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| Title: | School Policy on Assessment and Reporting 2020-21 |
| Date of Last Review: | September 2019 |
| Status: | Recommended |
| Committee: | Curriculum |
| Staff Lead: | Mr K Vora & Ms K Naylor |
| Governor Lead: | |
| Review Process: | As per new Assessment framework requirements on schools |
| Location: | Website |
| Date of Next Review: | October 2020 |

This policy must be used in conjunction with the [Go4Schools user guide](#)

Please follow the link to access the [Curriculum leader's guide](#)

You can also find a guide to use the seating plan by following this [link](#)



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Introduction

Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes through observation of student behaviour when carrying out tasks, tests, examinations, etc.

The aims of assessment are:

For students to

- understand their strengths and weaknesses in learning
- **understand what they should try to achieve next, and how best they might do this**
- improve their learning based on feedback from teachers and other assessors

For teachers and schools to

- diagnose the strengths and weaknesses in the learning of their students
- provide quality **feedback and specific advice to students so that they know how to improve their learning**
- review and **improve** their learning objectives / expectations of students, curriculum design and content, strategies and activities so that they are better suited to the needs and abilities of their students to enhance learning and teaching effectiveness

For parents to

- understand the strengths and weaknesses of their children
- consider how to help their children to improve their learning
- have reasonable expectations on their children

For the DFE and external bodies to

- evaluate the standard of students in specific areas
- rank and select students for admission purpose

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. Every member of the teaching staff also, of course, contributes to the achievement of whole school targets.



Assessment data provided by teaching staff is used in a variety of different ways, and presented at different times to different audiences: in pupil reports to parents; to pupils themselves; to Heads of Faculty/Department, Heads of House and Senior Leadership for tracking and monitoring purposes and to the Local Authority and the DfE.

Regular, effective assessment is a key requirement in ensuring students' success and the accuracy of predicted outcomes across the curriculum and at every key stage and level. The timelines, accuracy, frequency and robustness of assessments made, is crucial.

This policy sets out the actions that must be undertaken by every member of our community in order to achieve the dual aims of moving pupils forward, and also providing robust assessment information which informs tracking and monitoring at every level.

On 1st September 2014, the statutory use of National Curriculum levels to assess students at KS3 was discontinued. Schools are being encouraged to instead adopt an assessment system that targets key concepts and areas of knowledge which should be taught in far more depth. In response to the change, we introduced the Lister Lower School Baccalaureate in 2016-17. A lot of work went towards introducing the new system including writing and standardising and moderating the assessments.

During the academic year 2017-18, a review of the assessment framework was carried out. A systematic redesign of the framework was designed to build in simplicity and consistency between the Lower School and Upper School. The proposed changes were based on extensive consultation involving Lister staff and students. This policy reflects these changes, in particular, in the Lower school framework. In 2019-20, we also introduced a new system for target setting. Further information can be found in [Appendix C](#).

All classroom based teachers are expected to engage in the moderation and standardisation process with colleagues in their faculty prior to submitting the grades. It is an expectation that teachers **MUST** submit the grades by the data deadline to allow for a timely intervention. The school uses [Go4Schools](#) as our assessment portal and [4Matrix](#) for detailed analysis of student progress.



Target Setting For Pupils' Missing KS2 Data

(missing target grade/level, and midphase entrants without prior data)

Tests that are used to assess pupils and generate current working levels:

- [Progress test series](#) in English, maths and science to generate a baseline level and review progress at the end of Lister Lower school baccalaureate
- Teacher assessment used to review progress and adjust target (upwards) at the beginning of every academic year
- [Renaissance Learning's Accelerated Reader](#) (reading age) and [STAR Early Literacy](#) (for emerging readers)

HoF/HoS will consult with the class teacher to ascertain an accurate current working at level/grade to determine the end of KS4 Lister target grade.

Pupils with EAL will be jointly assessed with the Head of EAL. Once language acquisition has improved they will undergo another round of assessments to more accurately gauge a working level, and therefore generate a more accurate target.

