



The Grange Academy



Wade Deacon Trust

When you enter school in Year 7 , you are placed on a particular pathway based on prior attainment (taken from the SAT Tests as well as baseline assessments completed for practical subjects). We understand that each individual student is an individual, your learning pathway may change over 5 years so expect some movement and fluidity through your journey through school. For some of you, the pathway to GCSE may take a very different pathway. As a school we will ensure that students are appropriately placed to ensure the best outcomes at the end of your 5 year journey.

THE GRANGE ACADEMY LEARNING JOURNEY - YEARS 7 – 11

	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
In year 7, you are placed on a particular pathway based on prior attainment.					9	Excelling	Grade 9
					8	Mastering +	Grade 8
A students pathway may change		M-	M	7	7	Mastering	Grade 7
				6	6	Mastering -	Grade 6
				5	5	Securing +	Grade 5
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C – Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below

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YEAR 8: YOUR ASSESSMENT JOURNEY

- In each of your subjects across school, you will be given **Target descriptors**. Your class teachers will ask you to record these.
- These Targets will have been based on information from how you performed in your SATs in Primary.
- Last year we will have used this information to think about what your **potential** will be across the five years and what level you should be working at for each year.
- This will be different for different students and for different subjects.
- In some practical subjects, your teachers will have tested out your 'talent' and 'skill' in Year 7 – we call this baselining so that we can set a Target appropriate to your individual skills in Art or PE for example.
- The Targets we give you will be based on five Thresholds: **Emerging, Developing, Securing, Mastering** and **Excelling**. Your Target will include a +/- so you know whether your Target sits at the top end of the Threshold or the lower end.
- You will have been given a Target in Year 7 however, this will change now that you have moved into Year 8.
- As you progress through school, your Target will change and move from one Threshold to another.
- In Year 10, these Target Thresholds will move from words to numerical grades.

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Sybil has a Y7 Target of **Developing+** in English. In Y8, Sybil's Target would increase to **Securing-** and **Securing** in Y9. Once Sybil reaches Y10, her Target will be a **Grade 5**. This will increase to a **Grade 6** in Y11.

STUDENT A: SYBIL

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	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
In year 7, you are placed on a particular pathway based on prior attainment.					9	Excelling	Grade 9
					8	Mastering +	Grade 8
A students pathway may change			M	7	7	Mastering	Grade 7
			M-	M-	6	6	Mastering -
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below

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Sebastian has a Y7 Target of **Securing** in Maths. In Y8, Sebastian's Target would increase to **Securing+** and **Mastering-** in Y9. Once Sebastian reaches Y10, his Target will be a **Grade 7**. This will increase to a **Grade 8** in Y11.

STUDENT B: SEBASTIAN

THE GRANGE ACADEMY LEARNING JOURNEY - YEARS 7 – 11

	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
In year 7, you are placed on a particular pathway based on prior attainment.					9	Excelling	Grade 9
				8	8	Mastering +	Grade 8
A student's pathway may change			M	7	7	Mastering	Grade 7
		M-	M-	6	6	Mastering -	Grade 6
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B - Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below

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Shirley has a Y7 Target of **Emerging+** in French. In Y8, Shirley's Target would increase to **Developing-** and **Developing** in Y9. Once Shirley reaches Y10, her Target will be a **Grade 2**. This will increase to a **Grade 3** in Y11.

STUDENT C: SHIRLEY

THE GRANGE ACADEMY LEARNING JOURNEY - YEARS 7 – 11

	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
In year 7, you are placed on a particular pathway based on prior attainment.					9	Excelling	Grade 9
				8	8	Mastering +	Grade 8
A students pathway may change			M	7	7	Mastering	Grade 7
		M-	M-	6	6	Mastering -	Grade 6
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C – Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below

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MAPs

- Throughout Year 8 you will complete a series of MAPs (Mini Assessment Points) in different subjects. MAPs are not tests that you need to worry about – they are learning points used by your teacher to review your **knowledge / skills / understanding** on a particular topic.
- Prior to completing a MAP, your class teacher will tell you what is being assessed and what knowledge / skills / understanding that you will need to use.
- When you have completed a MAP, your teacher will use their subject's Assessment Steps to assess what Threshold you are working at (**Emerging, Developing, Securing, Mastering, Excelling**).
- Your teacher will also use **+/-** to indicate how secure you are in this Threshold.
- When you get your feedback, your class teacher will ask you to **Accelerate** your work. This will look different in your subjects so your class teacher will show you what is expected.



