



# **Target Setting and Assessment**



# 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 over the last 5 years.
- Letters have changed to numbers

## GCSE A\*-G/1-9 Equivalent

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	Bottom 2 thirds C	Bottom third B Top third C	B Top 2 thirds	A	A*	A* Top 20% Grade A and above



# What does the system include?

- Schools are no longer judged on 5 GCSEs with English and Maths but on the ***progress made from KS2 to 4 measured by the outcomes in their best 8 GCSEs.***
- Pupils come to us from Primary Schools with a standardised score (SATs results 80 – 120 & 100 is “AT EXPECTED”)
- We assign students an end of KS4 flightpath
- Assessment is based on ***progress*** made along their assigned flightpath – aims to celebrate the 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 Davenant tracks progress of our students.
- FFT processes national data for the Government. FFT uses the KS2 SATS scores to generate the target grades.
- They use this information to produce data for many 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



# Progress Checks



## What parents saw in the Autumn Term (Y7)

Subject	Behaviour for Learning Grade
English	A
Maths	B
Science	B
History	B
Geography	A
MFL**	B
IT	B
RE	B

Subject	Behaviour for Learning Grade
Drama	A
Music	B
Food*	
Graphics*	B
Product Design*	
Textiles*	
PE Practical	A
Art	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.

\*\*Y7 MFL – Forms ENT are studying French, Forms DAV are studying Spanish

Percentage Attendance: 91.9%  
Authorised Absences: 7

[Click here for link to curriculum section on school website for more info](#)



## What parents will see (Spring Term)

FFT  
Grade

Extended  
FFT Grade

Teacher  
Grade

Subject	Target Level		Predicted Flight Path	Behaviour for Learning Grade	Progress
	Current Flight Path	Extension Flight Path			
English	6	7	6	A	W+
Maths	7	8	7	B	W+
Science	7	8	7	A	W+
History	6	7	6	A	W+
Geography	6	7	6	B	W+
MFL	6	7	6	A	W+
IT	6	7	6	B	W+
RE	7	8	7	B	W+
PE Practical	4	5	4	A	W+





# 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.

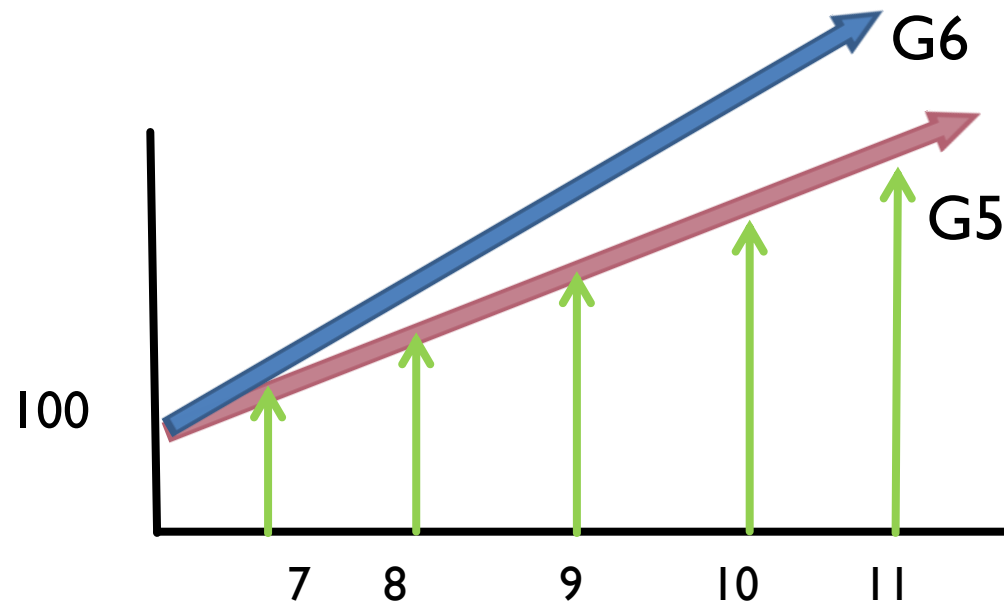


# Behaviour for Learning

Grade	Descriptors
<b>Grade A students</b>	<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</p> <p><b>Exceptional students who go above and beyond what is expected</b></p>
<b>Grade B students</b>	<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</p> <p><b>Well behaved, hard working Davenant students</b></p>
<b>Grade C students</b>	<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</p> <p><b>Students who lack motivation, do not try their best and could do so much more</b></p>
<b>Grade D students</b>	<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</p> <p><b>Disruptive students who distract the learning of others and do not try to improve</b></p>



# 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.



## 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 evidencing sustained development beyond their current flight path.

This will be done in consultation with Senior Team and the Head of Department during the Summer Term.



# In Summary

Flight paths are assigned

Established based on starting point “scored” in their primary school SATs tests and they are generated by FFT (as a starting point)

Base & Extension flight paths are shared with students and parents through the progress checks and in lessons.

Staff continually monitoring progress with flight path reviews taking place in the Summer Term.

---

# **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%.





# *The impact of absence*

[NHS Link - click here](#)

[My account](#)

[Health A-Z](#)[Live Well](#)[Mental health](#)[Care and support](#)[Pregnancy](#)[NHS services](#)

## Is my child too ill for school?

**It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.**

There are government guidelines for schools and nurseries about [managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.