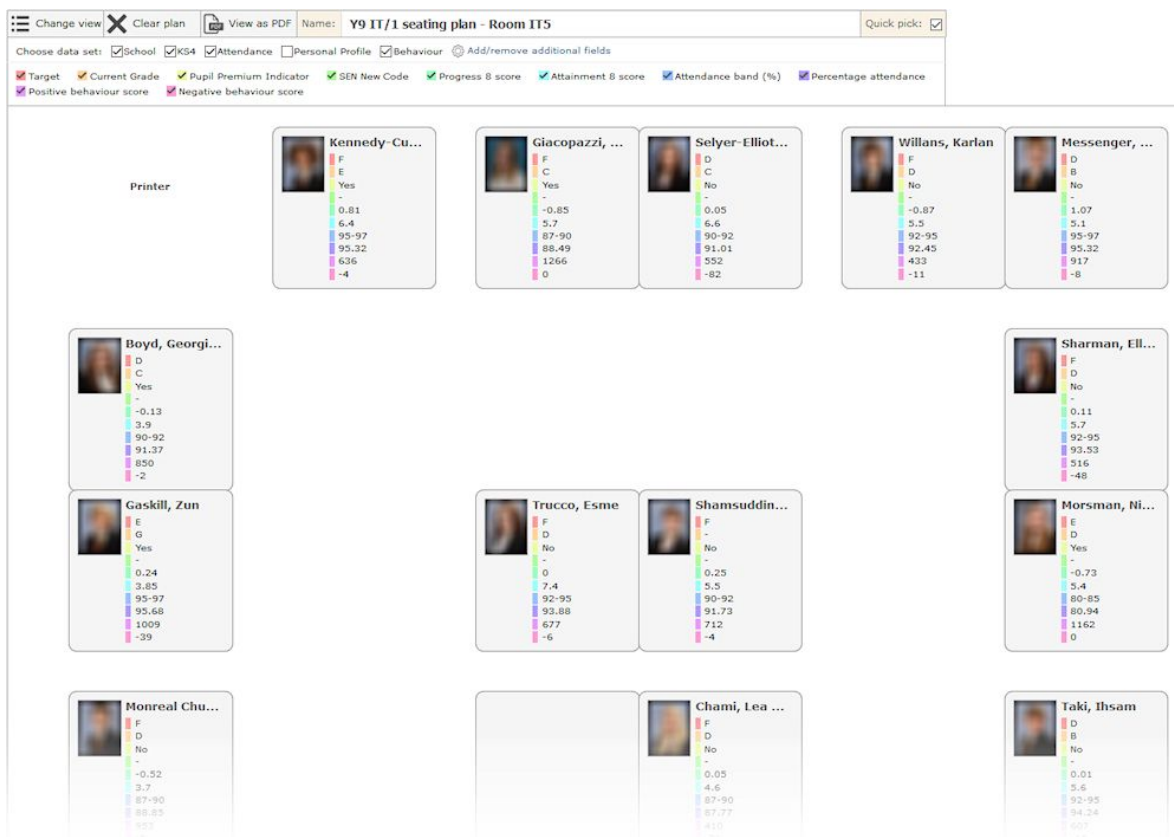
Parental access to Go4Schools

Parents are able to view, track and monitor their child's progress via Go4Schools. They are given a personalised login which allows them access to their child's profile. After every data collection point, data is published. Parents with registered accounts receive an email informing them of the latest summative report available to view on Go4Schools. Parents can also download the Go4Schools Mobile app, further information can be found [here](#).

Seating Plans and Key Groups

The aims of the seating plan:

- To ensure teachers are familiar with their class and the data (forecast/current grades and target grades) to devise the best possible learning environment.
- To enable teachers to identify which students are most at risk of not achieving their target grade.
- To ensure teachers are seating students for a particular educational rationale which will help them make outstanding rates of progress.
- To highlight which students teachers are putting in place interventions for.
- To highlight which students are part of a school target group.



- **Pupil premium**
- **Upper and Lower attainment band**
- **White and Black Caribbean and Black Somali**
- **White British**
- **A List students**
- **Bangladeshi and Pakistani**
- **Scholars**
- **SEND**

Assessment Cycle

- A significant difference from previous years is the reduction of data collection points. This is to ensure that the summative assessments are designed to test students over a larger domain of content under standardised conditions. The assessments are designed in line with GCSE style to allow students to familiarise with the public examinations.
- The data collection points have been populated in the school monitoring calendar and the school diary.
- Moderation/standardisation must take place during the faculty meeting prior to the assessment deadline (please see below)
- HoF/HoS are expected to meet every member of their team to discuss the achievement of pupils' after every data collection point.
- HoF/HoS/HoH will be required to study, understand and analyse their data to devise strategies for addressing any underachievement. This will form the basis for the Achievement meetings. The data sheets will be stored in the [Progress Analysis Core Docs](#) folder after every assessment cycle. A google form is shared with the HoF/HoS/HoH after every data collection point to submit a detailed analysis and a list of strategies to make the outcomes outstanding in the areas they are responsible for.

