



THE WENSLEYDALE SCHOOL
& SIXTH FORM
LEYBURN

2 October 2017

Dear Parent / Carer

TARGET SETTING

This morning you will have received through your 'Go4Schools' account your child's first progress report of the current academic year. This would therefore be a good opportunity to explain the various assessment and target grades, which are used in the report.

We set targets for all students based upon their prior attainment. For students in Year 7 to Year 11 the targets set are based on your child's attainment in their Year 6 SATs tests (or scaled tests for the current Year 7 and Year 8). Using this data, each student is set a minimum expected grade for the end of Year 11 and an aspirational target for the end of Year 11. The minimum expected grade is calculated so that if achieved, your child will make progress in line with the national average rates of progress. The aspirational target is calculated so that if achieved, your child will make one grade better progress on average in all their GCSE subjects at the end of Year 11 when compared with the national average rates of progress. Since the data we have from Year 6 comes only from tests in Maths and English, we also use a piece of software called FFT Aspire to set subject-specific targets in all the other subjects of the curriculum. FFT Aspire uses national data to compare the Year 6 Maths and English scores from past students with the GCSE outcomes they went on to achieve.

For students at Post 16 we use the 'ALPS' system to set targets based on students' average GCSE scores. The 'ALPS' targets are calculated so that if achieved, students will make progress in line with the top 25% of Sixth Forms in the UK.

For all students the targets are then broken down into end-of-year targets which are used as milestones so that we can identify which students are on track and which students are falling behind.

You may be aware that over the last couple of years, the way in which schools track students' progress throughout their time in secondary school has changed radically due to the removal of the old national curriculum levels and the conversion of GCSE grades to the new 9-1 scale (9 being the highest). At our school, we have introduced a very simple scale which is the same for all students in Year 7 to Year 11. When students enter the school in Year 7 they usually begin on a grade 1. They then work their way up the scale from 1-9 through Years 7-11 where a grade 4 is equivalent to the old GCSE grade C and a grade 7 is equivalent to the old GCSE grade A. For some students starting in Year 7, they may not be ready to be assessed on the GCSE 9-1 scale so we have created a set of transition points to bridge the gap. This is especially important for all students where they have not studied a particular course before, for example in GCSE Spanish. So the assessment scale begins at TRI (Transition 1) and goes up to a maximum of a 9+, as shown below:

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		Usual Year 7 Starting Points											Equivalent to an old GCSE grade 'C'			
Tr1	Tr2	Tr3	Tr4	Tr5	Tr6	1	1+	2-	2	2+	3-	3	3+	4-	4	4+



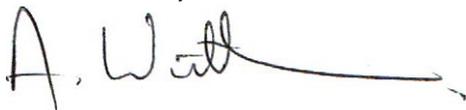
						Equivalent to an old GCSE grade 'A'										
5-	5	5+	6-	6	6+	7-	7	7+	8-	8	8+	9-	9	9+		

This year, we will publish 4 progress reports through the Go4Schools website which will show your child's current-working grade for each subject and how far away they are from their targets. You can also access your Go4Schools account and see this information 'live' whenever you wish. Teachers carry out assessments throughout the academic year so the current-working grade may change at any point to reflect this. The progress report is simply a 'snapshot' at specific points in the year. 'Go4Schools' will automatically send you and your child an email to let you know when a report is available.

The main reason we set targets is to provide motivation for students and to encourage them to aim high and make strong progress from their various starting points. We acknowledge that the targets are set using statistical calculations and for some students a target which is too high or too low may be very demotivating. If you or your child is concerned about any of their targets then they can be adjusted and we would encourage you to contact your child's Form Tutor in the first instance.

If you have any general questions or concerns about our target setting or assessment process then please contact me on andy.wilkinson@wensleydaleschool.net

Yours sincerely



Mr A Wilkinson
Deputy Headteacher