Ref: 1839 SDA/EM

Dear Parents, 21st March 2019

**Burscough Priory Academy: Assessment and Reporting**

We are very aware that when you entrust a school with the education of your children, there were some key priorities for you which revolve around your own hopes and wishes for them. As parents we know that you are particularly interested in whether your children are doing well in class and whether they are doing as well as they should. Over the last few years, and across the schools in our Trust, we have streamlined our approach to assessing progress and engagement and we have simplified how we report this to you. The aim of this is to ensure you get a clear message to answer these key questions.

Throughout your child’s time with us we will be monitoring their engagement and progress in each subject and we will report to you regularly on how your child is performing in line with their own individual subject targets. This will come in the form of a simple data collection. To add further detail to this data there will also be an opportunity to meet with relevant staff at key points through the year. This will either be a tutor consultation and a subject consultation, or two subject consultation evenings, depending on which year group your son / daughter is in.

**Individual Subject Targets**

All of our students are set GCSE targets based on what we call FFT estimates. The Fischer Family Trust (FFT) is an independent, non-profit organisation that provides data and analysis to all schools and Local Authorities in England and Wales. These targets are calculated using thousands and thousands of results achieved by students who scored similar results to your sons and daughters in their Key Stage 2 tests. This generates estimates that are then used by teachers to inform the setting of ambitious and aspirational targets for the students. These FFT estimates can be chosen to provide varying degrees of challenge. We use what is known as ‘FFT 20’ as the basis for our targets, which is based on the progress seen in the top 20% of schools.

For students in Key Stage 3, we use the information about what their GCSE targets might be, to plot what we call a ‘flight path’ for each student. We then monitor their progress along this flight path, making judgements about whether the work they are producing is roughly in line with what we would expect from a student of their band/ability, to ensure they are on track to achieve outstanding individual outcomes. Students are placed on one of four flight paths depending on their FFT estimates.

The flight paths may differ for each subject and are as follows:

|  |  |
| --- | --- |
| Flight Path | Eventual GCSE Targets |
| Band D | 9-8 |
| Band C | 8-6 |
| Band B | 6-4 |
| Band A | 4-2 |

When your son/daughter starts their GCSE courses in Year 10 we then set them a much more specific GCSE target based on FFT 20, taking into account the progress that they have made in each subject during Key Stage 3.

Progress judgements are based upon how your child is assessed to be performing at the time of the judgement in relation to their individual band/flight path in Key Stage 3 or their GCSE targets in Key Stage 4. They are either:

* Making more than expected progress
* Making expected progress
* Not making expected progress

If your son/daughter is judged to be making more than expected progress over a period of time, then we will review their band and/or their GCSE target to make sure it has the appropriate level of challenge and the highest possible opportunity to reach their full potential.

If your son/daughter is not making expected progress, we will do all we can to help them to improve and catch up, so that they are making expected progress as soon as possible. We would always seek to involve you in this process, to help us understand what the blockers might be.

**Reports Format and Content**

The first set of reports in the Autumn term for all years will be based upon engagement judgements only, to give an indication of how they have started the year in their approach to their learning. The Spring and Summer term reports will also include progress judgements.

For Key Stage 3 students the progress judgement will be based upon how well students are working within their target band. For Key stage 4 students the progress judgement is based upon how students are progressing towards achieving their end of KS4 GCSE target.

For all years the engagement judgement (Engagement in Learning) reflects the ‘big picture’ and includes an overall assessment of their behaviour, attitude to classwork and homework, motivation and organisation.

This judgement will be one of the following:

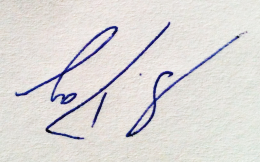
* **Excellent**– A highly motivated student with an outstanding attitude to learning. They consistently display resilience, independence and are committed. They clearly have a thirst for learning.
* **Positive**- A committed student who has a positive attitude to learning. They regularly display resilience, independence and a thirst for learning.
* **Inconsistent** - A student who generally has a positive attitude to learning. Occasionally they may be off task, engage in low level distractions or fail to meet deadlines.
* **Disappointing** – A student who shows an unsatisfactory attitude to classwork and homework. They are too often off task or engaging in behaviour that results in warnings or removals.

Again, we would always seek to involve you as early as possible if your child was regularly receiving ‘inconsistent’ or ‘disappointing’ judgments.

I hope that this overview goes some way to help you to understand our targets, the way we assess progress and engagement and the way we report this to you.

Please don’t hesitate to contact me if you have any further queries regarding our assessment and reporting procedures.

Yours sincerely,



Acting Assistant Headteacher

**Curriculum and Assessment**