

WOODHOUSE GROVE SCHOOL

Written reports at Woodhouse Grove are designed to track the progress of the students through the school, by comparing their achievement with their academic potential as identified by baseline testing. They ensure that we are using the data we have as effectively as possible. We hope that the reports allow students and parents to identify the academic performance of the children.





During Years 10 and 11, parents will receive two interim and two full written reports. The interim report contains a Challenge Grade, Performance Indicator and feedback on Attitude to Learning. In the mid-year (both year groups) and end of year (Year 10 only) reports, each academic subject report is made up of three components: a Challenge Grade, a Performance Indicator and a brief Subject Comment. The final report in Year 11 is produced after exams have started so does not contain targets.

Challenge Grades





The Challenge Grade is based on a projection from the independent baseline data assessments from Year 9, where available. It represents a grade (from 9 – 1) which a pupil should be capable of achieving at the end of the GCSE course if he/she works hard. It should be realistic: aspirational, but reasonably so. It is a measure of potential but it is not a predicted grade in itself. If no baseline data is available, colleagues make professional judgements to set Challenge Grades based on the performance of similar students in their class.

Performance Indicators

The Performance Indicator measures academic performance **in relation to the Challenge Grade**. It is concerned principally with progress, not effort. The pdf version of the report summarises these performance indicators with a summative diagram at the top of the report, so that at-a-glance progress can be assessed. The following table gives descriptors for the performance indicators available:

	<i>Working at a level which suggests the Challenge Grade will be surpassed.</i>
	<i>Working at a level which suggests the Challenge Grade will be met.</i>
	<i>Working at a level which suggests the Challenge Grade may not be met.</i>
	<i>Working at a level which suggests the Challenge Grade will not be met. There are specific concerns which need to be urgently addressed.</i>

Non-examined subjects, such as PE, have a Performance Indicator but no Challenge Grade; in such cases the Performance Indicator represents:

	<i>Working well beyond the national 'Expected Level'</i>
	<i>Working at or beyond the national 'Expected Level'</i>
	<i>Working at a level just below the national 'Expected Level'</i>
	<i>Working at a level significantly below the national 'Expected Level'. There are specific concerns which need to be urgently addressed.</i>

Subject Comments (mid-year and end of year reports only)

Subject comments generally provide extra details about the performance indicator and will usually identify one or more areas for further improvement. It may also give you further details about approach and effort in lessons.

Attitude to Learning Grade Descriptors – Woodhouse Grove School (interim reports only)

Teachers should make professional judgements based on best fit rather than perfect fit.

Exceeding Expectations

- Actively participates in the lesson at all times and is fully engaged;
- Actively seeks feedback on how to improve the quality of their work;
- Shows great resilience, and perseveres with all challenges, even when they are difficult;
- Manages their time and work efficiently, and is highly self-disciplined;
- Uses their initiative in a range of situations, and doesn't always have to be told what to do;
- Consistently makes an excellent level of effort, working above and beyond expectations.

Meeting Expectations

- Shows a good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows resilience, and is willing to persevere when things are difficult;
- Takes responsibility for their work, and is well organised;
- Willingly does all that is asked of them, and sometimes more;
- Consistently makes a good level of effort.

Below Expectations –

- Often participates in lessons, but occasionally lacks focus;
- Makes a limited effort to improve their work after feedback;
- Shows some resilience, but might give up when things get difficult;
- Does the minimum that is asked of them, but not much more;
- Might make a good level of effort in some lessons, but this is not consistent.

Significant Concerns

- Makes little effort to be involved in the lesson, and may disrupt the learning of others instead;
- Fails to act on feedback provided and, as a result, may not make much progress;
- Is not interested in being challenged, and will give up without really trying;
- Spends an inadequate amount of time on tasks and takes little pride in their work;
- Takes little or no responsibility for their own learning or behaviour.

Where do the Challenge Grades come from?

- Following baseline testing, a series of projections is produced by the CEM centre at Durham University, for every student for every course.
- The graph (right) shows one such projection for GCSE Physics with the available GCSE Grades along the bottom.
- If we consider this the results of 100 students with the same baseline test score, we can read the following projections: 4 of these students are likely to get grade 9; 18 attain a grade 5, and 5 of these students are unlikely to pass (grade 4 or better).
- The median (50th) student is a 6. The most likely grade – and the most suitable GCSE Challenge Grade for this student – is a 7.
- Finally, please note that these projections are only a model – albeit one based on a very large database of students. All sorts of factors play into exam success and the students at The Grove often prove adept at beating the model with hard work, good attendance and the support of the school community and families.