Assessment Dates 2020/21

| | AC1 | AC2 | AC3 | Parents' Evening |
|---------------|---|--|-----|--|
| Year 7 | Assessment Fortnight: Monday 7th to Thursday 10th December Monday 4th to Friday 8th January Moderation: Wednesday 13th January AC1 deadline: Thursday 21st January | Assessment Fortnight: Monday 7th to Friday 18th June Moderation: Wednesday 16th June/Wednesday 30th June AC2 deadline: Thursday 1st July | | Wednesday 28th April (4.00pm to 7.00pm) |
| Year 8 | Assessment Fortnight: Monday 7th to Thursday 10th December Monday 4th to Friday 8th January Moderation: Wednesday | Assessment Fortnight: Monday 7th to Friday 18th June (Progress Test Series: Eng, Maths, Sci) Moderation: Wednesday 16th | | Wednesday 27th January (4.00pm to 7.00pm) |

| | | | | |
|----------------|--|---|--|---|
| | <p>13th January AC1 deadline: Thursday 21st January</p> | <p>June/Wednesday 30th June AC2 deadline: Thursday 1st July</p> | | |
| Year 9 | <p>Assessment Fortnight: Monday 7th to Thursday 10th December Monday 4th to Friday 8th January Moderation: Wednesday 13th January AC1 deadline: Thursday 21st January</p> | <p>Assessment Fortnight: Monday 7th to Friday 18th June Moderation: Wednesday 16th June/Wednesday 30th June AC2 deadline: Thursday 1st July</p> | | <p>Wednesday 31st March (4.00pm to 7.00pm)</p> |
| Year 10 | <p>Moderation: Wednesday 21st October/Wednesday 4th November AC1 deadline: Thursday 5th November</p> | <p>Moderation: Wednesday 10th February/Wednesday 24th February AC2 deadline: Thursday 25th February</p> | <p>PPE Exams: Monday 10th May to Friday 21st May Moderation: Wednesday 26th May/Wednesday 9th June AC3 deadline: Thursday 10th June</p> | <p>Wednesday 10th March (4.00pm to 7.00pm)</p> |
| Year 11 | <p>Moderation: Wednesday 18th November/ Wednesday 2nd December AC1 deadline: Thursday 3rd December</p> | <p>PPE1 Exams: Monday 4th January to Friday 15th January Moderation: Wednesday 13th January/Wednesday 3rd February Year 11 College PPG & AC2 deadline: Thursday 4th February</p> | <p>Core PPE2 Exams: Monday 15th March to Friday 19th March Moderation: Wednesday 24th March AC3 deadline: Thursday 25th March</p> | <p>Wednesday 9th December (4.00pm to 7.00pm)</p> |

Reporting and Parents Evening

The aims of reporting:

- Reports should be clear and meaningful for parents and students
- Reports ([Appendix A](#)) should provide parents and carers with an accurate picture of pupils' achievements and progress, in clear and accessible language.
- Reports should reflect attainment and achievement within the framework of Lister assessment policy and in line with the new National curriculum.
- Reports should be based on evidence from formative assessment and recording.
- Reports should be manageable for teachers to produce.
- Reports should have a positive effect on pupils' attitudes and motivation ([Appendix B](#)).
- Reports should support pupils' learning by setting targets.
- The reporting process should provide opportunities for pupil involvement.
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support.

Direct contact between staff and parents:

- **Feedback from Tutor Learning Conversations** – further information on next page
- **Year 7 tutor meeting** - One evening in October, to discuss pastoral issues and to set academic targets for the year.
- **Parents' Evenings** – One evening for each year group, throughout the school year, for parents/carers to meet with classroom teachers and discuss progress, attainment, effort and attitude to learning (dates can be found on page 9).
- **Student Progress Day** - A day for the parent, student and the tutor to come together to evaluate and measure the progress made by the student in respect to the targets set during the TLC 1 (dates below). This is an opportunity for the student to provide a formal presentation/talk to their parents and the tutor. The tutor will, in consultation with the parent, evaluate the progress and amend the targets, if necessary. ALL year groups will participate on the day except Year 11. The SPD will take place on Friday 19th March. Further details will be provided closer to the time.

