

Supporting Students' Progress

Mr Shaw

16:00 – 16:30
17:30 – 18:00

DEO PATRIÆ SCHOLÆ

KING EDWARD VI
SCHOOL LICHFIELD

Journey from Y7 to Y11



Measuring Potential



Demographics of the cohort:

	No.	%
Male	131	51
Female	127	49

Prior Attainment - TA

Students have been placed in mixed ability classes based on Y6 teachers' assessments:

- Working **above** the expected standard
- Working **at** the expected standard
- Working **towards** the expected standard
- Working **below** the expected standard



Prior Attainment - KS2 Exams

Prior attainment bands on are based on the following DfE categories:

Higher Prior Attainment (HPA) = KS2 Point Scores: **110 plus**

Middle Prior Attainment (MPA) = KS2 Point Scores: **more than or equal to 100 but less than 110**

Lower Prior Attainment (LPA) = KS2 Point Scores: **less than 100**

Prior Attainment -KS2 Exams

	Prior KS2 Attainment		
	Reading	Maths	Average Scaled Score
Year 7	107.5	108.7	108.1
Current Year 8	108.1	106.9	107.5

	HPA		MPA		LPA	
	Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students
Average Scaled Score	102	39.5%	120	46.5%	31	12.0%

Reading Ages

All Y7 students will sit the NGRT test, completed in their ICT lessons.

The **New Group Reading Test** is a 30 minute digitally adaptive assessment that adjusts as each student responds.

The NGRT indicates where a student's reading ability sits to the national average, and so can be used to identify where intervention may be needed.

All teachers have access to the 'reading age' (e.g. 11 years 3 months) of each Y7 student to ensure that lessons and resources are pitched at the right level.

Baseline Testing

A number of subjects will have already carried out a discreet baseline assessment with students, to gauge their background knowledge and skills for that particular subject e.g. Art, History, MFL.



The GCSE Grading System

Old grades	New grades
A*	9
	8
A	7
B	6
	5 STRONG PASS
C	4 STANDARD PASS
D	3
E	2
F	
G	1
U	U

In the 2026 exams:

64% of students gained a **grade 5** in English and Maths.

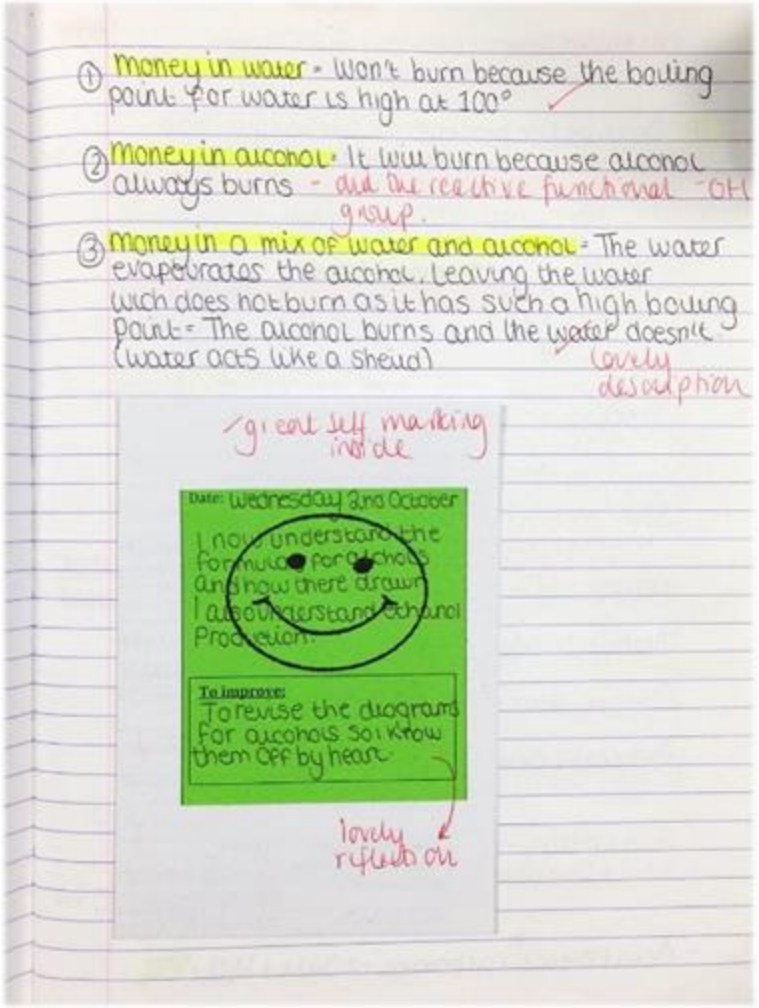
80% of students gained a **grade 4** in English and Maths.