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Wade Deacon Trust **Y8 REPORTS**

At **three points** in the school calendar, we will send a report home.

Each subject teacher will **review** all of the work from your MAPs to determine what Threshold they will report home. This will be a best fit based on each MAP completed.

Your class teacher will also choose a **comment to describe your progress**. To make this judgement, your class teacher will look at all of your work and see how it **compares to your potential**.

If your work is better than your potential then your progress comment will reflect this.

If your class teacher believes that you should be performing better than you are doing in your MAPs then your progress comment will reflect this.

Your class teacher will also report information about your **behaviour** in lessons, **ATL** and **ATHL**.

Your report will also give an overview of **Behaviour Points** and **Attendance**.



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AN EXAMPLE REPORT

- 1
- 2
- 3
- 4

	Teacher	End of Year Target	Current Progress	Progress Comment	Behaviour	Attitude to Learning	Attitude to Home Learning
English Language	Mrs P. Boyd-Rugen	Developing +	Developing +	Expected progress is being made	1	1	1
English Literature	Mrs P. Boyd-Rugen	Developing	Developing	Expected progress is being made	1	1	1
Mathematics	Ms J. Clive	Developing -	Emerging	Limited progress is being made	2	2	2
Science Trilogy	Mr A. Mooney	Emerging +	Developing -	Very good progress is being made	1	1	1
Child Development	Mrs C. Knight	Securing -	Developing -	Progress is a concern	3	3	3
Geography	Mr E. McGovern						
Music	Mrs C. Foster						
Photography	Mr B. O'Callaghan						

Achievement Points:	5	Average Achievement Points:	45
Behaviour Concerns:	0	Average Behaviour Points:	11

Attendance:	96.95	04 September 2019 – 17 January 2020
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Due to the nature of assessment, pupils should be hitting their target grade throughout the academic year.

Current Progress:	Excellent	Very Good	Expected	Limited	Concern
Behaviour:			Expected	Unsatisfactory	Cause for Concern
Attitude to Learning:			Positive	Requires Improvement	Cause for Concern
Attitude to Home Learning:			Positive	Requires Improvement	Cause for Concern
Attendance:	Excellent	Good	Concerns	Serious Concerns	
	99% or higher	97% up to 98.9%	90% up to 96.9%	Less than 90%	

End of Year Target	This is the target we expect all students to achieve at the end of the academic year. This is based upon their prior attainment at KS2 (Year 6 SATs).
Current Progress	
Behaviour grade	A teacher assessment of their behaviour during lessons.
Attitude to Learning grade	A teacher assessment of the attitude to learning applied in class and at home.
Attitude to Home Learning grade	A teacher assessment of the attitude to home learning.
Attendance	School target is 97%. Below 96% equates to 7 school day off each year, which is 35 missed lessons. Poor attendance has a significant impact on progress.



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REPORT KEY

1. End of Year Target:

When a child enters the school in Year 7, they are placed on a particular pathway based on prior attainment.

2. Current Progress:

This is a description of the knowledge/skills/understanding that a student is working at in each subject, this ranges from Emerging to Excelling. + - have been used to indicate the extent to which that description has been met.

3. Progress Comment:

The comment reflects the learning that has been completed and expectations of where a student should be at this point in the year depending on the pathway a student is on.

4. Behaviour / Attitude to Learning / Attitude to Home Learning:

Students are given a score (1, 2 or 3) for their behaviour, attitude to learning in lessons and attitude to home learning. **Criteria:** *1 = Positive, 2 = Requires Improvement, 3 = Cause for Concern.*

5. Behaviour Concerns:

Behaviour Concerns are a total of points accrued for any instances of poor behaviour.

6. Attendance

Attendance describes how we would describe a students attendance since the start of the academic year



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AN EXAMPLE REPORT

1

2

3

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English Literature	Mrs P. Boyd-Rugen	Developing	Developing	Expected progress is being made	1	1	1
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AN EXAMPLE REPORT

4

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English Literature	Mrs P. Boyd-Rugen	Developing	Developing	Expected progress is being made	1	1	1
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5

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6

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4

Current Progress:	Excellent	Very Good	Expected	Limited	Concern
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Students are given a score (1, 2 or 3) for their behaviour, attitude to learning in lessons and attitude to home learning. **Criteria:** 1 = Positive, 2 = Requires Improvement, 3 = Cause for Concern.

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Attendance describes how we would describe a students attendance since the start of the academic year