

# REPORTS & PROGRESS



## KEY STAGE 3

### FLIGHTPATHS

To help improve our communication of your child's progress at GTS we have allocated each pupil a 'flightpath'. A flightpath indicates the progress that we expect a pupil to make based upon their KS2 SAT or CAT scores. The flightpaths will remain throughout their time at GTS from year 7 to year 11.

The flightpath can be changed if a pupil consistently works above the grade expected by their flightpath grade. Details on what a pupil needs to do at each grade in each subject will be found in the pupils' exercise books or within their learning information. As such, it is possible by the end of year 9 that a pupil's flightpath grade could be different for a range of their subjects.

The flightpaths are as follows:

Flightpath Grade	GCSE grade expected
A	7/8/9 (Level 2)
B	5/6 (level 2)
C	4/5 (Level 2)
D	3/4 (Level 1)
E	1/2 (level 1)

Pupil's progress is judged against their flightpath, and is reported as:

GDS – Working at least one grade above the expected standard for that flightpath

EXS – Working at the expected standard for that flightpath

WTS – Working towards the expected standard for that flightpath (one or more grade below the pupil's flightpath grade)

BLW – Working below the expected standard for that flightpath (two or more grades below the pupil's flightpath grade)

### SUPPORTING YOUR CHILD

You can support your child by the following,

- ▶ If they are working at GDS – one grade+ above their flightpath – Ensure that they check with their teachers to ensure that they maintain that level of progress.

- ▶ If they are working at EXS – expected grade for their flight path –They are doing everything required...but encourage them to speak with their teacher about what more, they can do to move to the next grade. Look at the grade descriptors with them, what do they think they could do to move to the next grade?
- ▶ If they are working at WTS – working towards their flight path grade –they are a grade below where they need to be. They need to speak to their teacher and find out what they can do to ensure they are consistently working at their flightpath grade. Encourage your child not to give up they are nearly there. Contact the subject teacher if you would like more information on what you/your child can do to achieve their flightpath grade.
- ▶ If they are working at BLW – working below their flightpath grade –they are 2 grades below their flightpath grade. They must speak to their teacher; what do they need to do to move up at least one grade consistently? Contact the subject teacher if you would like more information on what you/your child can do to achieve their flightpath grade. Their flightpath grade is within their capability, we know they can do it if we all work together.

### ATTITUDE TO LEARNING AT GTS

The reports will also still include information about effort, homework and accomplishment on a 1-4 scale. This is helpful in knowing how hard your child is working and what can be done to help secure the flightpath grade.

	4 = Cause for Concern	3 = Coasting	2 = Good	1 = Excellent
<b>Homework:</b> <i>Having the skills and motivation to learn alone, including meeting deadlines for work.</i>	Homework is never completed, or when it is there has been minimal effort to answer the task. DIRT is not completed. The pupil has not yet responded to interventions.	Homework is mostly completed but doesn't always reflect the pupil's capabilities. DIRT is not completed consistently, showing little thought.	Homework is always completed and often produced to a high standard. Time has clearly been spent on the task.	Homework is exemplary showing a high level of independence, detail, rigour and or ownership of the task. The pupil shows a desire to carry out independent study.
<b>Effort:</b> <i>Embracing challenge and persevering in the difficult task of learning.</i>	Effort is not good enough. The pupil does not show any drive to push themselves in this subject. The pupil has not yet responded to interventions.	Effort is not always put into lesson tasks; the pupil does not always demonstrate a desire to do their best.	Effort is always put into set tasks; the pupil often demonstrates a desire to do their best.	Effort is judged to go beyond the majority of their peers. The pupil always demonstrates an 'only the best is good enough' approach to their lessons.
<b>Accomplishment:</b> <i>Displaying behaviour for learning, relating to others, and completing work in a professional way.</i>	Accomplishment is not thought about. Learning artefacts are often lost and work is missing. The pupil has not yet responded to interventions.	Accomplishment is rarely considered; there are examples of rushed work and incomplete tasks. Learning artefacts are not produced with pride and care is not taken over them.	Accomplishment is often given careful consideration; there are rarely any examples of rushed work. The pupil's work can sometimes be used as exemplar material for its design, content or quality.	Accomplishment is always given careful consideration; the pupil's work stands out from the rest of the cohort. It can always be used as exemplar material for its design, content or quality.