Creating a 'Can Do' Culture

There is a strong emphasis on developing **skills and knowledge** in Y7:

AO1 Knowledge	AO2 Explanation	AO3 Sources	AO4 Interpretations
- I can recall some basic facts about the topic. - I am starting to understand when events happened.	- I can give simple or general information about the topic. - My ideas are not clearly linked.	- I can describe what the source shows in a general way.	- I can describe or copy what an interpretation says.
- I can describe some accurate knowledge. - I am beginning to avoid general statements.	- I can identify some key features or reasons. - I am beginning to use some accurate knowledge.	- I can make a simple inference from a source. - I can use a quote or detail from the source.	- I can put the interpretation into my own words. - I can identify a simple difference between interpretations.
- I can use specific knowledge about the topic. - Most of my knowledge is accurate.	- I can describe key features with supporting evidence. - I can begin to explain causes, changes, or sequences.	- I can make one or more clear inferences. - I can support them with evidence from the source.	- I can summarise what interpretations argue. - I can describe differences using some evidence.
- I can use detailed and accurate knowledge confidently. - I can place events in the correct order.	- I can clearly explain causes or changes using evidence. - I can link ideas together and show relationships (e.g. cause and effect, before and after).	- I can make at least two developed inferences. - I can clearly explain how my evidence supports my ideas.	- I can clearly explain what interpretations argue and how they differ. - I can support my ideas with evidence.
- I can select precise and wide-ranging knowledge to support my ideas. - I use knowledge effectively to support explanations and arguments.	- I can develop a clear argument explaining causes or importance. - I can prioritise factors and explain which are most important.	- I can make well-developed inferences using precise evidence. - I can clearly explain what the source suggests and how I know.	- I can explain why interpretations are different (e.g. different evidence or viewpoints). - I can evaluate them and make a clear judgement.

How We Feedback to Students



- ❑ **% mark**
- ❑ **WWW** – What Went Well
- ❑ **EBI** – Even Better If

ASSESSMENT



Each assessment is a test of your historical knowledge, skills and understanding:

80% – 100% Exceptional knowledge, skills & understanding

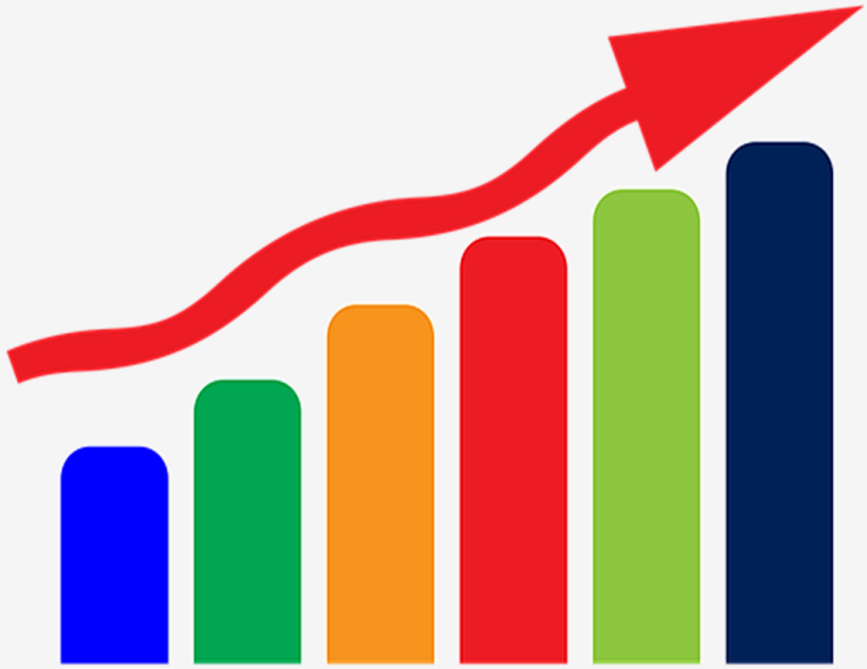
60% – 79% Advanced knowledge, skills & understanding

