

20 September 2024

Dear Parents/Carers

Grading, Target Setting, Reporting and Groupings 2024-2025

I hope that your child has had an excellent start to the autumn term. It has been wonderful to see how well all students have settled into the new academic year. They have all really continued to embrace the culture of ‘Powerful Learning’ at Hagley. I am writing to you all to explain how the **grading, target setting and reporting** systems work at Hagley Catholic High School. I will also outline how students are grouped in different subject across key stage 3 and 4. All of these elements contribute greatly towards the success that our learners achieve and I hope that you find it useful.

Grading on Reports

At key stage 3 (yr7-9) and 4 (yr10-11), the 9-1 system which was introduced by the DFE, is used in all assessments, targets and predicted grades. As outlined below, students work from the start of year 7 towards challenging 9-1 target grades in each subject. Below is a table that explains how the 9-1 grades compare to previous A*-G grades:

Old Letter System	9-1 GCSE Grading
A*	9
	8
A	7
B	6
C	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	

Target Setting – KS4

Students in year 11 received their target grades in September 2023. Some of these have been revised slightly using a range of assessment data from year 10. Students in year 10 will receive their target grades before October half term. Students in year 10 and 11 didn’t complete KS2 SAT’s due to the pandemic and as a result, they do not have baseline data to compare with national attainment. **Targets for these students will be set by looking at their year 9 summer attainment grade, comparing this to the target flight path below and subsequently, generating a KS4 target. For example, if a student achieved a grade 4c at the end of year 9 in English, their year 11 target in this subject would then be a 5b. The grades however are only a guide and should never act as a ceiling for what pupils should aim to achieve.** All learners will be encouraged to see these as a ‘minimum expected’ target for the end of Key Stage 4. As class teachers start to gather grade information from marking assessments then they are encouraged to establish aspirational targets for students which may be above those provided by FFT.

Target Setting – KS3

For students in year 7,8 and 9 we have successfully adopted an approach which is used in a number of successful schools across the country, where students work towards aspirational GCSE grades from Year 7. Fischer Family Trust (FFT) is used to generate GCSE targets for all students. We have then estimated where a learner would be expected to be at the end of each year if they were to achieve the GCSE target set. For example, a student with a GCSE Target in English of a Grade 6 will be expected to have achieved a grade 3b by the end of Year 7, a 4c in Year 8 and a grade 4a by the end of Key Stage 3 in Year 9. The advantage of the revised approach is that it will enable all teachers to closely monitor how all our students are progressing over five years at Hagley Catholic High School. These targets are extremely aspirational and if achieved they would place students within the top 5% of all learners nationally. However, as outlined above, **these grades are only a guide. All learners will be encouraged to achieve as high as possible in all year groups and targets should be seen as the ‘minimum expected’ aim by the end of the year. This is even more the case when a student has attained above their target in the previous academic year.** All target grades are shown on all reports that are issued during the academic year. Due to its practical nature at KS3, targets in PE are set each year based on baseline data and/or previous attainment.



The flight path towards the challenging GCSE grades that we use is outlined below. A slightly revised flight path is used in subjects which students have traditionally studied less at primary school e.g Art, Technology, Music, Languages. Here students are expected to attain less at key stage 3 before accelerating towards the same challenging targets at the end of year 11.

End of GCSE Target. This is calculated by comparing how students with similar KS2 scores attained nationally.

End of GCSE sub grade (a is the highest, c the lowest)

What a learner should be aiming for at the end of each year if they are to achieve their target

STANDARD FLIGHT PATH FFT Whole Grade	FFT GCSE Sub Grade	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11	Final GCSE Grade
9	9a	5c	6c	7b	8a	9a	9
	9b	4a	5a	7c	8b	9b	
	9c	4b	5b	6a	8c	9c	
8	8a	4b	5b	6a	7a	8a	8
	8b	4c	5c	6b	7b	8b	
	8c	4c	4a	6c	7c	8c	
7	7a	4c	4a	5a	6a	7a	7
	7b	3a	4b	5b	6b	7b	
	7c	3a	4b	5c	6c	7c	
6	6a	3a	4b	5c	5a	6a	6
	6b	3b	4c	4a	5b	6b	
	6c	3b	3a	4b	5c	6c	
5	5a	3b	3a	4b	5c	5a	5
	5b	2a	3b	4c	4a	5b	
	5c	2a	3c	3a	4b	5c	
4	4a	2a	3c	3a	4c	4a	4
	4b	2b	2a	3b	3a	4b	
	4c	2c	2b	3c	3b	4c	
3	3a	2c	2b	2a	3b	3a	3
	3b	1a	2c	2b	3c	3b	
	3c	1b	1a	2c	2a	3c	
2	2a	1b	1a	2c	2b	2a	2
	2b	1c	1b	1a	2c	2b	
	2c	1c	1b	1b	1a	2c	
1	1a	1c	1c	1b	1b	1a	1
	1b	Sa	1c	1c	1c	1b	
	1c	Sa	Sa	1c	1c	1c	





Reporting

For each year group there are three reports issued across the academic year. These will be spread out across the autumn, spring and summer terms, with one reporting window in each. In all reports, teachers input a present predicted grade (PPG), recent assessment and effort grade. The table below explains what is shown on each report:

Presented Predicted Grade (PPG)	This is the grade that the class teacher believes that the student will achieve by the end of the year. At key stage 4 or 5 the PPG will be what the teacher is predicting that the student will achieve by the end of the key stage (yr11 or yr13)
Recent Assessment	The grade that has been achieved in a recent assessment task. This may be different to the PPG which will take into account a wide range of assessment information.
Attitude to Learning	A judgement made on the effort and attitude of each student in class and with their homework. The overall judgement will be either ‘Exceptional’, ‘Expected’, ‘Developing’ or ‘Below Expectation’. (Please see the table below).
Comment	A comment is made in one report each year (dates are given below). Teachers will identify an area of strength and an area of development for each student.



