

KS4 Termly Reports: Explanatory Notes & useful information

The following notes are intended to help you understand the information contained in Student Achievement (SA) Reports, and as a guide to KS4 Tracking and Assessment at JCoSS.

<p>Predicted Grade for End of Course:</p>	<p>The 'Prediction' is based on the grade we currently think a student will achieve if they continue working at their current rate. This is a professional judgment based on a combination of test results, regular class work and home learning, All GCSE subjects are graded from 9 (highest) to 1 (lowest). A Grade 4 is considered a 'standard pass', and a Grade 5 a 'strong pass'. Vocational subjects are graded from D* (highest) to P1 (lowest). A Grade P2 is considered a 'standard pass' and an M2 a 'strong pass'.</p>
<p>Target Grade for End of Course</p>	<p>The Target for the End of Course is the grade that a student should be capable of achieving by the end of the GCSE / Cambridge National course (in most cases the end of Year 11). These targets have been calculated using Key Stage 2 SATS (if taken) and the CAT tests sat when students join JCoSS. They also take account of attainment at the end of Year 9, and teacher assessment and observation during their time at JCoSS. This is, at the minimum, an FFT5 grade, from the Fischer Family Trust. This is the average grade achieved by the top 5% of students who sit in a group which shares the same gender, prior attainment, & month of birth. If a student is already meeting or exceeding this target, subject teachers may agree new individual targets so that students are challenged to aim higher.</p>
<p>Engagement Grades</p>	<p>Students receive a grade out of 5 for: Effort Home Learning Behaviour 1 is the highest grade which can be achieved, 5 the lowest. Please see the Engagement table for further detail of these criteria</p>
<p>Average Engagement Grades for your child</p>	<p>Your child will receive an average of all their engagement grades at the bottom of their report. This is their average grade for effort, home learning and behaviour, across all subjects. 1 is the highest grade which can be achieved, 5 the lowest.</p>
<p>Average Engagement Grades average for your child's year group</p>	<p>Underneath your child's average grade for effort, behaviour and home learning you will find the average effort, behaviour and home learning grade for the year group as a whole. Should you wish to, you can contextualise the grade your child has received in relation to their year group. E.g. Example 1: Student A receives an average effort grade of 1.33. The rest of their year group have an average effort grade of 1.86, therefore Student A has achieved a higher than average effort grade compared to the rest of their year group. Example 2: Student B receives an average Home Learning grade of 2.83. The rest of the year group has an average grade for Home Learning of 1.66. therefore, student B has received a lower than average Home Learning grade compared to rest of their year group.</p>
<p>Attendance</p>	<p>The statistics given are current at the date of printing. A 90% figure would mean one day off per fortnight on average. It is worth reflecting that if continued throughout all 5 years to GCSE this figure would represent 1½ terms off school in total. Government statistics show that the further attendance drops below 95%, student attainment is significantly negatively impacted at KS4.</p>

What grade should my child be on?

There is of course no such thing as an “average child” and at JCoSS we understand all our young people are all individuals and a computer-generated grade cannot encompass their multifaceted selves. Even if there was, he or she would be achieving different grades in different subjects. What matters is not a student’s grade relative to anyone else, but that they know and understand, what grade they are on and how they can make progress in line with their potential.

JCoSS Reporting Process – *What happens in school with the data on this report? How is it used?*

There are 3 Student Achievement (‘SA’) cycles per year, each following the same process:

- Teachers input grades using their professional judgment. This information is collated and sent to parents. Within school it is scrutinised rigorously by Heads of Subjects, Faculties, Years and Key Stages, and by Senior Leaders, to build up a picture of individuals, departments and cohorts.
- Actions are implemented as necessary following this process of analysis.
 - Students who consistently demonstrate that they are working at, or above targets may be issued with new targets.
 - Students identified as underachieving are directed to interventions which may include an Engagement Report, catch up work, Faculty catch-up sessions, class teacher interventions, etc.
- Students and their form tutors discuss reports during ‘SA Weeks’ (coinciding with when reports are sent home). Students review and reflect upon their own progress and set themselves aims and goals for the period up to the next ‘SA Week’.
- The impact of any interventions is analysed ready to inform next steps.

The chart below indicates the best person to contact for a whole range of queries; if you are in any doubt or do not know the correct email address, please address all correspondence to admin@jcross.barnet.sch.uk and the office will ensure it reaches the correct members of staff:

Nature of query	Whom to contact
Progress or behaviour in an individual subject	Subject teacher
Progress or behaviour in several subjects	Form tutor
Student’s wellbeing or family circumstances	Form tutor
Incidents and issues outside lessons	Form tutor
Payments including School Trip payments	Finance Office
Examinations	Exams Office
Student absence	Student Services
JCoSS Coaches	Transport Officer
All other enquiries (or where you are unsure)	Main Office