40% - 59% Secure knowledge, skills & understanding

1% - 39% Developing knowledge, skills & understanding

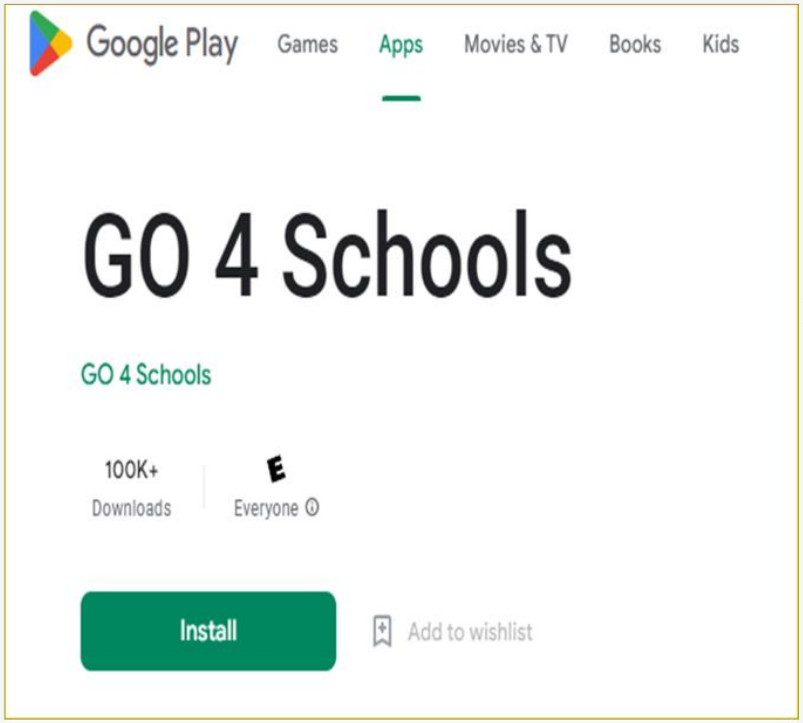
How We Feedback to Parents

GO
4 SCHOOLS



GO 4 Schools


cingular
9:41 AM
GO
Text
Calendar
Photos
Camera
YouTube
Stocks
Maps
Weather
Clock
Calculator
Notes
Settings
Phone
Mail
Web
iPod


Google Play
Games
Apps
Movies & TV
Books
Kids
GO 4 Schools
GO 4 Schools
100K+
Downloads
E
Everyone
Install
Add to wishlist

GO 4 Schools



GO 4 Schools





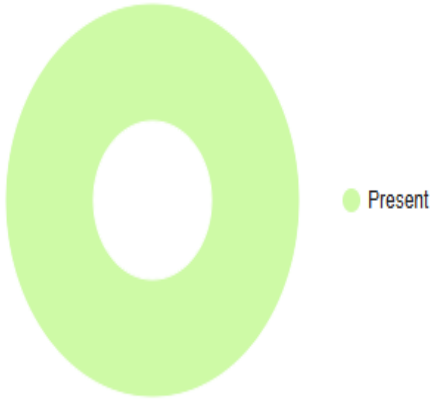
You should have received a letter about Go 4 Schools

Overview

Timetable

08:50	**09:10**	Registration Period, 7D2/Rp	Mr J Stephen	20
09:10	**10:10**	PE, 7ZB/Pe	Miss L Smart	
10:10	**11:10**	Drama, 7D2/Dm	Mr T Auld	31
11:30	**12:30**	French, 7D2/Fr	Miss L Marshall	51
13:15	**14:15**	Geography, 7D2/Gy	Mr A Cottier-Cooper	Q3
14:15	**15:15**	Mathematics, 7Z1a/Ma	Mr A Takhar	Q7

