

# Reporting and Assessment Guidance

*'a work in progress...'*

2023/24

This document should be used as supporting guidance to supplement published progress reports for Years 7 to 13.

The aim of this guidance is to help understand the grading used at Wollaston School, how we set benchmarks and how we measure progress against them. A benchmark grade is the grade that a student would do well to achieve by the end of the year, or Key Stage. We believe benchmark grades are crucial to support students' understanding of where they are in their learning journeys, these benchmarks are personal to each student and subject.

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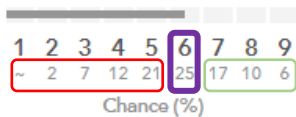
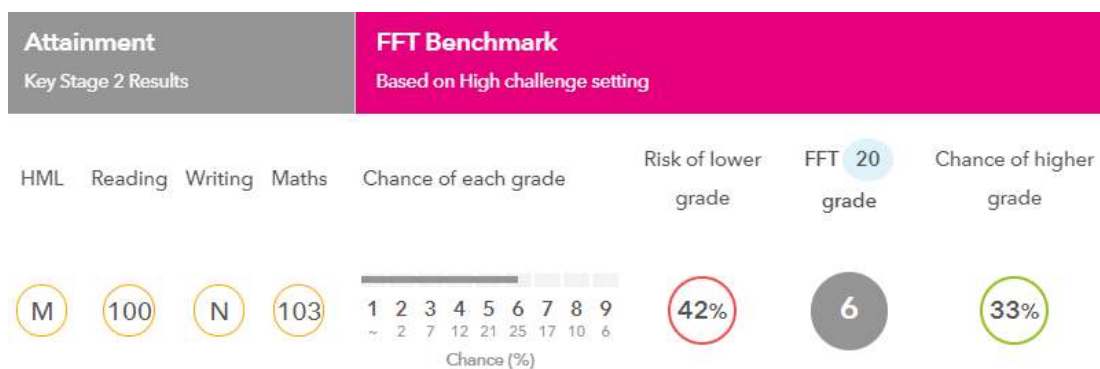
## KS4 Benchmarking using the Fischer Family Trust (FFT)

To support benchmark setting for students in years 7 to 11, we employ the services of the Fischer Family Trust, (FFT).

FFT is a non-profit organisation who analyse school performance data and support schools and authorities in tracking progress and setting meaningful benchmarks to enable students to achieve their full potential – used by over 13,600 schools nationally.

FFT uses students' prior attainment KS2 data (SATs) to set probable benchmarks (not predictions) for every student in each subject for the end of KS4.

Below is an example of benchmark data we receive for **Student A** in Science. **Student A** is compared to similar students in previous cohorts nationally. The comparison will be made on prior attainment as well as other attributes, such as month of birth. The outcomes of the similar students are assessed and a distribution of KS4 outcomes is created to set a Benchmark grade for student A.



In this example the Benchmark set is a **grade 6**

25% of students similar to Student A went on to achieve a grade 6 in this subject. Again, benchmark setting is prediction and probability, **not prophecy**, 2% went on to achieve a grade 2 and 6% a grade 9.

Statistically, the **risk** of achieving less than a grade 6 is **42%**, the **chance** of exceeding a grade 6 is **33%**

**FFT50** is commonly used as a comparison of school performance. This process uses past outcomes only from schools performing in the top 50% nationally.

At Wollaston School we use **FFT20** – this uses data only from schools who perform in the top 20% nationally. We believe this gives us the right balance between *realistic* and *challenging* benchmarks. In a number of subjects, where we consistently achieve FFT20, we use **FFT5** – this uses data only from schools who perform in the top 5% nationally.

All benchmark grades formulated by FFT are aimed at GCSE outcomes at the end of year 11.

Where outcomes can be broadly predicted using a student's previous attainment, other contributing factors to a student's outcomes include: the quality of teaching; the support at home; the determination of the student, among other factors.

## **KS4 - Years 10 and 11 students**

KS4 students are presented with their FFT benchmark grades in Year 10 as a benchmark to measure their progress throughout the course. This is the grade they will be aiming to achieve at the end of Year 11 in their GCSE results. There will be opportunities through the Key Stage for teachers to raise the benchmark if more challenge is required. Remember, these grades are a benchmark and each carries a % of risk and chance. Benchmarks should never be seen as an upper limit, nor the guarantee of any particular outcome.

### **Vocational Grades**

FFT does not provide benchmarks for BTECs (Business and Technology Education Council) and other VTQs (Vocational and Technical Qualifications). For these, the benchmarks are set using the student's average GCSE benchmark and converted to an equivalent grade. This chart shows the equivalence between GCSE grades and Vocational grades.