If you have any concerns about your child's progress at GTS, please contact the individual subject teachers if it is about a specific lesson. If your concerns are more widespread, please contact your child's tutor or head of learning. Details for all of these can be found on the report.

## KEY STAGE 4

At KS4 pupils will be reported on their **predicted final grade (PFG)** for their GCSE or vocational courses.

### GCSE QUALIFICATIONS

For GCSEs these are whole grades from 1-9. The grade awarded is the moderated professional judgment based on the assessment data collected for that pupil. A U may be recorded if a teacher believes that the pupil would not grade (be ungraded) in that subject.

### VOCATIONAL QUALIFICATIONS

These are also reported in whole grades.

For OCR CNAT Awards /Princes Trust/ Functional Skills & RSL Awards\*:

This is a 7-point scale.

- Level 1 Pass, Level 1 Merit, Level1 Distinction (equivalent to GCSE grades 1-3)
- L2 Pass, L2 Merit, L2 Distinction, L2 Distinction\* (equivalent to GCSE grades 4-9)

A FAIL can be recorded if a teacher believes that a pupil will not achieve any grade in their subject.

\*RSL qualifications have a level 2 distinction (L2D) as their highest awarded grade.

### PREDICTED FINAL GRADE (PFG)

PFGs can go down as well as up. Learning is not linear! As more content is covered in a course pupils can show greater or less understanding towards the course. This may result in a change in the PFG.

Good attendance is vital in year 10 & 11 for pupils to be taught the full breadth of their GCSE/vocational course and to maintain their PFG. Poor attendance, for any reason, may result in a PFG being lowered as the pupil cannot demonstrate and understanding of the knowledge taught.

### ATTITUDE TO LEARNING AT GTS

The reports will also still include information about effort, homework and accomplishment on a 1-4 scale. This is helpful in knowing how hard your child is working and what can be done to help secure the flightpath grade.

	4 = Cause for Concern	3 = Coasting	2 = Good	1 = Excellent
Homework: <i>Having the skills and motivation to learn alone, including meeting deadlines for work.</i>	Homework is never completed, or when it is there has been minimal effort to answer the task. DIRT is not completed. The pupil has not yet responded to interventions.	Homework is mostly completed but doesn't always reflect the pupil's capabilities. DIRT is not completed consistently, showing little thought.	Homework is always completed and often produced to a high standard. Time has clearly been spent on the task.	Homework is exemplary showing a high level of independence, detail, rigour and or ownership of the task. The pupil shows a desire to carry out independent study.
Effort:	Effort is not good enough. The pupil does not show any drive to push themselves in this subject.	Effort is not always put into lesson tasks; the pupil does	Effort is always put into set tasks; the pupil often	Effort is judged to go beyond the majority of their peers. The pupil always demonstrates an

<i>Embracing challenge and persevering in the difficult task of learning.</i>	The pupil has not yet responded to interventions.	not always demonstrate a desire to do their best.	demonstrates a desire to do their best.	'only the best is good enough' approach to their lessons.
Accomplishment: <i>Displaying behaviour for learning, relating to others, and completing work in a professional way.</i>	Accomplishment is not thought about. Learning artefacts are often lost and work is missing. The pupil has not yet responded to interventions.	Accomplishment is rarely considered; there are examples of rushed work and incomplete tasks. Learning artefacts are not produced with pride and care is not taken over them.	Accomplishment is often given careful consideration; there are rarely any examples of rushed work. The pupil's work can sometimes be used as exemplar material for its design, content or quality.	Accomplishment is always given careful consideration; the pupil's work stands out from the rest of the cohort. It can always be used as exemplar material for its design, content or quality.

If you have any concerns about your child's progress at GTS, please contact the individual subject teachers if it is about a specific lesson. If your concerns are more widespread, please contact your child's tutor or head of learning. Details for all of these can be found on the report.

## **PE Flightpath Grades**

Pupil Flightpath grades are generated using your child's results from their 'CAT tests', however, in core PE, we assess pupils across three domains known as, 'Head, Heart and Hands', as these are more appropriate to our practical based subject. We therefore generate a PE specific Flightpath but, that process takes time to produce enough information to ensure that the target is accurate. Just before the Christmas break, all Year 7 pupils will be allocated a PE specific Flightpath. For the first Progress Review in Year 7 we encourage you to focus on the attitudinal data, to guide you as to how your child is progressing in the subject.