

Explanation of Tracking Data and Academic Tutorial Day Year 9

Attainment is given according to the National Curriculum level the student has reached in each subject. It represents the teacher's assessment of the level the student has securely attained – in some cases students may have reached higher levels for specific pieces of work, but may not yet be at that level across the board. You will notice a difference between the way the level was expressed in the summer, and the way it is expressed this time. Each level is graduated, using a, b or c – for example 5a indicates that the student has reached a high level within the requirements for Level 5, whereas 5c indicates that the student is just beginning to get to grips with Level 5 work. The average student is supposed to take two years to go up one level, and this graduation within levels allows teachers to show more clearly where students have got to, and to show progression over the course of an academic year. The End of Key Stage 3 estimation is a prediction of the level your daughter is most likely to attain in the summer at the end of Year 9. In all cases, the level given is based on the teacher's best judgement using information available so far and should not be viewed as set in stone.

To measure achievement in terms of End of Key Stage 3 Teacher Assessments, the school uses the MIDYIS baseline data (Baseline data is derived from the MidYIS test that all students took at the beginning of Year 7). The baseline data is given to the school by the University of Durham. The MEL predictions have been included on the tracking report and are subject specific depending on the difficulty of the subject nationally. Minimum Expected Level (MEL) is the most likely level (derived from chances graphs) which in simple terms equates to the average grade. The school strongly believes, based upon previous years, that the majority of Grey Coat students achieve above the average and therefore all students should aim to achieve above their MELs. For core subjects, however, the MEL is derived from national predictions based on the KS 2 tests.

The achievement column indicates whether your daughter's attainment is in line with the MEL (+), below the MEL (-), or above the MEL (*). *It is important to note that the achievement column does not refer to the effort a student is putting into her work and that is why there is also has the effort level (for criteria please see report).*

The effort grade is from 1 to 5 where the expectation for all students is a minimum of a 4. The effort grade allows the school to distinguish between students who are not achieving at the baseline predictions, even though they work extremely diligently, and students who put less effort into their work, but still manage to achieve baseline predictions.

The final comment column allows your daughter's teachers to identify areas for improvement or praise the progress of your daughter. These comments form the basis of the discussion between your daughter and her tutor on **Academic Tutorial Day**. On that day the girls all have the opportunity to reflect on their progress over the preceding half term, and write a brief review. They then go into their tutorial, and in discussion with their tutor, they agree two/three targets and work out strategies to meet them. This is recorded on the tracking report, and the tutor writes a final summary comment.