<b>Level / Qualification Grade</b>	<b>Grade Equivalent</b>
Level 2 / Distinction*	<b>8.5</b>
Level 2 / Distinction	<b>7</b>
Level 2 / Merit	<b>5.5</b>
Level 2 / Pass	<b>4</b>
Level 1 / Distinction	<b>3</b>
Level 1 / Merit	<b>2</b>
Level 1 / Pass	<b>1.25</b>

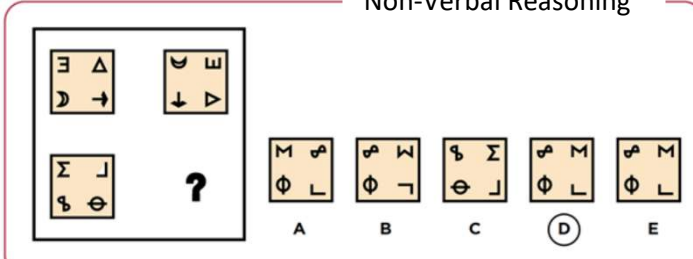
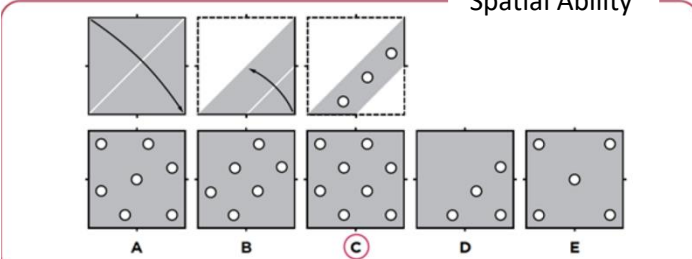
At each reporting cycle, teachers provide a Teacher Judgement Grade to outline where we feel the student is currently performing along their journey. To inform this judgement grade, teachers will use a number of indicators such as: assessment grades; homework; classwork or contributions and observations in the classroom. For Years 10 and 11, there will be a greater focus on outcomes from key formal assessments, such as mock exams. For instance, the Year 11 Teacher Judgement Grade from Term 2 will be a sole reflection of their recent mock exams in November/December.

# Year 7 CAT4 Testing – Cognitive Abilities Tests

Cognitive Ability Tests have long been used to complement all other data. The CAT4 tests measure the cognitive ability of each student over four batteries:

Verbal Reasoning; Non-Verbal Reasoning; Quantitative Reasoning; Spatial Ability

Example questions below,

<p><b>Verbal Reasoning</b></p> <p>blue → colour : socks →</p> <p><input checked="" type="radio"/> A clothing    <input type="radio"/> B feet    <input type="radio"/> C shoes    <input type="radio"/> D pair    <input type="radio"/> E wear</p> <p>doubtful    confusing    vague</p> <p><input type="radio"/> A false    <input type="radio"/> B hidden    <input type="radio"/> C insecure    <input checked="" type="radio"/> D uncertain    <input type="radio"/> E fearful</p>	<p><b>Quantitative Reasoning</b></p> <p>[ 5 → 13 ]    [ 11 → 19 ]    [ 6 → ? ]    <input type="radio"/> A 9    <input type="radio"/> B 12    <input checked="" type="radio"/> C 14    <input type="radio"/> D 16    <input type="radio"/> E 18</p> <p>3    7    15    31    63    →    <input type="radio"/> A 94    <input type="radio"/> B 96    <input type="radio"/> C 97    <input checked="" type="radio"/> D 127    <input type="radio"/> E 137</p>
<p><b>Non-Verbal Reasoning</b></p> 	<p><b>Spatial Ability</b></p> 

**It is important to note that CAT4 is a measure of academic potential, not learned knowledge!**

These cognitive assessments are completed in the first term of Year 7, marked externally and the results returned.

For the Year 7 students who joined in September 2020 and 2021, in the absence of KS2 data (SATS), the FFT benchmarking is based on CAT4 outcomes and using the same process as in other years.

For the Year 7 students in the 2022 cohort, and since, FFT Benchmarking will return to using KS2 data. We continue to use CAT4 data internally to complement all other data.

For information on what the CAT4 testing entails, or what Standard Aged Scores (SAS) tell us, then please look at the links below for video tutorials or descriptions...

<https://www.gi-assessment.co.uk/content-pages/understanding-your-cat4-data/>

‘Explaining CAT4 Batteries’ and ‘Explaining the Standard Age Score’

<https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/what-is-in-each-battery/>

‘What is in each Battery’

## KS3 - Years 7, 8 and 9 students

FFT generate benchmarks for the end of KS4, Year 11. Whilst this data is generated for all year groups, these benchmarks may change through the years as more data is made available through each Exam series' results.