In light of the Covid-19, some/all of the above meetings may take place **virtually**.

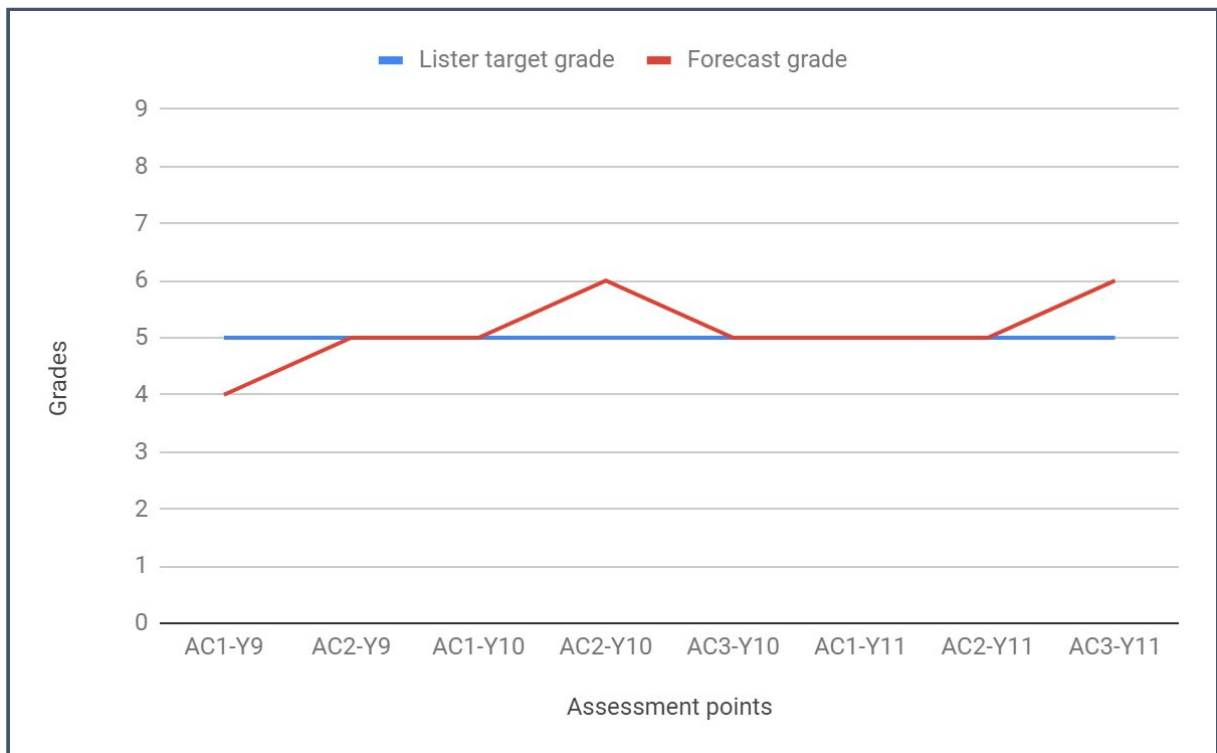
Reporting Grade

In Years 7 to 10 the reported grade is called the 'Forecast grade'. Year 11 will be the exception, we will continue to use the term 'Current grade' when we report the summative grade.

What do we mean by the **Forecast grade**?

The term used to report the attainment grade from every AC point will be called as the Forecast grade. A student is expected to achieve their Lister target grade in every summative assessment from year 7 to Year 11. The reliability of the system will heavily depend on the accuracy and the validity of the summative assessments.

A hypothetical graph of a student with a target of G5 is below.



Tutor Learning Conversation

The aim of the Tutor Learning Conversation is to bring students, tutors and parents together to discuss and review the progress made by the student. This is also an opportunity for parents to understand the curriculum offer and discuss the overall participation of their son/daughter in the extensive extra-curricular activities on offer. The model will work as follows:

