

# Bullers Wood School for Boys

## Year 7 Reporting and Assessment 2018/2019

### Flightpath Model

In Year 7, boys will be placed on a flightpath. This is a trajectory of what they are expected to achieve if they make good progress from KS2 to KS4. It has a direct correlation to new GCSE Grades. This is then broken down into end of year targets for each student (see table below).

KS2 score	Year 7	Year 8	Year 9	Year 10	Year 11
100	9	9	9	9	9
	8++	8++	8++	8++	8++
	8+	8+	8+	8+	8+
	8	8	8	8	8
	7++	7++	7++	7++	7++
	7+	7+	7+	7+	7+
	7	7	7	7	7
	6++	6++	6++	6++	6++
	6+	6+	6+	6+	6+
	6	6	6	6	6
	5++	5++	5++	5++	5++
	5+	5+	5+	5+	5+
	5	5	5	5	5
	4++	4++	4++	4++	4++
	4+	4+	4+	4+	4+
	4	4	4	4	4
	3++	3++	3++	3++	3++
	3+	3+	3+	3+	3+
	3	3	3	3	3
	2++	2++	2++	2++	2++
	2+	2+	2+	2+	2+
	2	2	2	2	2
	1++	1++	1++	1++	1++
	1+	1+	1+	1+	1+
	1	1	1	1	1
	WT1++	WT1++	WT1++	WT1++	WT1++
	WT1+	WT1+	WT1+	WT1+	WT1+
	WT1	WT1	WT1	WT1	WT1
WT	WT	WT	WT	WT	

A general rule of thumb is to follow the colours of the flightpath. Please note that a Grade 5 at the end of Year 11 is roughly equivalent to the top third of a legacy Grade C and the bottom two-thirds of a legacy grade B.

A Grade 4 is a standard GCSE pass and a Grade 5 is a strong GCSE pass.

As topics requiring different concepts and skills are covered, your son's performance may vary over time, progress is not always linear. Some subjects such as Spanish, Computing, Art and DT may have lower starting points as boys have no prior learning in these subjects.

Purple Trajectory	Expected to achieve at least Grade 3 at end of Year 11
Pink Trajectory	Expected to achieve Grade 4 at the end of Year 11
Blue Trajectory	Expected to achieve Grades 5 at the end of Year 11
Yellow Trajectory	Expected to achieve Grades 6 at the end of Year 11
Orange Trajectory	Expected to achieve Grades 7 at the end of Year 11
Green Trajectory	Expected to achieve Grades 8 & 9 at the end of Year 11

This system will provide the following:

- **For boys:**
  - Clear assessment of strengths and areas for development
  - Clear feedback on next steps
- **For teachers:**
  - The ability to track progress through the curriculum
  - The ability to identify areas of learning which need development
- **For parents and families:**
  - Clear information about progress and attainment within the curriculum

### How does it work?

In Year 7, we create a starting point using information from KS2 SATs, Cognitive Ability Tests (CATS) and information from teacher assessments. CATs test general intelligence and assess a student's ability in different areas: verbal (thinking and words); quantitative (thinking with numbers); and non-verbal (thinking with shape and space). We also use estimates created by The Fischer Family Trust (FFT Aspire) who use prior attainment data to predict potential outcomes for students by the end of Year 11. The FFT is a non-profit organisation that provides estimates for UK schools to support effective target setting.

For years 8 and 9, we will use the above as well as information from end of year teacher assessments.

Using this data, we place students in Years 7, 8 and 9 on an individual **Flightpath** for each subject. The targets are based on where we think a student will be by the end of Year 11 if he continues to make **good progress**.

Each student will be provided with an end of Year target, if he achieves this he will be demonstrating that he is making good progress towards his grades at GCSE. Boys can move up on to the next flightpath as well as move down.

### What do these flightpaths look like?

As a rough guide and starting point, the flightpaths are linked to existing GCSE grades. We expect that there will be a period of adjustment and fluctuation where flightpaths will be refined as the system becomes embedded. It is also likely that these flightpaths will be adapted in line with new GCSE subject grade criteria as more assessment information becomes available.

We are continuing to use a 1-9 grading system but this is broken down into end of Year targets. Students will now receive number targets. Assessments and work will be recorded using these new numbers and symbols. Please see the tables below:

### Progress Expectations for Year 7

<b>Emergent</b>	<b>WT</b>
<b>Average for Year Group</b>	<b>WT1, WT1, WT1++</b>
<b>Slightly Above Average for Year Group</b>	<b>1, 1+, 1++</b>
<b>Above Average</b>	<b>2, 2+, 2++</b>
<b>Well Above</b>	<b>3, 3+, 3++</b>
<b>Exceptional</b>	<b>4, 4+, 4++</b>

### Groupings

The grouping of boys varies according to the subject followed. Boys are placed in sets for English & Maths and are in mixed ability groups for all other subjects.

### Reporting

For each subject, a student is placed on an individual expected Flightpath. When reporting, the teacher will use the following symbols:

Symbol	Grades Confidence Level/Descriptor
3++	Excelling
3+	Established
3	Emerging

A boys' performance may vary over time as topics requiring different concepts and skills are covered.

However, a student's Flightpath may change if he consistently exceeds or is assessed as under Flightpath. Over time, this will be an indication that the student may need to be placed on a more appropriate Flightpath trajectory.

### Marks for Homework and Attitude to Learning

1 = Excellent, 2 = Good, 3 = Needs to Improve and 4 = Of Serious Concern

<b>Mark</b>	<b>Homework Key</b>	<b>Attitude to Learning Key</b>
<b>1</b>	Completes all homework on time, frequently producing work of exceptional and exemplary quality to maximum ability.	Often exceeds expectations in class, highly motivated and seeks challenge. Actively listens and makes valuable contributions. An independent proactive learner. Works collaboratively supporting others.
<b>2</b>	Completes homework on time to a good standard, appropriate to ability.	Completes classwork to a high standard. Motivated and accepts challenge. Works with increasing independence. Works collaboratively.
<b>3</b>	Usually completes homework but not always on time. Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable.	Completes classwork, but often below expectations. Would benefit from greater motivation to learn. Listening skills need developing. Needs regular reminders to stay on task. Has difficulties working collaboratively.
<b>4</b>	Rarely completes homework on time or to the standard of which the student is capable.	Rarely completes classwork. Not motivated. Neither listens nor engages in learning. Does not stay on task. Disruptive to the learning of others.

**House Points:** These are student rewards

**Behaviour Incidents:** These are incidents of poor behaviour in school, including detentions.

### Year 7

Parents will be invited to a parents' review meeting in the spring and summer terms to discuss their son's progress with his subject teachers.

<b>7A</b>	Monday 11 <sup>th</sup> March 2019	<b>7D</b>	Monday 29 <sup>th</sup> April 2019
<b>7B</b>	Monday 18 <sup>th</sup> March 2019	<b>7E</b>	Monday 8 <sup>th</sup> May 2019
<b>7C</b>	Monday 25 <sup>th</sup> March 2019	<b>7F</b>	Monday 13 <sup>th</sup> May 2019

We will report to parents three times per academic year.

Reports One and Two will be interim reports and will include information about students' current progress, end of year target grade, homework and attitude to learning.

The third report, issued in the summer term will include all of the above plus teachers' comments.

