



**Cardinal Hume Catholic School**

**Parental Guide to Assessment & Reporting**

**Year 7**

**PART 1: WHAT TO EXPECT IN A PUPIL REPORT**

**WHAT TO EXPECT:**

In regard to assessment and reporting the following will occur across the academic year:

- You will receive a set of modular reports in November.
- You will receive a modular report and be invited to attend a parents evening in March.
- You will receive a set of written reports in May.

**WHAT IT WILL LOOK LIKE:**

Modular Report: A modular report will show all subjects listed in a table. There will be no written comments from the class teacher or tutor. The structure of the modular report is shown below.

<b>Subject</b>	<b>Target</b>	<b>End of Yr 11 Target</b>	<b>Attainment</b>	<b>Work</b>	<b>Behaviour</b>	<b>Teacher</b>
Mathematics	2+	6+	2+	1	1	Mrs J Smith

Written Report: A written report will contain the same information as a modular report with the addition of written comments from the students’ subject teacher. Written reports will be issued once during an academic year.

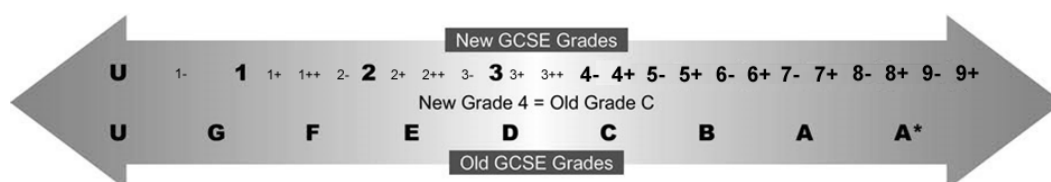
**COMPONENTS EXPLAINED:**

**TARGET:** This is the grade which your child should aim for in each module. It represents a realistic goal based upon achievement in Key Stage 2. A further explanation will be given on target setting later on in this document.

**END OF YR 11 TARGET:** This is the grade which your child is aiming towards at the end of Year 11.

**ATTAINMENT:** This is the grade that your child has been working at in the last 10 week module.

**1-9 GCSE GRADE SCALE EXPLAINED:** Attainment levels for all National Curriculum subjects range between U and 9, with U being the lowest. The scales are refined by ‘-’, ‘+’ and ‘++’ sub-levels which indicate where a pupil is within the scale. The diagram below illustrates this scale and provides a comparison with the previous A\*-U grade scale.



## PARENTAL GUIDE TO ASSESSMENT AND REPORTING – YEAR 7

**WORK AND BEHAVIOUR:** Work and behaviour grades are given using the numeric scale of 1 to 3. These grades are a reflection of how well a pupil meets the Diamond Standards in each of their subjects.

Grade	Description
1	Above the Diamond Standard expected of all students
2	Meets the Diamond Standard expected of all students
3	Improvement required in one or more areas to meet the Diamond Standard.
X	Insufficient Information

Examples of Diamond Standards of work are:

- No incomplete work or gaps in books - any missed work must be caught up as soon as possible.
- Take pride in what you do and check your work against the success criteria.

### **PART 2: THE METHOD BEHIND PUPIL STARTING POINTS, TARGETS AND FLIGHT PATHS**

#### **STARTING POINT**

The starting point for each pupil in year 7 is set by their average Key Stage 2 (Year 6) score in English and Mathematics.

#### **TARGETS**

We then use a national transition matrix provided by the Department for Education to see what good progress looks like for each Key Stage 2 starting score. This process forecasts the expected GCSE grade in each subject.

We are then able to set targets for each module from year 7 to year 11. We choose end of year 11 targets based on the top 25% of progress for each subject nationally. Figure 1 below shows you an example of a transition matrix. The minimum grade required to ensure a student is making progress in the top 25% nationally is shaded.

**Example:** If a pupil arrives at Cardinal Hume Catholic School with a Key Stage 2 score of 97.5 using the transition matrix below the pupil would receive a year 11 target grade of a 6-/B as a pupil with a key stage 2 score of 97.5 would need to have obtained a 6-/B or higher grade to be within the top 25% of students.

Fig1: Example of a transition matrix:

KS2 National Curriculum Level (previous measure)	KS2 Score (new measure)	U	1/G	2-/F	2++/E	3+/D	4+/C	6-/B	7+/A	9-A*
B		1%	4%	9%	20%	22%	31%	10%	3%	1%
N		1%	4%	9%	20%	22%	31%	10%	3%	1%
2	Less than 80	1%	4%	9%	20%	22%	31%	10%	3%	1%
3c	80-86.9	1%	3%	8%	17%	24%	34%	11%	3%	0%
3b	87-90.9	1%	2%	6%	16%	21%	37%	13%	4%	1%
3a	91-92.9	0%	1%	5%	12%	21%	38%	16%	5%	1%
4c	93-97.4	0%	1%	3%	9%	18%	40%	19%	8%	2%
4b	97.5-100.9	0%	1%	2%	6%	14%	39%	25%	11%	3%
4a	101-104.4	0%	0%	1%	4%	10%	32%	29%	18%	6%
5c	104.5-107.4	0%	0%	1%	2%	6%	24%	30%	26%	10%
5b	107.5-111.9	0%	0%	0%	1%	3%	15%	26%	35%	20%
5a	112 or greater	0%	0%	0%	0%	1%	6%	20%	37%	35%