| Date | Purpose |
|--|---|
| TLC 1 (Y8-Y11) - Autumn 1 half-term | <ul style="list-style-type: none"> ● Review the targets from TLC 2019-20 ● Set targets for the academic year 2020-21 by reviewing the academic achievement. Use the SMART target model |
| TLC 1 (Y7) Autumn 1 half-term | <ul style="list-style-type: none"> ● Set targets for the academic year 2020-21. Use the SMART target model |
| TLC 2 (Y7-Y10) - Friday 19.03.21 | <ul style="list-style-type: none"> ● Normal timetable will be collapsed to run a Student Progress day as follows: <ul style="list-style-type: none"> ○ Students set appointments for a meeting with tutors; ○ Year 11 will sit mock exams for English and Maths during the morning and mid-morning sessions. They will be dismissed after lunch; ○ All students to have a time to meet with tutors - 15 minutes per appointment; ○ Students to make a quality presentation on their targets and the Character Award |
| TLC 3 - TBC (Sept 2021) | <ul style="list-style-type: none"> ● Review the targets from TLC 2020-21 ● Set targets for the academic year 2021-22 by reviewing the academic achievement. Use the SMART target model |



Upper School Assessment system

Target Setting

We are introducing an adjusted and a better model for target setting as we get an accurate picture and understanding of the national landscape under the reformed GCSEs. Staff feedback from the June 2019 survey has also helped to shape the new target setting model. The model looks into various variables and will help derive targets for individual students based on:

- National averages;
- Prior attainment of the cohort; and
- Subject performance.

We will be using ranking to derive the targets for individual students once the key performance indicators are agreed between the DHT curriculum and the HoF/HoS. A snapshot of the ranking can be found in the [Appendix C](#).

At Lister, we aim to continue to build on our impressive results from previous years. The school's Progress 8 target for the forthcoming academic years is:

- Year 11 (cohort 2020-21) : *0.70*
- Year 10 (cohort 2021-22) : *0.67*

The average of a student's KS2 Maths and English Reading score from Year 6 SATS is used to set the baseline score. The targets are reviewed at the end of Lower school and adjustments are only made where there is sufficient evidence for the target to be adjusted upwards. The results from the Progress test series are used for any adjustments.

Staff appraisal will include targets relating to pupil progress, but will take into account the fact that individual student targets are aspirational.

Upper School A list

Key Dates

| Date | Action by HoH with tutor, where possible |
|---------------|--|
| w.b. 07/09/20 | Compile A list and complete the tracking document (organise initial meeting with pupils on the A list, follow up with parents to inform them of the intervention). |
| w.b. 09/11/20 | Catch-up sessions with Year 10 pupils' on the A list |
| w.b. 16/11/20 | Review the A list for Year 10 pupils' Possible amendment of the list if pupil's residual score is no longer in the bottom five of their house |
| w.b. 07/12/20 | Catch-up sessions with pupils' on the Year 11 A list |
| w.b. 14/12/20 | Review the A list for Year 11 pupils' Possible amendment of the list if pupil's Progress 8 score is no longer in the bottom five of their house |
| w.b. 25/01/21 | Catch-up sessions with Year 9 pupils' on the A list |
| w.b. 01/02/21 | Review the A list for Year 9 pupils' Possible amendment of the list if pupil's residual score is no longer in the bottom five of their house |
| w.b. 08/02/21 | Catch-up sessions with pupils' on the Year 11 A list |
| w.b. 08/02/21 | Review the A list for Year 11 pupils' Possible amendment of the list if pupil's Progress 8 score is no longer in the bottom five of their house |
| w.b. 01/03/21 | Catch-up sessions with Year 10 pupils' on the A list |
| w.b. 15/03/21 | Review the A list for Year 10 pupils' Possible amendment of the list if pupil's residual score is no longer in the bottom five of their house |
| w.b. 21/06/21 | Catch-up sessions with pupils' on the Year 10 and 9 A list |
| w.b. 05/07/21 | New A list to be published for Academic year 2020-21 |



Lower School A list

Key Dates

| Date | Action by HoH with tutor, where possible |
|---------------|---|
| w.b. 07/09/20 | Compile A list and complete the tracking document (organise initial meeting with pupils on the A list, follow up with parents to inform them of the intervention). |
| w.b. 25/01/21 | Based on AC1 data compile Y7 A list and complete the tracking document (organise initial meeting with pupils on the A list, follow up with parents to inform them of the intervention). |
| w.b. 25/01/21 | Catch-up sessions with Year 8 pupils on the A list |
| 19/03/21 | Year 8 ARD meetings (HoH to meet parents/carers of students on the A list) |
| w.b. 22/03/21 | Catch-up sessions with Year 7 pupils on the A list |
| w.b. 17/05/21 | Catch-up sessions with Year 7 and 8 pupils on the A list |
| w.b. 05/07/21 | Review the Year 7 and 8 A list based on AC3 results. Possible amendment of the list if pupils residuals are not anymore in the bottom three of their house |
| w.b. 12/07/21 | New A list to be published for Academic year 2020-21 |

