

Parent/Carer Guide to Target Setting and Review

Target Setting and Review (TSR)

This is the process by which we collect data, monitor performance and review progress against targets for all our students. During a TSR week students are informed of how well they are doing in every subject in terms of progress, academic achievement and effort. Parents/carers receive a summary report following each TSR week.

Year Group	TSR 1 (w/c)	TSR 2 (w/c)	TSR 3 (w/c)
Year 7	31.10.16	06.02.17	26.06.17
Year 8	31.10.16	06.02.17	12.06.17
Year 9	31.10.16	16.01.17	01.05.17
Year 10	10.10.16	23.01.17	05.06.17
Year 11	17.10.16	02.01.17	13.03.17

Starting points

Students arrive at Brooksbank having completed Key Stage 2 assessments in both Reading and Mathematics. The scores from these assessments are converted to an average fine level and this is known as a 'starting point'. The Department for Education (DfE) use the fine level scores to produce predictions of what students might achieve in the subjects they continue to study at examination level.

Potential Grades

We use the DfE predictions as guidance to determine how a student is performing academically. The prediction produces a grade which is the *minimum* in terms of progress. In order to ensure good or outstanding progress for all our students, we encourage them to strive to achieve one grade above their minimum, known as their *potential* grade. The DfE revises their predictions every year and so we will review students' potential grades on an annual basis.

New GCSE Grading Structure

Published examination results in 2017 will feature the new numerical GCSE grading format for English and Maths. In 2018 (current Year 10) all other subjects *except* Design & Technology, Health & Social Care and BTEC qualifications will move to numerical grades. The table below shows how predictions are created against starting points. This is *not* a grade conversion table.

KS2 fine level	DfE prediction (minimum grade)			Potential Grade		
	Numerical grade	Letter grade	Equivalent grade (BTECs)	Numerical grade	Letter grade	Equivalent grade (BTECs)
1.5	1	F	U	2	E	L1
2 to 3.2	2	E	L1	3	D	L1
3.3 to 3.8	3	D	L1	4	C	P
3.9 to 4.4	4	C	P	5	B	M
4.5 to 4.8	5	B	M	6	A	D
4.9 to 5.3	6	A	D	7	A*	D*
5.4 to 5.7	7	A	D	8	A*	D*
5.8	8	A*	D*	9	A*	D*

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

OFQUAL Guidance

This table has been published by OFQUAL to provide some guidance as to how numerical grades may correlate to the letter grading system. For more details please refer to publications on the government website: www.gov.uk/government/publications

Estimated Grades

Students in Years 10 and 11 are given estimated grades for each subject they will take at examination level. This is the grade they are likely to achieve at the end of the course if their current work rate and effort is sustained.

Effort Grades

All students are given an effort grade for each subject they

study according to the descriptors below.

Effort Grades	
Grade	Descriptor
5	Exceptional. Above and beyond expectations.
4	Very Good. Motivated and works hard.
3	Satisfactory. Usually works well and responds positively but should aim to improve.
2	Effort inconsistent, serious cause for concern by teacher.
1	Unacceptable.
A	Absent – prolonged absence or just started in the class.

Progress Grades

In 2015 the DfE announced that they were abolishing National Curriculum levels from September 2016 to allow schools to determine their own methods of assessment and measures of student progress. For Years 7, 8 and 9 we will now be providing a progress grade. This will give parents/carers an indication as to whether their child is working effectively and making progress towards achieving their DfE prediction by the end of Year 11. The following progress grades will be used:

Grade	Definition
5	Is making excellent progress and is highly likely to exceed their prediction
4	Is making good progress and is likely to exceed their prediction
3	Is on track to reach their prediction
2	Is making inconsistent progress and may require intervention to reach their prediction
1	Is making limited progress and is unlikely to reach their prediction

Tutorial Weeks

These take place twice a year and are an important part of our drive towards ensuring all students reach their full potential. During these weeks all lessons will finish at 2:20 pm. Form Tutors will then discuss progress and set targets with every member of their form on an individual basis.

Raising Achievement Programme (RAP)

In every year group there is a RAP team. This team meets after every TSR week to discuss the progress of all students. During these meetings underachieving students are identified and additional intervention may be put in place. This intervention could include:

- Subject teacher intervention
- Referral to a subject learning mentor
- Support from an older student
- Issuing a report card
- Additional tasks to support progress
- Staff mentor appointed
- Invitation to attend Breakfast, Lunch-time or after school support sessions
- Parents'/Carers' workshops

Reporting to Parents/Carers

In a school year, parents/carers are issued with three Progress Reports which will provide information about their child's progress, current attainment (Years 10 and 11 only), effort grades and attendance. The final Progress Report of the school year will also provide targets for improvement for the following year and a Form Tutor comment.

In Year 7 there is a 'Settling In' Evening where parents/carers are provided with the opportunity to talk to a Form Tutor or Head of Year.

For Years 8 to 11 there is an annual Parents' Evening where parents/carers can discuss their child's progress with subject teachers and support staff. Appointments are booked with our on-line system or by contacting the Pastoral Secretary if internet access is a problem.

In Year 9 there is also an additional Guidance Evening where parents/carers will have an appointment with a senior member of staff to discuss their child's options for GCSE.

Additionally, there are drop-in events for parents/carers which are organised by the Special Educational Needs team.

Finally, parents/carers with any concerns, are welcome to make an appointment with a Head of Year or senior member of staff.