



# Target Setting and Reports at Wey Valley Academy



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How we set targets for students



# How we set targets for students

- Data for every student in the country is collected from end of year 6 tests (KS2 SAT's).
- This data, along with historical GCSE exam data, is used to create 'attainment estimates'. These are the grades that students are expected to achieve in their GCSE's (KS4 exams).
- If a student does not reach their attainment estimate in a group of subjects then they make negative progress in that subject. If they meet or exceed their attainment estimate then they make positive progress.
- We set targets for students that will allow them to exceed their attainment estimates. We want students to challenge themselves and we want them to make the most of their academic potential.
- This is why we use 'FFT20' targets: targets which will normally be met by the top 20% of students in a particular ability band.

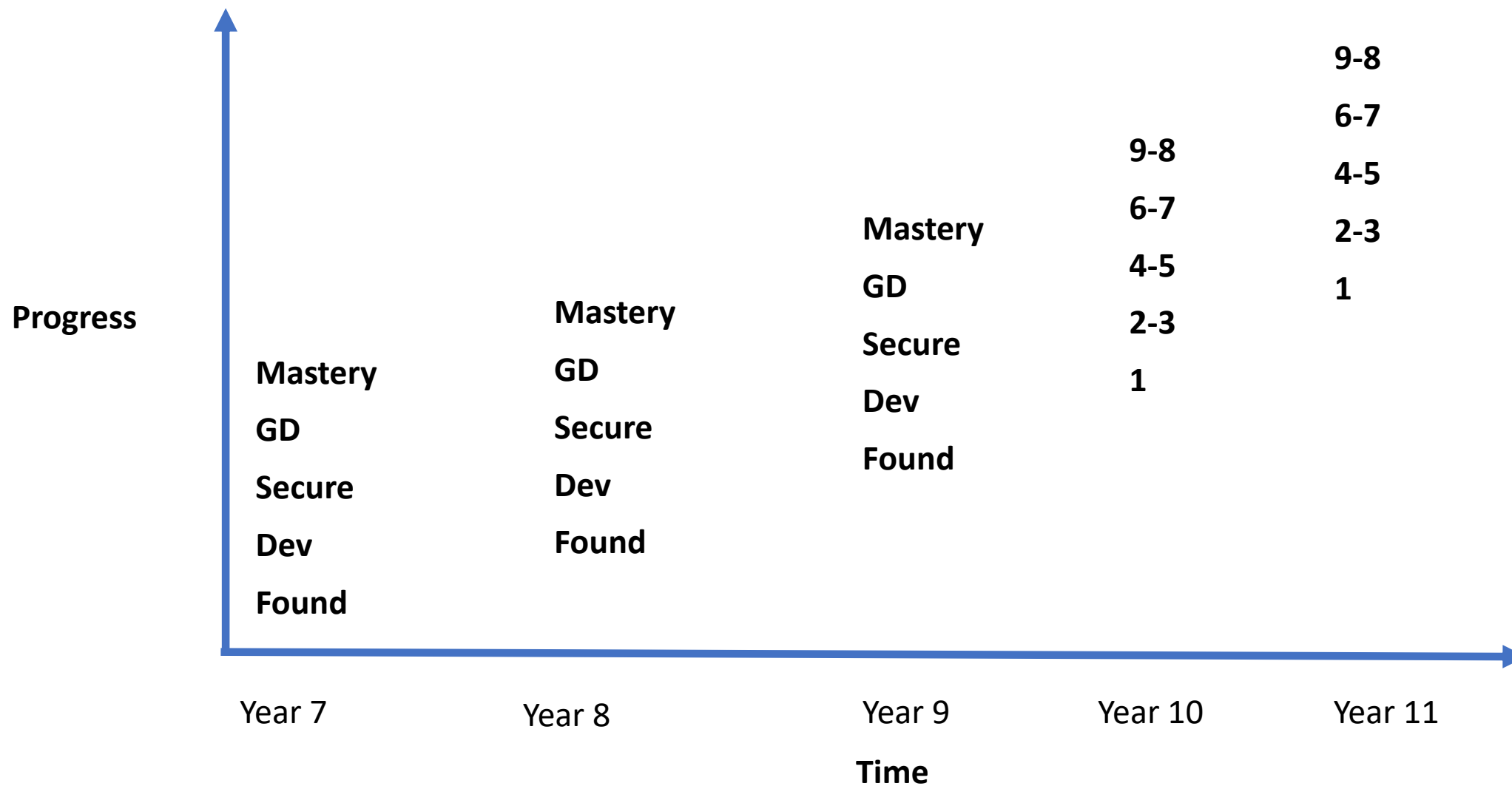


# Key Stage Three Reports: The Pathway System

- KS3 is an abbreviation of Key Stage 3: Years 7 to 9.
- The KS3 pathways are determined by the FFT20 targets that we have for each student.
- Students should aim to work within (or exceed) their pathways for the duration of KS3.



# How the KS3 Pathways Link to KS4





# KS3 Reports: The Pathway System

Key Skill Pathway (Year 7 -Year 9)	KS3 reporting grade	Student GCSE Target grade
Foundation	F	1
Developing	D-	2
	D+	3
Secure	S-	4
	S+	5
Greater Depth	GD-	6
	GD+	7
Mastery	M-	8
	M+	9

Key Skill Pathway

Reporting Grades

GCSE Target Grades



# Key Stage Four Reports

- Key Stage Four (KS4) refers to years 10 and 11.
- We do not use the pathway system in KS4. Instead we use GCSE target grades. This allows us to focus more clearly on the specific grades that students will achieve.



New GCSE Grades	Legacy GCSE Grades	BTEC/CNAT/VCERT Equivalent		
9	A*	Level 2	D*2	
8			D2	
7	A		M2	
6	B		P2	
5	C		Level 1	D1
4				M1
3	D	P1		
2	E			
1	F/G			

# Key Stage Four Grade Equivalence





# Attitude to learning and homework

ATTITUDE TO LEARNING		HOMEWORK	
<b>Outstanding</b> <b>Grade 1</b>	Outstanding commitment to their learning. Always tries hard and perseveres when the challenge and work difficulty increases. Shows a genuine interest in the subject and independently researches work. Is always well-organised and prepared to learn.	Outstanding Grade 1	Outstanding commitment to their learning. Always tries hard and perseveres when the challenge and work difficulty increases. Shows a genuine interest in the subject and independently researches work. Is always well-organised and prepared to learn.
<b>Good</b> <b>Grade 2</b>	Shows a good attitude to learning. They are well-organised and give high levels of effort to their learning. Generally approach challenging tasks positively.	Good Grade 2	Shows a good attitude to learning. They are well-organised and give high levels of effort to their learning. Generally approach challenging tasks positively.
<b>Requires Improvement</b> <b>Grade 3</b>	Attitude to learning is inconsistent. They do not always give their best effort to learning tasks. Homework, whilst usually completed, is often not at the standard expected. They are not always well organised.	Requires Improvement Grade 3	Attitude to learning is inconsistent. They do not always give their best effort to learning tasks. Homework, whilst usually completed, is often not at the standard expected. They are not always well organised.
<b>Inadequate</b> <b>Grade 4</b>	Does not display a good attitude to learning. Homework is rarely completed on time and is often not at the expected standard for them. Shows little interest in the subject and does not seek to learn independently or ask questions. Organisation is often poor.	Inadequate Grade 4	Does not display a good attitude to learning. Homework is rarely completed on time and is often not at the expected standard for them. Shows little interest in the subject and does not seek to learn independently or ask questions. Organisation is often poor.



Thank you for your time. If you have any questions email Tom Neill, Vice Principal.

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