

21 September 2021

Dear Parents/Carers

Grading, Target Setting and Reporting 2021-2022

I hope that your child has had an excellent start to the autumn term. It has been wonderful to see how well all students have settled into the new academic year. They have all really embraced the culture of ‘Powerful Learning’ at Hagley that was launched early in September and the return to lessons in subject blocks has been much welcomed. I am writing to you all to explain how the **grading, target setting and reporting** systems work at Hagley Catholic High School. All of these elements contribute greatly towards the success that our learners achieve and I hope that you find it useful.

Grading on Reports

At key stage 3 (yr7-9) and 4 (yr10-11), the 9-1 system which was introduced by the DFE is used in all assessments, targets and predicted grades. As outlined below, students work from the start of year 7 towards challenging 9-1 target grades in each subject. Below is a table that explains how the 9-1 grades compare to previous A*-G grades:

Old Letter System	9-1 GCSE Grading
A*	9
	8
A	7
B	6
C	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	

Target Setting – KS4

Over the next week learners in year 10 will receive their target grades. For students in year 11 these were issued in September 2020. The targets were generated by using information from Fischer Family Trust (FFT). The targets set by FFT are based on achievement of a pupil at key stage 2 in English and Maths, which is what the Department of Education and a number of schools nationally use. FFT look at what pupils with similar scores last year achieved nationally in each subject taken and then that is used to form the target. If these grades are met then it would place year 10 students within the top 5% of all learners nationally. **The grades however are only a guide and should never act as a ceiling for what pupils should aim to achieve.** All learners will be encouraged to see these as a ‘minimum expected’ target for the end of key stage 4. As class teachers start to gather grade information from marking assessments then they are encouraged to establish aspirational targets for students which may be above those provided by FFT.

Target Setting – KS3

At key stage 3 we have successfully adopted an approach which is used in a number of successful schools across the country, where students work towards aspirational GCSE grades from Year 7. Fischer Family Trust (FFT) is used to generate GCSE targets for all students. We have then estimated where a learner would be expected to be at the end of each year if they were to achieve the GCSE target set. For example, a student with a GCSE Target in English of a Grade 6 will be expected to have achieved a grade 3b by the end of Year 7, a 4c in Year 8 and a grade 4a by the end of Key Stage 3 in Year 9. The advantage of the revised approach is that it will enable all teachers to closely monitor how all our students are progressing over five years at Hagley Catholic High School. These targets are extremely aspirational and if achieved they would place students within the top 5% of all learners nationally. However, as outlined above, **these grades are only a guide. All learners will be encouraged to achieve as high as possible in all year groups and targets should be seen as the ‘minimum expected’ aim by the end of the year. This is even more the case when a student has attained above their target in the previous academic year.** Over the next couple of weeks, all students will receive stickers which will show their end of the year target grade for each subject.

The flight path towards the challenging GCSE grades used is outlined on the next page. A slightly revised flight path is used in subjects which students have traditionally studied less at primary school e.g Art, Technology, Music, Languages. Here students are expected to attain less at key stage 3 before accelerating towards the same challenging targets at the end of year 11.



End of GCSE Target. This is calculated by comparing how students with similar KS2 scores attained nationally.

End of GCSE sub grade (a is the highest, c the lowest)

What a learner should be aiming for at the end of each year if they are to achieve their target

STANDARD FLIGHT PATH FFT Whole Grade	FFT GCSE Sub Grade	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11	Final GCSE Grade
9	9a	5c	6c	7b	8a	9a	9
	9b	4a	5a	7c	8b	9b	
	9c	4b	5b	6a	8c	9c	
8	8a	4b	5b	6a	7a	8a	8
	8b	4c	5c	6b	7b	8b	
	8c	4c	4a	6c	7c	8c	
7	7a	4c	4a	5a	6a	7a	7
	7b	3a	4b	5b	6b	7b	
	7c	3a	4b	5c	6c	7c	
6	6a	3a	4b	5c	5a	6a	6
	6b	3b	4c	4a	5b	6b	
	6c	3b	3a	4b	5c	6c	
5	5a	3b	3a	4b	5c	5a	5
	5b	2a	3b	4c	4a	5b	
	5c	2a	3c	3a	4b	5c	
4	4a	2a	3c	3a	4c	4a	4
	4b	2b	2a	3b	3a	4b	
	4c	2c	2b	3c	3b	4c	
3	3a	2c	2b	2a	3b	3a	3
	3b	1a	2c	2b	3c	3b	
	3c	1b	1a	2c	2a	3c	
2	2a	1b	1a	2c	2b	2a	2
	2b	1c	1b	1a	2c	2b	
	2c	1c	1b	1b	1a	2c	
1	1a	1c	1c	1b	1b	1a	1
	1b	Sa	1c	1c	1c	1b	
	1c	Sa	Sa	1c	1c	1c	



Year 7 and 8

As I am sure that you are aware, students in current year 7 and 8 didn’t do KS2 SAT’s due to the impact of the pandemic. Therefore, information that we received from each primary school has been used to establish target grades. These will be reviewed throughout key stage 3 as more assessment data is gathered across all subjects.

Reporting

For each year group there are three reports issued across the academic year. These will be spread out across the autumn, spring and summer terms, with one reporting window in each. In all reports, teachers input a present predicted grade (PPG), recent assessment and effort grade. The table below explains what is shown on each report:

Presented Predicted Grade (PPG)	This is the grade that the class teacher believes that the student will achieve by the end of the year. At key stage 4 or 5 the PPG will be what the teacher is predicting that the student will achieve by the end of the key stage (yr11 or yr13)
Recent Assessment	The grade that has been achieved in a recent assessment task. This may be different to the PPG which will take into account a wide range of assessment information.
Effort	A judgement made on the effort of each student in class and with their homework. This will be either ‘outstanding’, ‘good’, ‘satisfactory’ or ‘inadequate’.
Comment	A comment is made in one report each year (dates are given below). Teachers will identify an area of strength and an area of development for each learner.

At key stage 3 and 4, sub grades (a,b and c) should be included in the PPG. ‘a’ suggests that a pupil is very close to the grade above, ‘b’ suggests that a pupil is secure in that grade and a ‘c’ indicates that a pupil is close to dropping down to the grade below. At key stage 5, + or – should be used as sub grades, with a + being close to the grade above and – near to dropping to the grade below. Attendance statistics and an overview of rewards and sanctions will be included in each report that is sent.

The table below next page gives the dates when reports will be issued in each term. The summer term reports for years 7-10 and 12 are when reports are issued that include comments from subject teachers, form tutors and Heads of Year. These reports are issued for year 11 on 08/04/22 and year 13 11/02/22.

Year Group	Autumn Term (21/22)	Spring Term (21/22)	Summer Term (21/22)
7	03/12/21	01/04/22	08/07/22
8	26/11/21	18/03/22	08/07/22
9	12/11/21	18/02/22	08/07/22
10	22/10/21	11/02/22	21/07/22
11	01/10/21	28/01/22	08/04/22*
12	07/10/21	21/01/22	15/07/22
13	05/11/21	18/02/22	08/04/22*

*Issued at the end of the spring term

I hope that you find this information useful. If you do have any further questions about our approach to grading, target setting or reporting then please contact the relevant head of year or email myself directly.

Yours sincerely



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**HAGLEY CATHOLIC
HIGH SCHOOL**
SEMPER FIDELIS

Semper Fidelis – “Always Faithful”
Called as God’s family
we strive to achieve our personal best,
by living and learning in Christ



**EMMAUS
CATHOLIC MAC**
Our journey with Christ