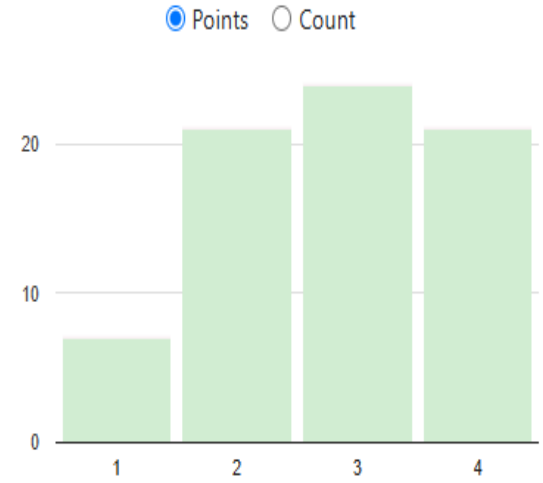
Attendance 100%



Progress

Whole school residual scheme	
Above Target	5
Achieving Target	4
Working Towards Target	1
Below Target	0

Behaviour +73 | 0



GO 4 Schools

Information Available	Content
Timetable	Daily and weekly timetable including the names of teachers
Attendance	% attendance from the start of the academic year indicating authorised and unauthorised absences
Behaviour	A summary and breakdown of positive and negative behaviour events since the start of the school year; detention summary Notification function communicates detentions and weekly behaviour updates
Reports	Progress information by subject (online only, not available on the app) Years 7 & 8 - Fischer Family Trust external data (where available)



Parents/carers can access G4S using the email address that has been registered with school



Students will be shown how to access G4S using their school email addresses in ICT and Computing lessons



There is a free to use phone app available

Annual Report – Summer Term

Subject	Target Grade	FFT 50%	FFT 5%	Progress indicator	Approach to learning
Art	5	5	5	Working Towards Target	1
	Comment During the 'Baseline skill' project students are taught all of the basic skills required for the Art course, looking at a variety of artists, working across a range of materials, media and techniques. Toby shows an excellent attitude in Art. Presenting skills are developing appropriately. Toby demonstrates the ability to handle a range of materials with a developing level of control and skill. Toby needs to observe more closely when working from direct observation, ensuring that required formal elements are applied to work. I would like to see more confidence in Toby's own ability. Toby has been a pleasure to have in the classroom.				
Design & Technology	5	4	6	Working Towards Target	2
	Comment Students acquire a broad range of subject knowledge in Key Stage 3 Design and Technology; Toby's most recent area of study has been Food Preparation and Nutrition. Toby has made some good progress this term and appears to enjoy the practical element very much but written work needs a little attention. An even amount of effort should be shown in both theory and practical lessons. The overall grading will be made up of both elements and therefore it is important that all work is completed. In order to make further progress, Toby should add more detail to written work and practise practical skills in order to embed and refine them further.				
Drama	6	5	6	Above Target	1
	Comment Toby has made an excellent start to Drama. Working very well in rehearsal, Toby makes some contributions to lessons. We see some very good team skills and the ability to work well with others. Demonstrating different roles and feelings, Toby performs well using vocal and physical skills appropriately. To improve, we would like to see more self-confidence.				
English	6	6	6	Achieving Target	2
	Comment Toby has successfully developed good skills and as a result is making sound progress in this subject. Toby is focused and engaged in English lessons and demonstrates a very positive attitude. I would like Toby to develop the skills of language analysis by examining words and phrases and considering the effect on the text. Fantastic and mature contributions have been made in lessons, which has been lovely to see.				