Selection of A list

When choosing pupils to place on the A list, the following factors should be considered:

- 3 pupils should be chosen per year, per house.
- For Year 11, they should have the lowest Progress 8 score in the year group. For all other year groups, they should have the lowest residual.
- They may be receiving interventions from Inclusion, the behaviour or attendance teams.
- They may be from any of the attainment bands.
- Please indicate whether they are one of the school's key groups (Pupil Premium, SEN, Low Attainment, Black Somali, White and Black Caribbean, Bangladeshi and Pakistani).



Placing pupils on the A list

When pupils are first placed on the A list:

- HoH/tutor meets with them individually and explains why they have been selected for the A list.
- Complete an achievement review, by going through their current and target grades on G4S/4Matrix.
- Contact parents to inform them of the reason behind the selection of their child for the A list.
- If necessary, place on a progress report.

Monitoring the A list

Staff will be putting classroom interventions in place, and logging these in G4S. HoH/tutors will need to check this has been completed for all subjects.

Reviewing the A list

The A list is to be reviewed on the set dates in the monitoring calendar. Each time there is a review the relevant Google 'A list tracking' document is to be completed. You will need to discuss which of the classroom interventions have been most effective for them, and feed this back to their teachers.

When to remove pupils from the A list:

- When their Progress 8 score/residual has risen and they are no longer in the bottom 5 of the year group within their house.
- This will need to be communicated to staff and their parents.

If targeted pupils still have one of the lowest Progress 8 score/residual:

- A further meeting with the parents will need to take place to discuss the interventions staff had in place and what their impact has been. The outcomes of this meeting should be noted in the Google 'A list tracking' document.
- An achievement review needs to be carried out with the pupil and noted in the tracking document.
- If the pupil needs to be referred on to a whole school intervention this needs to be noted.
- If the pupil does not require a whole school intervention then they should be kept on the A list for another term.



Lower School Assessment System

Target Setting

Students in Year 7 and Year 8 will have targets set the same as Upper School. We will also consider the below data when reviewing targets:

- Average of Maths and English reading K2 SATs data
- Baseline External Progress Test Series in English, Maths and Science sat early in Yr 7

Lower School levels

Target grades will be on a scale of 1 to 9, with 9 being the highest. Students who are achieving the same level in Year 8 as they did in Year 7 are on track for the same grade in GCSE.

The level a student receives after each assessment cycle shows the level they are currently achieving.

In Lower School all summative grading will use the Lower School Level level for that year, which means that

- A student achieving a 9 is performing at the highest level that could be expected from a student in that year group
- A student achieving a 6 is performing at a level which means they are on track for a Grade 6 at GCSE

Specialist Curriculum

Specialist subjects will have target grades set in the same way as other subjects. They will be assessed twice during the year, at the end of Assessment cycle 2 and Assessment cycle 4. These tests will be summative, using the skills as for the mainstream versions of that subject. Where other skills are being developed - eg: written content for PE - subjects should develop additional criteria as they do for mainstream versions. In this model there is no formative assessment on G4S.



Students working within Learning Support

For students working outside the mainstream curriculum within Learning Support, a separate system will operate. This will involve the use of 'I Can' statements for each of their subjects taught within the department and the use of MAPP (Measuring, Assessing, Personal Progress), as well as a separate reporting system through Annual Review meetings. Progress of pupils' learning needs is reviewed termly and the assessment is closely linked to the curriculum, homework and Annual Review/EHCP outcomes. These students will be disappled from the G4S reporting system.



