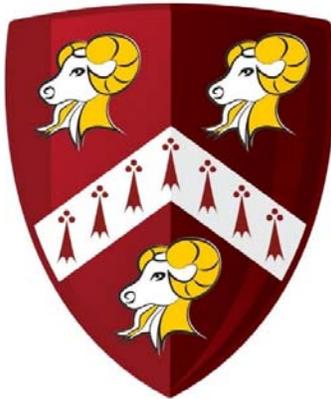


# The Ramsey Academy

## Halstead



### Target Setting and Reporting Guide for Parents

2018-2019



At The Ramsey Academy 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 and is based on the progress seen in the top 20% of schools. Using this information, we can allocate what we call 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 outcomes one would expect at The Ramsey Academy. Each student is placed on one of four flight paths depending on their ability on entry in Year 7.

The way that GCSEs are assessed has changed. All students are taking the new style GCSEs that result 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 new GCSE 9-1 grades against the current A\*-G grades to explain the flight paths.

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

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

**AWARDING**  
4 and above = bottom of C and above

Flight paths at the Ramsey Academy 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 of at least 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 take into account the progress that students have made in these subjects since they have taken those tests.

In the Lower School, teachers will report to parents every half term (with the exception of Autumn Term 1 for Year 7) using the following criteria.

- 5 The student's performance this half-term 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 this half-term 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 this half-term 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 this half-term 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 this half-term 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.

Parents of Year 7 students will be invited to attend a Target Setting evening during Autumn Term 1. The evening will give parents an opportunity to meet with the Senior Leadership Team, Tutors and Raising Standard Leaders to discuss the process further.

When your son/daughter starts their GCSE courses in 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 Lower School. Teachers will then report a predicted grade every half-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.

Combined with this information, teachers will also report a Behaviour for Learning outcome for individual subjects every half-term. The characteristics that will lead to one of four judgments and that need to be displayed frequently overtime by pupils are summarized below.

<p>O – Outstanding</p>	<p>Drives own learning and challenge Goes the extra mile by consistently displaying curiosity and a love of learning Values learning Seeks and responds to feedback Homework and classwork display evidence of wider reading and research Positive impact on others learning, e.g. leadership/role model</p>
<p>E – Engaged</p>	<p>Embraces challenges and works hard on tasks Makes a notable effort in work Completes classwork and homework fully and the best of their ability Shows grit Responds well to all feedback Demonstrates a desire to do well and takes responsibility for their own learning Has a positive impact on others</p>
<p>C – Compliant</p>	<p>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</p>
<p>R - Reluctant</p>	<p>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</p>

At the Ramsey Academy, we expect positive Behaviour for Learning with the aim of enabling all students to achieve their full potential.