



Sponne School

Inspiring Achievement

Information for Students and Parents in Key Stage 3

At Sponne School we want every student to reach their full potential in every subject they study, and we have devised a system of grading and tracking progress to support this. We believe:

1. Every student should know how they are doing, understand what they need to do to improve and then how to get there. They should get the support they need to be motivated and independent learners.
2. Every teacher should be equipped to make well founded judgements about pupil's attainment, understand the concepts and principles of progression, and know how to use their assessment judgements to forward plan and intervene, particularly for pupils who are not fulfilling their potential.
3. Every parent and carer should know how their child is doing, what they need to do to improve and how they can support their child and their teachers in this progress.

We follow an established assessment pattern for all schools within the Tove Learning Trust which is designed to ensure the smart use of data to drive student progress. There is a focus on recognising good practice and the standardisation of assessments thus contributing to a greater data set to identify trends and patterns across a range of schools. It will also provide increased opportunities for standardisation and moderation and a closer way of working. This should provide confidence in school based assessment and ensure that students have a clear understanding of the level they are working at and what the next steps are.

Students are assessed on a regular basis to identify rates of progress and recognition of knowledge development in each subject. The marks and/or grades for these assessments will be added to, and can be viewed on Go 4 Schools throughout the school year. During the year teachers will update each subject with a '**Current Progress Grade**' - this indicates the grade a student is currently working at in relation to the end point for the key stage, and based on learning to date. It may take into account all assessments, in class performance and homework and is not solely the score gained at the most recent assessment point. This is visible on Go 4 Schools and will be **reported to parents three times in the school year**, at the end of the autumn, spring and summer terms via published Progress Reports.

In the first term of the year, a target grade is produced for each student in each subject, which is the grade expected by the end of the academic year. Student targets are decided upon by teachers who will have access to a full range of performance indicators to support them in this task, including prior attainment, such as KS2 SAT Scaled Scores. (Due to Covid SAT Scaled scores have not been available for students in years 7 and 8 - CAT tests have been used at Sponne to assist with providing teachers with an indication of a student's prior attainment and ability.) Teachers will determine where each student should be at the end of the academic year based on this. The table below is a guide to the grades that we may expect a student to achieve by the end of each academic year based on their average KS2

scores in English Reading and Maths. It should be noted that we do not believe that the prior attainment of a student at KS2 should limit or place a ceiling on their progress. We set aspirational targets for all of our students to ensure that we are assisting our students to '**Dream, Believe and Achieve.**' After student targets have been set by staff at the start of the school year the Data Manger will publish the target grades on Go 4 Schools, so that they are shared with students and parents. We would expect to see that students are 'Off Target' in the first two terms of the year and they will then start to progress towards reaching their target grade by the end of the year.

In Key Stage 3 we use foundation grades (F1 to F5) as well as numerical gradings. These grades do not necessarily reflect GCSE equivalence but allow students to demonstrate progress towards GCSE outcomes. We expect that all students will start from the lower foundation grades (F1 and F2) in subjects such as languages, art, drama, music, PE and technology and will then quickly progress on to numerical grades (1.0, 1.2, 1.4, 1.6, 1.8, 2.0...)

The table below illustrates some typical progression routes for students based on their starting points at the end of KS2/start of KS3.

Score on Entry	Start Y7	End Y7	End Y8	End Y9		End Y10		End Y11	
				GCSE	Vocational	GCSE	Vocational	GCSE	Vocational
80 - 86	F1	F3	F5	1	L2P	2	L2P	3	L2P
87 - 89	F2	F4	1.0	2	L2P	3	L2P	4	L2P
90 - 94	F3	F5	2.0	3	L2P	4	L2P	4	L2M
95 - 100	F4	1.0	3.0	4	L2P	4	L2M	5	L2M
101- 106	1.0	2.0	4.0	5	L2M	5	L2M	6	L2D
107 - 110	2.0	3.0	4.0	5	L2M	6	L2D	7	L2D
111 - 115	3.0	4.0	5.0	6	L2D	7	L2D	8	L2D*
116 - 120	4.0	5.0	6.0	7	L2D	8	L2D	9	L2D*