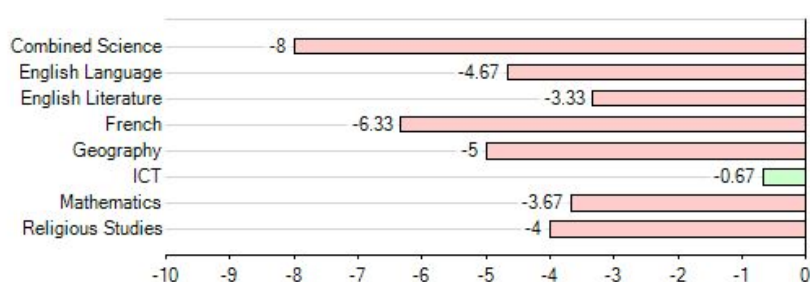
Appendices

Appendix A

| Subject | Year 7 Baseline grade | Lister 4L Target | Current Grade | Year 11 residual scheme | PPG | Effort |
|--------------------|-----------------------|------------------|---------------|-------------------------|-----|---------------|
| Combined Science | 5b | 8/8 | 4/4 | -8 | 7/6 | Excellent |
| English Language | 5a | 8 | 3+ | -4.67 | 4 | Good |
| English Literature | 5b | 8 | 5- | -3.33 | 5 | Good |
| French | 5b | 8 | 2- | -6.33 | 2- | Disappointing |
| Geography | 5b | 8 | 3 | -5 | 4+ | Disappointing |
| ICT | 5b | A | B+ | -0.67 | A | Good |
| Mathematics | 5b | 8 | 4+ | -3.67 | 5 | Disappointing |
| Religious Studies | 5b | 8 | 4 | -4 | 4 | Good |

Target Status

Residuals: Grade



Attendance Information

| | |
|------------------------|---------------|
| Percentage attendance: | 99.19% |
| Attendance: | 246 |
| Authorised absences: | 0 |
| Unauthorised absences: | 2 |
| Possible sessions: | 248 |



Behaviour Information

| | |
|------------------|------------|
| Positive points: | 123 |
| Negative points: | -68 |

Report Key

| | |
|--------|---|
| PPG | Professional predicted grade is a grade the student is likely to achieve at the end of KS4 based on the current rate of progress. |
| Effort | Excellent Good Disappointing Unacceptable |


Target Indicators

Well below target (7) Below target On target (1) Above target

Reports summary

| Subject | 20 Oct 2017 | 05 Dec 2017 | 05 Feb 2018 | Current report |
|--------------------|-------------|-------------|-------------|----------------|
| Combined Science | 5/5 | 4/3 | 3/3 | 4/4 |
| English Language | 3- | 3- | 3 | 3+ |
| English Literature | 4- | 5 | 5 | 5- |
| French | 1+ | 1 | 1+ | 2- |
| Geography | 3- | 3 | 3- | 3 |
| ICT | C- | B | C- | B+ |
| Mathematics | 6- | 4+ | 5- | 4+ |
| Religious Studies | 2- | 4 | 4 | 4 |
| Attendance | 100.00% | 100.00% | 98.39% | 99.19% |

Appendix B

|  <h1>Lister Effort Descriptors</h1> <p><i>Always aiming for excellence</i></p> | |
|---|--|
| A student making Excellent effort... | |
| <p>Committed to getting the most out of all learning opportunities available.</p> | <ul style="list-style-type: none"> 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, actively choosing harder tasks to help them achieve their goals. 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. |
| A student making Good effort... | |
| <p>Responsible and hardworking and tries their best all of the time.</p> | <ul style="list-style-type: none"> Shows a good interest in 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. |
| A student making Disappointing effort... | |
| <p>Completes most work but fails to challenge themselves to make the most of all learning opportunities.</p> | <ul style="list-style-type: none"> Classwork and homework is usually complete but sometimes shows little genuine learning and a lack of pride and care in work. Often participates in lessons and is generally focused and well behaved. May not try hard enough to improve work after feedback. Shows some resilience but might give up when things get difficult. Does the minimum that is asked of them. Might make a good level of effort in some lessons but this is not consistent. |
| A student making Unacceptable effort... | |
| <p>Needs support or intervention to become a more responsible learner.</p> | <ul style="list-style-type: none"> Makes little effort to be involved in the lesson and may disrupt the learning of others. 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. |