Approach To Learning

Excellent **"goes above and beyond"**	**Good** **"meets expectations"**	**Inconsistent** **"variable effort"**	**Poor** **"makes little, if any effort"**
Exemplary approach to work, is highly self-motivated. Goes above and beyond in lessons and completes home learning to a high standard, embraces challenging tasks. Encourages the views and opinions of others and supports peers with their learning.	Good approach to work, is self-motivated. Works well in lessons and completes home learning to the required standard, is willing to attempt challenging tasks. Open to the views and opinions of others and works well with their peers.	Sometimes lacks self-motivation and has an inconsistent approach to lessons and home learning. Doesn't always engage effectively with the views and opinions of others.	Lacks self-motivation, doesn't engage well in lessons and rarely if ever completes home learning. Can be inconsiderate of the views and opinions of others.

Target Grades



- Above
- On
- Working towards
- Below

Target Grades

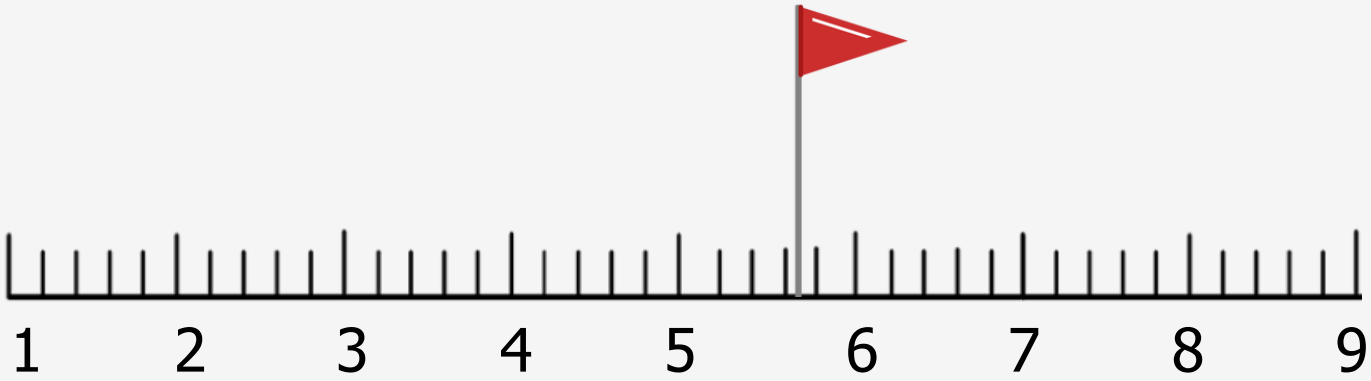


A target grade can:

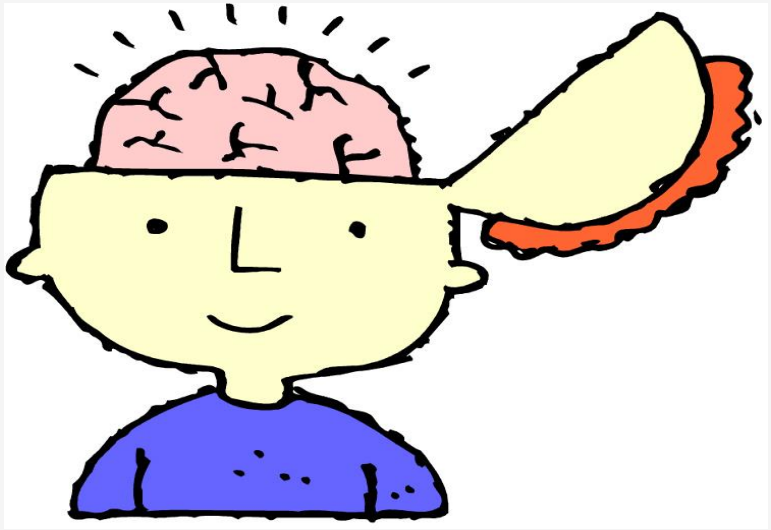
- ❑ help to motivate
- ❑ encourage high expectations

