



Years 7 - 11 Target Setting and Reporting Guide for Parents/Carers

Setting Targets

At Notley High School & Braintree Sixth Form, students are set GCSE targets based on Fischer Family Trust (FFT) estimates. FFT is a non-profit organisation commissioned by the Department for Education that estimates potential individual performance based on how students of similar ability on entry (at the end of Key Stage 2) perform nationally.

FFT provide estimates with varying degrees of challenge and we use FFT 20 as the basis of our Key Stage 4 targets based on the progress seen in the top 20% of schools.

Flight Paths

Using the information provided by FFT, we allocate a 'Flight Path' for each student. We then monitor their progress along this flight path, which helps us to track our students to ensure that they continue to make the necessary progress towards outstanding individual outcomes.

Flight paths are shown below.

- **7 8:** For students who should be aiming for grades 7-8 or higher in their GCSEs.
- **5 6:** For students who should be aiming for grades 5-6 in their GCSEs.
- **4 5:** For students who should be aiming for grades 4-5 in their GCSEs.
- **2 3:** For students who should be aiming for grades up to 4 in their GCSEs.

Students may have different flight paths for different subjects; this is because they are based on the subject specific FFT 20 and Key Stage 2 English and Mathematics standardised scores. We also consider the progress that students have made in these subjects since they have taken those tests.

GCSEs

GCSEs are assessed in a number grade ranging from 9 - 1 (with 9 being the highest). Using the guidance given to us by the Department for Education, Ofqual and the various examination boards we have mapped the GCSE 9 - 1 grades against the old A* - G to help parental understanding of the number grades.

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

When your son/daughter starts Year 9, we will set them a very specific GCSE target for individual subjects based on FFT 20, and the progress that students have made in that subject during the previous years.

Other Qualifications

A small number of courses do not use the number grading systems

Child Development

Course Grade	Approx. GCSE Grade
D*2	8
D2	7
M2	6
P2	4
D1	3
M1	2
P1	1

Construction

Course Grade	Approx. GCSE Grade
D*2	8
D2	7
M2	6
P2	4
P1	2

Monitoring Progress

Years 7 and 8

Teachers will report to parents/carers once a term using the following criteria.

5	The student's performance indicates that they are exceeding expectations and making substantial progress, meaning they may achieve at least one grade higher than their flight path.
4	The student's performance indicates that they are meeting expectations and making good progress, meaning they are on track to achieve the top end of their flight path.
3	The student's performance indicates that they are meeting expectations and making expected progress, meaning they are on track to achieve the bottom end of their flight path.
2	The student's performance indicates that they are making some progress, but are not meeting expectations, meaning they are on track to achieve one grade below their flight path.
1	The student's performance indicates that they are making very little progress, and are not meeting expectations, meaning they are on track to achieve at least two grades below their flight path.

Years 9, 10 and 11

Teachers will report a predicted grade every term so that progress can be measured against their FFT 20 target.

Should your son/daughter continue to make more than expected progress we will review their flight path and/or their GCSE target.

Should your son/daughter not be making the expected progress we will be able to put intervention in place in order to help them work towards making the expected progress towards the flight path and/or GCSE target.

Learning Behaviours

Combined with the progress monitoring information, teachers will also report (for all year groups) a Learning Behaviour outcome for individual subjects every term. The characteristics that will lead to one of four judgments and that need to be displayed frequently overtime by students are summarised below.

O – Outstanding	Drives own learning and challenge, demonstrating resilience. Goes the extra mile by consistently displaying curiosity and a love of learning. Effort is key to mastery and their value of learning. Pro-active in seeking and responding to feedback. Homework and classwork display evidence of wider reading and research. Positive impact on others learning, e.g. leadership/role model.
E – Engaged	Embraces challenges and works hard on tasks. Notable effort put into work. Classwork and homework fully completed to ability. Shows resilience. Responds well to all feedback. Demonstrates a desire to do well and takes responsibility for their own learning. Positive impact on others.
C – Compliant	Accepts the basic challenge and does what is asked. Follows instructions and does what is told. Effort is limited – does what is expected but does not go the extra mile. Insufficient desire/confidence to achieve full potential. Homework and classwork completed adequately. Impact on others limited. Accepts support but does not seek it.
R - Reluctant	Avoids challenge and work, needs reminders to be brought back on task regularly. Displays a lack of effort and motivation. Lacks homework and/or classwork. Regularly gives up easily. Reluctant to engage with feedback or positive dialogue. Limited response to support. Can have a negative impact on others.

At Notley High School & Braintree Sixth Form, we believe in promoting positive Learning Behaviour with the aim of enabling all students to achieve their full potential.