Although there is no longer KS3 national testing, KS3 (years 7 to 9) is a crucial phase of education. During KS3, key skills are developed across a broad curriculum prior to progressing to a more tailored curriculum through KS4. As such there is no direct transfer of grading from KS3 progress to KS4 outcomes. We do however use the 1-9 grading system from year 7 through to Year 11. At each reporting cycle, teachers provide a Teacher Judgement Grade to outline where we feel the student is currently performing along their journey. To inform this judgement grade, teachers will use a number of indicators such as: assessment grades; homework; classwork or contributions and observations in the classroom.

We have used the Flight Path overleaf as guidance in setting realistic, but challenging, benchmarks at KS3.

Each student in Year 7 to 9 will have two benchmark grades against which to measure their progress - **Good Benchmark** and **Outstanding Benchmark**. These relate to their journey on the flight path but, be advised, the journey of progress is not always linear. Please consider the progress chart overleaf to be a guide of where students should be aiming for within each year group.

Here are a couple of scenarios to support the understanding of expected progress...

**Student A** achieves a grade 2 in a subject at the end of year 8...

It would be reasonable to expect them to progress to a Grade 5-7 as a GCSE outcome.

**Student B** achieves a grade 1- at the end of Year 7...

This would 'currently' put them on course to progress to a Grade 3-5 as a GCSE outcome.

*If your point of comparison is still the system of A\* - G then please note the broad comparison of this system against the newer 1-9 GCSE grading system, now used across all GCSE subjects.*

**Progress Flight Path**

*"The journey of progress is not always linear"*

Year 7			Year 8			Year 9			Year 10			Year 11			Old Grading
<b>WOLLASTON SCHOOL</b>									9	9	9	A*			
Term 2	Term 4	Term 6	Term 2	Term 4	Term 6		8	8	8	A					
				5		6	7	7	7						
						5	6	6	6		B				
	4		4			4	5	5	5	C					
						3	4	4	4						
	3		3			2	3	3	3		D				
						1	2	2	2	E					
	F2		F2			F2	1	1	1						
	F1		F1								F				
										G					
Year 7			Year 8			Year 9			Year 10			Year 11			Old Grading

## KS5 - Years 12 and 13 students

To support benchmark setting for students in our Sixth Form, we employ the services of the A-Level Performance System, (ALPS).

ALPS is a system that allows schools to get a measure of the value they add to a pupil's A-Level performance compared to what might be expected of them following their previous academic performance at GCSE.

Each student has an average GCSE outcome - this does not include Level 2 vocational equivalents.

ALPS will then generate expected grades for each student, in each subject they study. The table below can be used as a guide to expected benchmarks against previous GCSE performance.

GCSE Avg. Score	A-Level Benchmark Grades	Vocational Benchmark Grades
7.75+	A*/A	D*
7.00 - < 7.75	A	D*
6.10 - < 7.00	B	D*
5.21 - < 6.10	B/C	D
4.77 - < 5.21	C	D
4.00 - < 4.77	C	D/M

*Where two grades are proposed, we opt for the more ambitious benchmark.*

Example,

Student A achieved the following grades at KS4...

English	5
English Lit.	6
Science combined	5/4
Maths	6
Geography	5
Dance	6
Health & Social Care	Level 2 Merit
GCSE PE	5

Whilst a Level 2 Merit is a worthy equivalent to GCSE grade 5, it does not feature in the calculation for ALPS benchmarks.

Science will include the 4 and 5 as separate grades.

$$\text{Average GCSE score} = \frac{5 + 6 + 5 + 4 + 6 + 5 + 6 + 5}{8} = 5.25$$

This average score converts to Grades B/C and so the student will likely see Grade B benchmarks for A-Level subjects and Distinctions for Level 3 vocational courses.

At each reporting cycle, teachers provide a Teacher Judgement Grade to outline where we feel the student is currently performing along their journey. To inform this judgement grade, teachers will use a number of indicators such as: assessment grades; homework; classwork or contributions and observations in the classroom. For Year 13, there will be a greater focus on outcomes from Exam style assessments, such as mock exams. For instance, the Year 13 Teacher Judgement Grade from Term 2 will be a sole reflection of their recent mock exams in November/December.

## Reports

There will be three published reports through the year where teachers will share the progress and engagement of the students. These will be shared with parents online in PDF format and can be accessed thereafter using Go4Schools, our system for tracking and reporting.

There are also an additional three reports on engagement which will be used **internally only** to highlight need for support and intervention.

Term	Focus	Purpose	Years 7, 8, 9, 10, 12	Years 11 & 13
Term 1	Engagement	Internal use	October	October
Term 2	Progress & Engagement	Published home	December	January
Term 3	Engagement	Internal use	February	February
Term 4	Progress & Engagement	Published home	March	March
Term 5	Engagement	Internal use	May	
Term 6	Progress & Engagement	Published home	July	

If you wish to discuss your child's progress then please make contact with the relevant subject teacher at any stage of the year. If you have a broader request across subjects then please contact your child's Tutor, who would be happy to manage this communication.