

Understanding Your
Child's Data
November 2016
Year 9



Dear Parent Guardian

This booklet is designed to ensure that parents and carers understand the data that is provided on their children and that they have a clear understanding of how this data has been created and what it means for their child.

Students will receive a short report that contains a variety of data. This booklet looks at each of the headings of the short report and explains the data within that section.

We hope that this information allows parents and carers to feel that they have a clear understanding of the progress of their child and are able to identify any potential issues. If there are any concerns around the data then please contact your child's Form Tutor or House Director in the first instance.

I hope the booklet proves to be useful.

Greg Raynor

Vice Principal



Qualification

This column simply reflects the titles of subjects that your child is studying.

Qualification Type

This column outlines the types of qualifications that students are studying –

GCSE – General Certificate in Secondary Education

CNCe – Cambridge National Certificates – vocational qualifications that are equivalent to GCSE

BTEC – vocational qualifications that are equivalent to GCSE

Number of steps from KS2

This column will provide a number that shows how many progress steps students have made from their KS2 tests (SATS in English and Maths).

Progress in English is measured from KS2 (Y6) English grade

Progress in Maths is measured from KS2 (Y6) Maths grade

Progress in all other subjects is measured from an average of KS2 English and Maths.

All students are expected to make at least 10 progress steps from their KS2 starting point in every subject by the time they complete Y11, though some pupils will make significantly more than this.

CWA Step

This shows the current grade the students are working at, using the specific criteria for examination boards.

GCSE – New GCSEs are graded on a 9-1 scale (further details later in booklet) with 9 being the highest grade. A 5 is considered to be the new ‘good GCSE pass’ nationally.

CNCe – These qualifications will be marked as either Level 1 (up to a Grade D at old GCSE) or Level 2 (A*-C at old GCSE). The grades are outlined below, with a U given if a student is failing.

P1 = Pass at Level 1 equivalent to a G at old GCSE

M1 = Merit at Level 1 equivalent to an F at old GCSE

D1 = Distinction at Level 1 equivalent to an E at old GCSE

D1* = Distinction* at Level 1 equivalent to a D at old GCSE

P2 = Pass at Level 2 equivalent to Grade C at old GCSE

M2 = Merit at Level 2 equivalent to Grade B at old GCSE

D2 = Distinction at Level 2 equivalent to Grade A at old GCSE

D2* = Distinction* at Level 2 equivalent to Grade A* at old GCSE.

BTEC - These qualifications will be marked in the same way as CNCe qualifications (see above) but don't have M1 or D1 grades.

Steps since last data entry

We believe that a key indicator for student performance is the progress that they are making. We also believe that it is important to have a focus on the progress that students have made in the last term, so that parents and students can see that progress is being demonstrated from each data report.

This column will feature one of 3 colours –

Green – Students have made positive progress from the last data entry

White – Students have made no progress from the last data entry

Pink – Students have made negative progress from the last data entry

Whilst in theory pupils should make 2 progress steps per year and therefore be 'Green' it is important to realise that progress isn't always linear and some students may make more or less progress depending on a variety of factors including – topics covered, type of assessment, mindset for learning etc.

Students in Y9 are now being graded against the new 9-1 GCSE criteria (further details later in booklet) which are significantly more challenging than the old GCSE qualifications. As a consequence of this students may appear to have made negative progress, but this is as a consequence of heightened challenge in qualifications, rather than students regressing.

Where this step is blank, this is because it is a new subject that students haven't studied previously e.g. Health & Social Care.

End of course prediction

This outlines the predicted grade for your child by the end of their course if they continue to demonstrate the same level of effort and focus. This will allow you to see whether they are predicted to reach their End of Course target or not, however it is important to note that student targets are aspirational. This level may reflect a number of factors including – exam module performance, controlled assessment grades, classwork, attitude to learning, attendance etc.

New GCSE – In all GCSE subjects departments have already started to use the new 9-1 scale for GCSE's, which is explained later in the booklet. These qualifications are marked between a 9 and a 1, with 9 being the highest grade. Although all 9-1 grades are a pass, a grade 5 and above is seen as a 'good pass' nationally.

CNCe – These qualifications will be marked as either Level 1 (up to a Grade D at old GCSE) or Level 2 (A*-C at old GCSE). The grades are outlined below, with a U given if a student is failing.

P1 = Pass at Level 1 equivalent to a G at old GCSE

M1 = Merit at Level 1 equivalent to an F at old GCSE

D1 = Distinction at Level 1 equivalent to an E at old GCSE

D1* = Distinction* at Level 1 equivalent to a D at old GCSE

P2 = Pass at Level 2 equivalent to Grade C at old GCSE

M2 = Merit at Level 2 equivalent to Grade B at old GCSE

D2 = Distinction at Level 2 equivalent to Grade A at old GCSE

D2* = Distinction* at Level 2 equivalent to Grade A* at old GCSE.

BTEC - These qualifications will be marked in the same way as CNCe qualifications (see above) but don't have M1 or D1 grades.

Mindset For Learning

This column outlines your child's Mindset for Learning in their subjects and consists of one of four words – Mastery, Secure, Developing and Requires Improvement. There is a clear focus on the process of learning for these statements and staff have a clear set of criteria to follow, which is outlined below.

Mindset for Learning Descriptors

Mastery

- Strives to consistently improve their own work and make progress
- Demonstrates resilience and learns from their mistakes
- Always responds to feedback by acting on guidance and instructions
- Can extend and apply ideas unprompted
- Perseveres with challenges
- Has high expectations of themselves
- Is always prepared to learn

Secure

- Often makes attempts to improve their work with guidance from teachers
- Takes care in completing work set
- Accepts mistakes are part of their learning
- Begins to extend and apply their knowledge
- Shows concern for their own progress and improvement
- Is often prepared to learn

Developing

- Prevention and correction of errors left undone or to the teacher
- Shows some concern for their own improvement and progress

- Sometimes participates in class
- Some progress has been made
- Attempts to respond to challenging activities but often gives up
- Is sometimes prepared to learn

Requires improvement

- Little attempt to prevent or correct errors
- Little or no effort to complete work to a satisfactory standard
- Poor participation in class
- Progress is uneven
- Gives up on activities if they become too challenging
- Is not prepared to learn

New GCSE Grades

It may have come to your attention through the media that the government has decided to change the way that GCSE qualifications are graded. GCSE's will be graded on a 9-1 scale rather than the current A*-G scale. For students in current Y9 this change will apply to all of their GCSE qualifications and students will be graded using the new 9-1 system within their subjects.

The table below outlines the government's view on how the new 9-1 scale will look when compared to the old A*-G scale.

Current GCSE Grades	New GCSE Grades
A* (Top 20% of current A*)	9
A* (Bottom 80* of current A*)	8
A	7
B	6
C (Top third of current C)	5
C (Bottom 2 thirds of current C)	4
D	3
E	2
F	1
G (Top half of current G)	1
U	0

Summary

I hope that this booklet has proved useful in interpreting your child's data. We believe that the data provides a clear and informative picture of your child's current progress. If you have any questions regarding the data you have been provided, please don't hesitate to contact me.

Greg Raynor – Vice Principal