs Target	Working Grade	Description
The predicted level is 1 or more above the target	W++	Working well above the target level for the subject
The predicted level is the same as the target	W+	Working at the target level for the subject
The predicted level is 1 below the target	W	Working towards the target level for the subject but is not yet there
The predicted level is 2 or more levels below the target	W-	Working below the target level for the subject.



Behaviour for Learning

Grade	Descriptors
<p>Grade A students</p>	<p>Are highly self motivated and take responsibility for their own learning Read around the subject Always show initiative Ask how to improve Complete all homework Solve problems without always asking Are well behaved and polite Respond very well to feedback Support others in their learning Are willing to take risks Accept that they can get things wrong but can learn from it and move forwards Work independently Work well with others Are very focused during the lesson Produce the best work they can Have a growth mind-set approach to learning Have an 'I can do' attitude Exceptional students who go above and beyond what is expected</p>
<p>Grade B students</p>	<p>Are well motivated Learn well Respond to feedback Complete homework on time Are well behaved and polite Usually show initiative Remain focused during the lesson Avoid getting distracted Positively contribute to the lesson Arrive on time fully equipped Accept that they can get things wrong and learn from it Present their work well Care about doing well and put in the effort Well behaved, hard working Davenport students</p>
<p>Grade C students</p>	<p>Sometimes need reminding to stay on task Rely on the teacher often and do not try to solve things for themselves Wait to be told what to do Get distracted easily Could try harder but aim to do enough to get by Do not respond to feedback and do not try to constantly improve Do not always present their work well Can work in groups but let others do most of the work Have an 'I can't do this' attitude instead of trying Give up too easily Produce poor quality homework that is not always handed in on time Lack motivation Students who lack motivation, do not try their best and could do so much more</p>
<p>Grade D students</p>	<p>Are not motivated Often look to talk and disrupt the learning of others Can be rude and answer back Produce little or no work Rarely complete homework Are often late to lessons Are afraid to fail Rarely come equipped for lessons Have a very poor attitude to learning Do not wish to improve their work Disruptive students who distract the learning of others and do not try to improve</p>



Are flight paths reviewed?

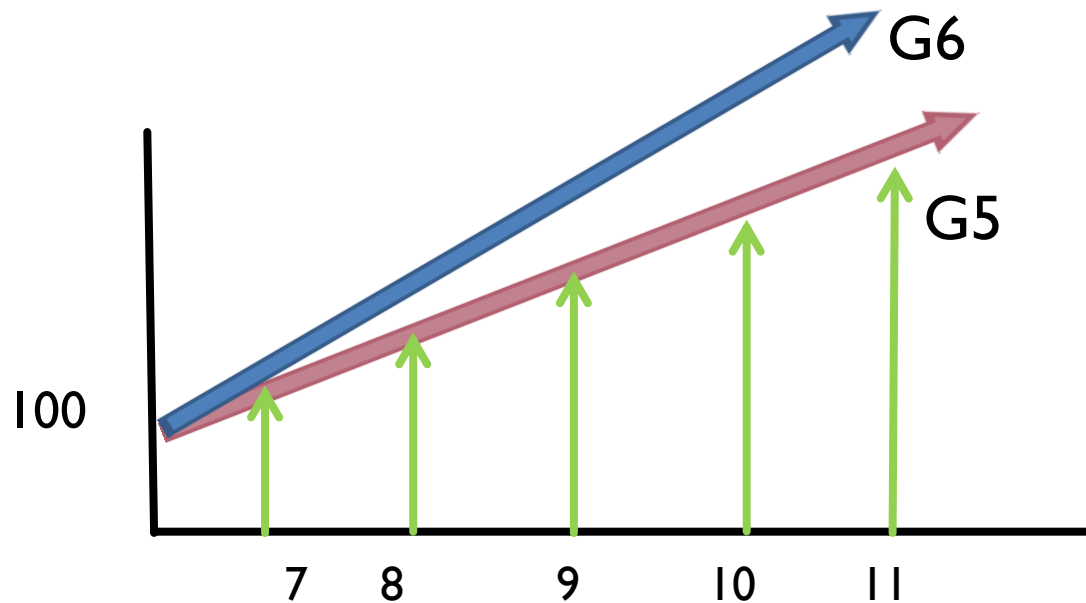
Yes they are – students can be moved up a flight path depending on their progress

They will not hop about from flight path to flight path throughout the year

They will be moved up following a careful monitoring and it will be at the discretion of the teacher and head of department



Tracking to GCSE



Health Warning: Students do not learn in a linear fashion and may be above or below the flight path at any given time – we are tracking towards the end destination.



In Summary

No more levels – flight paths are assigned

Established based on starting point “scored” at the end of KS2

Base & Extension flight paths (Students are aware of both and what they need to do to progress)

Staff continually monitoring progress with flight path reviews at the end of the year

Attendance & Punctuality



The impact of absence

20 days off per school year = 90% attendance

90% attendance = 4 whole weeks off school

90% attendance in years 7-11 means half a year off school

90% attendance for your child throughout Primary and Secondary School means they will have missed a whole year of school in their education.

Every pupil at this school, in line with the Government's expectations is expected to maintain an attendance level of 96% and above.

The vast majority of students at Davenant have well over 98%.

What to do
Advice on childhood illnesses

Go to school; if needed get treatment as shown

Can be catching. Some restrictions for school attendance

Don't go to school and see the GP

What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters	●	Pharmacy	Back to school 5 days after on-set of the rash
Common Cold	Runny nose, sneezing, sore throat	●	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	●	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache body aches and pain, exhaustion, sore throat	●	Pharmacy	Ensure good hand hygiene
German measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards.	●	G.P.	Back to school 6 days from on-set of rash
Glandular fever	high temperature, sore throat; usually more painful than any before and swollen glands	●	G.P.	Child needs to be physically able to concentrate
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	●	G.P.	Only need to stay off if feeling too ill for school
Head lice	Itchy scalp (may be worse at night)	●	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness	●	G.P.	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, and watery inflamed eyes. Small red spots with white or bluish white centres in the mouth, red, blotchy rash	●	G.P.	Back to school 4 days from on-set of rash

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Ringworm	Red ring shaped rash, may be itchy rash may be dry and scaly or wet and crusty	●	G.P.	
Scabies	Intense itching, pimple – like rash Itching and rash may be all over the body but commonly between the fingers, wrists, elbows, arm	●	G.P.	Back to school after first treatment
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash	●	G.P.	Only stay off school if rash is weeping and cannot be covered
Sickness bug/ diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea	●	Pharmacy	See GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus	●	Pharmacy	Ensure good hand hygiene
Tonsillitis	Intense Sore throat	●	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow
Whooping cough	Violent coughing, over and over, until child inhales with "whooping" sound to get air into lungs	●	G.P.	Back to school after 5 days of antibiotics or 21 days from onset of illness

See www.patient.co.uk for further information on each of these conditions

This leaflet has been produced in partnership between



This information is a guide and has been checked by health professionals however, if you are unsure about your child's wellbeing we recommend you contact your pharmacy or GP to check.