



### Progress Review Guidance – Key Stage 3

In years 7, 8 and 9, students undertake assessments at three points in a year. These assessments measure the extent to which students have progressed through the curriculum in each subject. The assessment results are given as a percentage. A student's progression is measured by comparing their percentage in relation to that secured by other students with similar SATs/CAT4 scores (CAT4 data is being used for current Year 7 and 8 due to the cancellation of the 2020 and 2021 Year 6 SATs tests).

#### Example 1

Subject	Test % Score	Students with Similar CAT Scores	Learning Score
English	67%	72%	1.98
Maths	54%	48%	1.86
Science	70%	70%	1.93
Geography	30%	52%	2.04
History	83%	61%	1.72
Modern Languages	0%	57%	1.96

#### Explanation

In English, Maths and Science, this student has scored a percentage test score broadly in line (within a degree of tolerance) with other students who have similar CAT scores and is, therefore, deemed to be making progress in line with peers. In Geography this student has scored significantly lower than other students who have similar CATs and is therefore not progressing in line with peers. In History this student has scored significantly higher than other students who have similar CATs score and is therefore deemed to be progressing well. In Modern Languages this student has received a test score of 0. Where 0 is reported this is likely to be due to absence of the student on the day of the test. Where any test score values are blank, this is due to staff absence. Further information on attainment will be provided at a later date. Where there is no percentage score in the students with similar CAT scores column, this is because they did not complete the CATs tests in September.

#### Example 2

Subject	Current Attainment	Learning Score
Art and Design	On Track	1.98
Drama	Exceeding	1.86
Physical Education	Below	2.08

#### Explanation

For subjects that do not have written assessments, teachers enter a comment to show how well a student is progressing through the curriculum. Where a student is engaging well with the subject in terms of classwork, homework and classroom discussions they are said to be working 'On Track'. 'Exceeding' expectations means that a student's performance in this subject is particularly strong. An entry of 'Below' expectations means that the engagement of the student in this subject demonstrates room for improvement. These comments are not linked to CATs scores and the 'expectations' are those set out by Penketh High School.

#### Learning Scores

Each lesson, pupils are awarded a learning score based on their attitude to learning. These are then averaged for each subject. An average learning score below 2.00 indicates your child is performing at or above the expected standard in lessons. An average learning score above 2.00 indicates your child needs to work harder in their lesson.

1 - Outstanding attitude in all aspects of learning.	2 - Good attitude in all aspects of learning..	3 - Effort and engagement requires improvement	4 - Unsatisfactory attitude and disrupts learning.	5 - Persistent disruption to learning.
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### Progress Review Guidance – Key Stage 4

During years 10 and 11, students undertake assessments at three points across the academic year. These assessments measure the extent to which students are making progress towards their final grade in each subject. The assessment results are given as GCSE style grades. A student’s progression is measured by comparing their current performance against the grades that they achieved in the last set of examinations. We do not provide individual target grades to students, preferring instead that students aspire to reach the highest grade they possibly can. However, in order to support parents to have meaningful conversations around progress with students, we have provided an indicative estimate of what students could aspire to base on what students with similar Key Stage 2 scores achieved nationally in those subjects in previous GCSE exams.

#### Example

Subject	Current Grade	Estimate	Learning Score
English Language	5+	6	1.98
Maths	6	7	1.86
Science	54	55	1.93
Geography	4-	4	2.04
Spanish	5	6	1.72
Sports Studies	L2M	L2P	1.96

#### Explanation

GCSE courses are graded on a scale between 1 and 9, 9 being the highest grade. A grade 4 is a “standard pass” and a grade 5 is considered as a “strong pass”. Grades above 5, i.e. grade 6, 7, 8 and 9 are considered to be the higher grades. The science grade (combined science) is always shown as two numbers, for example 54 – this is because combined science is a double GCSE qualification so a 54 is one grade 5 and one grade 4. Other non-GCSE courses are awarded grades under a Pass, Merit and Distinction system at either Level 1 or Level 2. A Level 2 Pass (L2P) is the exact equivalent of a GCSE grade 4.

Grades may include + or - indicators, or simply the numbered grade itself to indicate how secure a student is within a grade. For example, a pupil may be working at a grade 4– has only just secured a grade 4. However, a pupil who has achieved a grade 4+ is working towards the next grade. Where there are missing grades, this is due to student or staff absence. Further information on attainment will be provided at a later date.

#### Learning Scores

Each lesson, pupils are awarded a learning score based on their attitude to learning. These are then averaged for each subject. An average learning score below 2.00 indicates your child is performing at or above the expected standard in lessons. An average learning score above 2.00 indicates your child needs to work harder in their lesson.

<b>1 - Outstanding attitude in all aspects of learning.</b>	<b>2 - Good attitude in all aspects of learning.</b>	<b>3 - Effort and engagement requires improvement.</b>	<b>4 - Unsatisfactory attitude and disrupts learning.</b>	<b>5 - Persistent disruption to learning.</b>
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