Point of Reference

point of reference

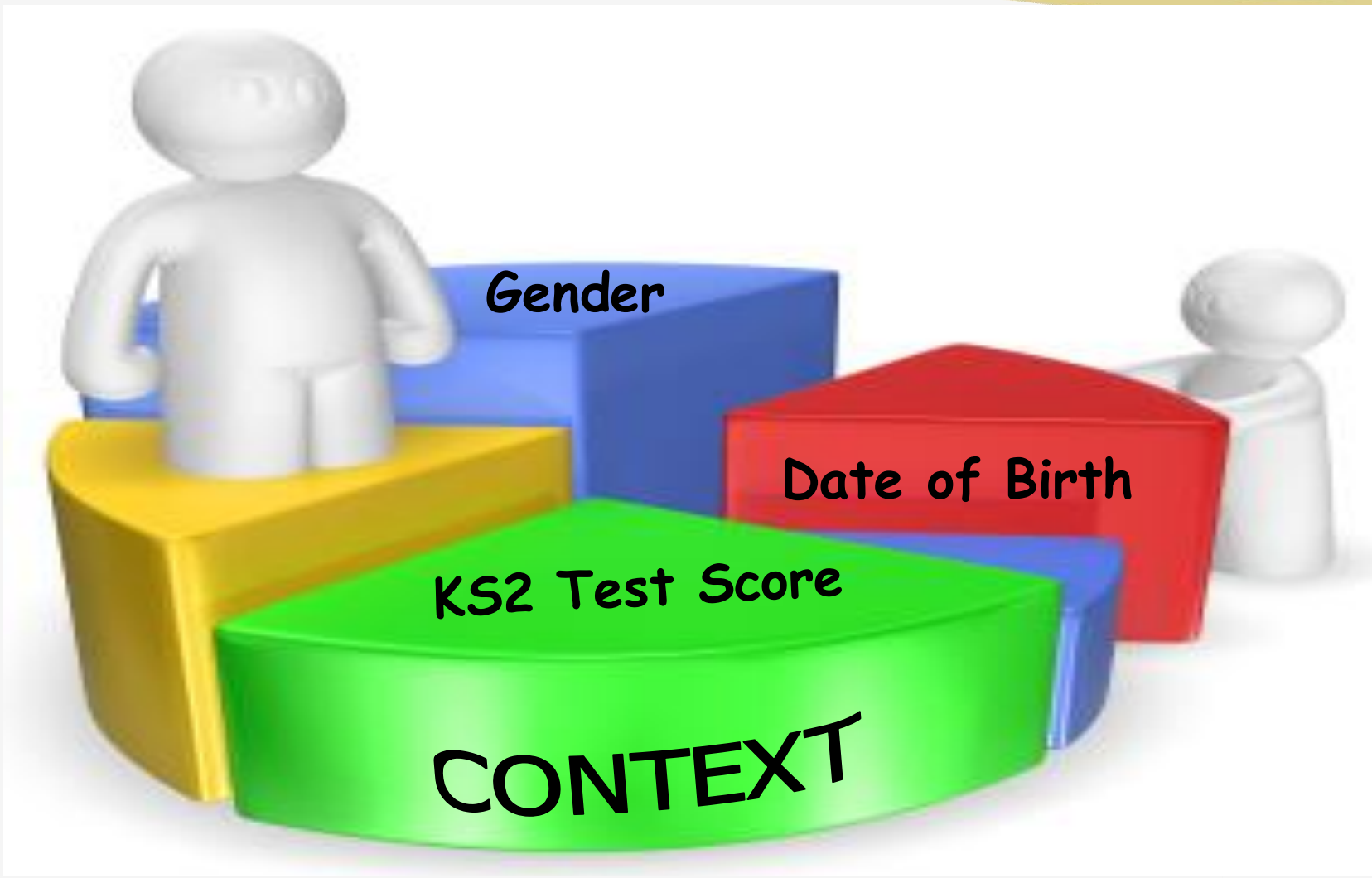


Estimation Systems





Estimation Systems

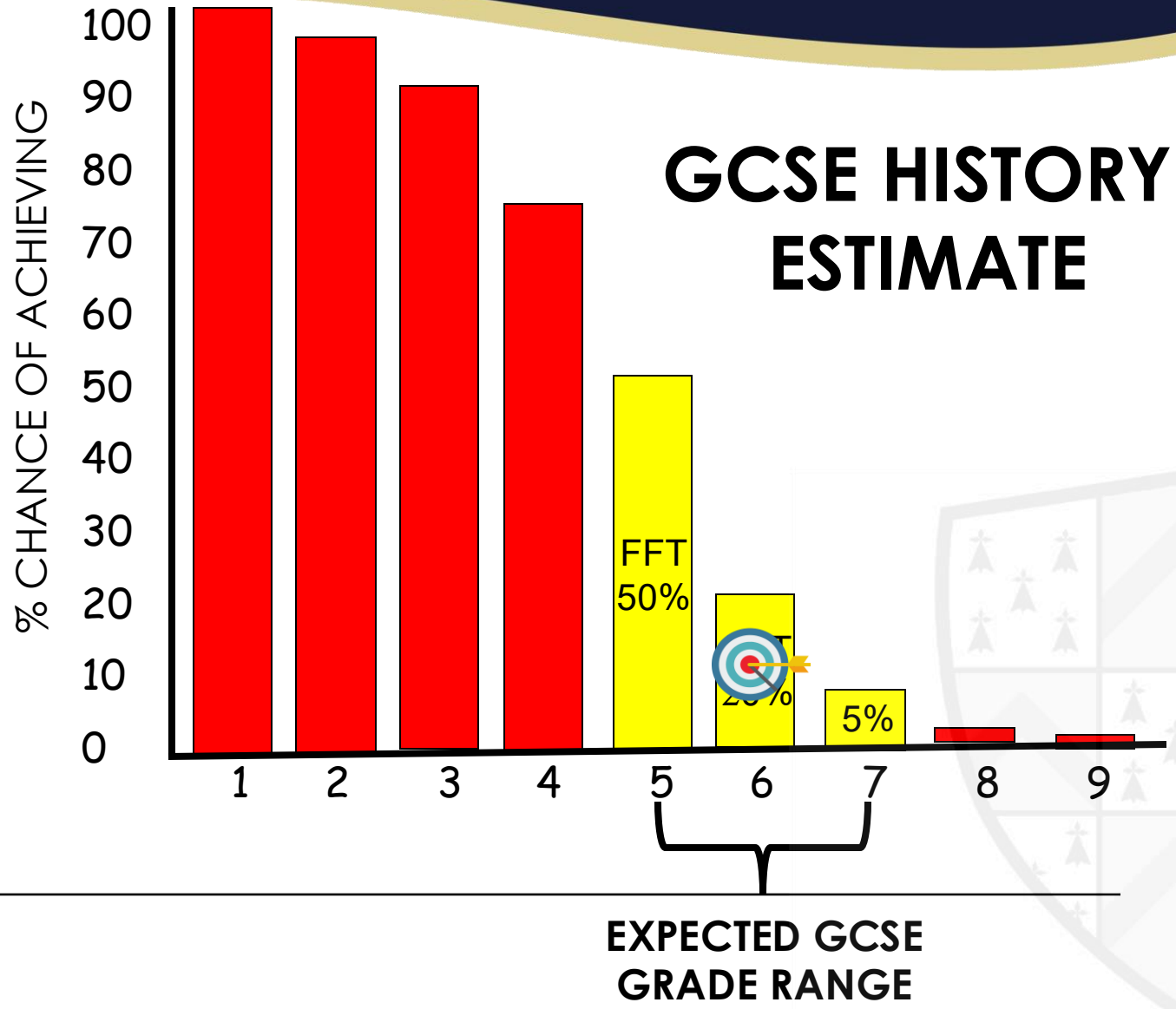


How Estimates are Created



16/2/2015

KS2 average point score: 109 (MPA)



Target Grades



KS2 Score	Y7	Y9	Y10	Y11
120	9	9	9
115	8	8	8
110	7	7	7
105	6	6	6
100	5	5	5
95	4	4	4
90	3	3	3
85	2	2	2
80	1	1	1

Bespoke Target Grades



Further Information

- A copy of this evening's presentation slides can be found on the school website: Information/Parents Evenings/Information Evenings

- More detailed information on each subject can also be found on the school website under Curriculum