Appendix C

| KS2 English R | | | Grades Achieved | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | |
|---------------|----|---|-----------------|----------------------|---------------|--------------------------|------------------------------------|-------|-------|-------|-------|-------|--------------------------|------|
| 120 | 1 | 9 | AQA | C% in 2017 | 2.3 | 6.9 | 14.9 | 30.1 | 49 | 65.7 | 86.9 | 95.6 | 98.8 | 100 |
| 119 | 2 | 9 | | % in 2017 | 2.3 | 4.6 | 8 | 15.2 | 18.9 | 16.7 | 21.2 | 8.7 | 3.2 | 1.2 |
| 118 | 3 | 9 | | C% in 2018 | 2.0 | 6 | 14 | 27.6 | 45.1 | 62.2 | 87.1 | 95.8 | 98.9 | 100 |
| 116 | 4 | 9 | | % in 2018 | 2.0 | 4.0 | 8.0 | 13.6 | 17.5 | 17.1 | 24.9 | 8.7 | 3.1 | 1.1 |
| 116 | 5 | 9 | | Ave. % | 2.2 | 4.3 | 8.0 | 14.4 | 18.2 | 16.9 | 23.1 | 8.7 | 3.2 | 1.2 |
| 116 | 6 | 8 | National | % in 2018 | 2.0 | 4.2 | 7.8 | 13.3 | 17.3 | 17.4 | 24.6 | 9.1 | 3.2 | 1.1 |
| 116 | 7 | 8 | | % in 2017 | 2.2 | 4.5 | 7.9 | 14.8 | 18.6 | 17 | 21.7 | 8.9 | 3.3 | 1.1 |
| 116 | 8 | 8 | | Ave. % | 2.1 | 4.4 | 7.9 | 14.1 | 18.0 | 17.2 | 23.2 | 9.0 | 3.3 | 1.1 |
| 115 | 9 | 8 | | Round (% of students | 2 | 4 | 8 | 14 | 18 | 17 | 23 | 9 | 3 | 1 |
| 115 | 10 | 8 | | Number of students | 5.14 | 10.28 | 20.56 | 35.96 | 46.26 | 43.66 | 59.11 | 23.13 | 7.71 | 2.57 |
| 115 | 11 | 8 | | Round (no of student | 5 | 10 | 21 | 36 | 46 | 44 | 59 | 23 | 8 | 3 |
| 115 | 12 | 8 | | | | | | | | | | | | |
| 115 | 13 | 8 | | KS2 scaled score | GCSE target | | | | | | | | | |
| 114 | 14 | 8 | | 116-120 | 9 | 5 | | | | | | | | |
| 114 | 15 | 8 | | 113-116 | 8 | 10 | | | | | | | | |
| 114 | 16 | 7 | | 110-114 | 7 | 21 | | | | | | | | |
| 114 | 17 | 7 | | 107-110 | 6 | 36 | | | | | | | | |
| 114 | 18 | 7 | | 104-107 | 5 | 46 | | | | | | | | |
| 114 | 19 | 7 | | 101-104 | 4 | 44 | | | | | | | | |
| 113 | 20 | 7 | | 94-101 | 3 | 59 | | | | | | | | |
| 113 | 21 | 7 | | 86-93 | 2 | 23 | | | | | | | | |
| 113 | 22 | 7 | | 79-86 | 1 | 8 | | | | | | | | |
| 112 | 23 | 7 | | Below 77 | U | 3 | | | | | | | | |
| 112 | 24 | 7 | | | | | | | | | | | | |
| | | | | KS2 SCALED SCORE | OLD NC LEVELS | EQUIVALENT IN 'G' GRADES | | | | | | | END OF GCSE TARGET GRADE | |
| | | | | 120 | 6a | 8+ | More Able - aim for Scholar status | | | | | | 3 | |
| | | | | 119 | 6b | 4 | | 5 | | | | | | |
| | | | | 118 | 6c | 4- | | 8 | | | | | | |
| | | | | 115-117 | 5a | 3+ | | 7 | | | | | | |
| | | | | 110-114 | 5b | 3 | | 7 | | | | | | |
| | | | | 106-109 | 5c | 3- | 6 | | | | | | | |
| | | | | 103-105 | 4a | 2+ | 5 | | | | | | | |
| | | | | 98-102 | 4b | 2 | 5 | | | | | | | |
| | | | | 94-97 | 4c | 2- | 4 | | | | | | | |
| | | | | 89-93 | 3a | 1+ | 4 | | | | | | | |
| | | | | 86-88 | 3b | 1 | 4 | | | | | | | |
| | | | | 84-85 | 3c | 1- | 3 | | | | | | | |
| | | | | 83 | 2a | P+ | 2 | | | | | | | |
| | | | | 81-82 | 2b | P | 1 | | | | | | | |
| | | | | 80 | 2c | P- | 1 | | | | | | | |
| | | | | BELOW | <1a | | LSD | 2/1 | | | | | | |