Attitude to Learning Descriptors

Exceptional		Expected	
Positive	<i>Asks high quality questions, consistently works hard with a smile, always arrives on time</i>	Positive	<i>Asks questions, works hard with a smile, arrives on time</i>
Organisation	<i>Always bring all equipment, completes all homework to an exceptional standard, is always prepared for learning</i>	Organisation	<i>Brings all equipment, completes all homework, is prepared for learning</i>
Willing	<i>Always attentive and ready to learn, consistently follows instructions, completes all activities to a high standard, always engaged in learning</i>	Willing	<i>Attentive and ready to learn, follows instructions, completes all activities, engaged in learning</i>
Effective	<i>Reflects and improves their work by making detailed corrections, always listens attentively, consistently produces best work</i>	Effective	<i>Reflects and improves their work, listens attentively, produces best work</i>
Respectful	<i>Has an exceptional pride in learning/work, always follows instructions</i>	Respectful	<i>Has pride in learning/work, follows instructions</i>
Developing		Below Expectation	
Positive	<i>Asks some questions, works hard with a smile but not consistently, arrives on time on most occasions</i>	Positive	<i>Rarely asks questions, rarely works hard with a smile, is often late to lessons</i>
Organisation	<i>Brings equipment to most lessons, completes most homework, is usually prepared for learning</i>	Organisation	<i>Brings equipment to some lessons, completes some homework, is sometimes prepared for learning</i>
Willing	<i>Is usually attentive and ready to learn, mostly follows instructions, completes most activities that are set, sometimes engaged in learning</i>	Willing	<i>Is sometimes attentive and ready to learn, often doesn't follow instructions, completes some activities that are set, rarely engaged in learning</i>
Effective	<i>Reflects on their work and make some improvements, usually listens, sometimes produces best work</i>	Effective	<i>Rarely reflects on their work doesn't make improvements, listens sometimes, rarely produces best work</i>
Respectful	<i>Usually has pride in learning/work, usually follows instructions</i>	Respectful	<i>Sometimes shows pride in learning/work, often doesn't follow instructions</i>

At Key Stage 3 and 4, sub grades (a,b and c) should be included in the PPG. ‘a’ suggests that a student is very close to the grade above, ‘b’ suggests that a student is secure in that grade and a ‘c’ indicates that a pupil is close to dropping down to the grade below. At Key Stage 5, + or – should be used as sub grades, with a + being close to the grade above and – near to dropping to the grade below. Attendance statistics and an overview of rewards and sanctions will be included in each report that is sent.

The table below gives the dates when reports will be issued in each term. The summer term reports for years 7-10 and 12 are when reports are issued that include comments from subject teachers, form tutors and Heads of Year. These reports are issued for year 11 on 11/04/25 and year 13 28/02/25.

Year Group	Autumn Term (24/25)	Spring Term (24/25)	Summer Term (24/25)
7	13/12/24	28/03/25	17/07/25
8	06/12/24	21/03/25	17/07/25
9	22/11/24	14/03/25	17/07/25
10	15/11/24	07/03/25	17/07/25
11	04/10/24	24/01/25	11/04/25
12	13/12/24	21/03/25	17/07/25
13	25/10/24	28/02/25	02/05/25

Student Groupings

Year 7

When students arrive at Hagley, KS2 and primary school information is used to band students into groups 1 and 2. Group 1 classes include students who are high or middle ability learners on entry to the school. Group 2 classes include students who are middle or low ability on entry. The majority of lessons are completed in the same teaching group. Smaller, mixed groups are taught in Art, Music, Food, Design Technology, Performing Arts and Games.

Year 8 and 9

At the end year 7 and 8 students are placed into a teaching group for Maths and Science, a separate group for English, History, Geography and RE and a group for French, Spanish and Computing. Mixed groupings are still used for lessons in Art, Music, Food, Design Technology, Performing Arts and Games. In Maths and Science, students in group 1s are populated with those whose data identifies them as being high ability. Group 2s are made up with middle ability students and group 3s those students who are middle or lower ability. A more mixed approach is used for English, History, Geography and RE groupings, with group 1s and 2s being middle and/or high ability and group 3s middle and/or lower ability students. Year 7 and 8 data is also used to band students into a Language group. At the end of year 8, students are able to choose between studying French or Spanish in year 9 and beyond.

Year 10 and 11

In English at key stage 4, students are taught in groups broadly banded by ability level based on target grades and performance at KS3. In RE, the highest performing 64 students from year 9 are placed in a two group 1s, with the other RE groups being mixed ability. In Maths, data from key stage 3 is used to group students into group 1s who will follow the higher tier specification and group 2s who will be foundation tier. Groups are regularly reviewed with students being able to move to different tier papers. In Science, groups students are also grouped according to their tier of entry based on key stage 3 data.

Homework

The whole school homework policy can be viewed by following the link below:

[Hagley Catholic High School - Policies and Documents \(hagleyrc.worcs.sch.uk\)](https://hagleyrc.worcs.sch.uk)

Tasks will be issued and visible on Arbor and students will also have the opportunity to note down any tasks that are set in their planners. The submission of the task though will depend on the instructions of the teacher. For example, a teacher may ask for the work to be completed in exercise books or they may request that it is uploaded to Microsoft Teams. **Work does not need to be submitted to Arbor unless this is a request from the teacher who has set that piece of work.**

I hope that you find this information useful. If you do have any further questions about our approach to grading, target setting, reporting and the grouping of students, then please contact the relevant head of year or email myself directly.

Yours sincerely

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