Year 10 Autumn Report Guidance.

The purpose of the Y10 Autumn Report is to inform students and parents/carers about the start the student has made in their GCSE studies and to offer guidance to students and parents/carers about setting target grades.

Teachers have been asked to provide indicators about 5 key elements of learning. These are:

Element	Meaning
A-POL	**Assessment at the point of learning** How well do students perform when assessed close to the point of learning? Examples include: Q&A in lessons, class and homework tasks, short assessments.
A-DFL	**Assessment distance from learning** More formal assessments covering a range of work including topics covered at KS3. Likely that revision is required.
CW	**Classwork** Performance in class and quality of work produced.
HW	**Homework** Completion of and quality of homework
WE	**Work Ethic** Attitude to study, keenness to learn, diligence, attitude to others.

Each of the elements are measured using a set of common indicators and colour coded. Teacher's judgements are relative to students' prior attainment which means that all students can be awarded all of the grades.

Indicator	Meaning
E	Well above expectation
G	Above expectation
Y	In-line with expectation
A	Below expectation – cause for concern
R	Well below expectation – serious concern

Explanation of AG and CG
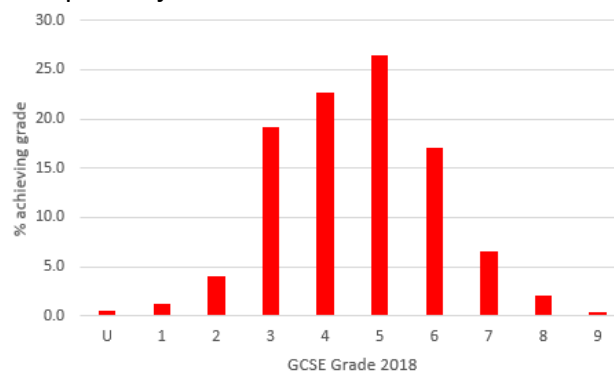
Each subject will have the following information

Subject	AG	CG	TG
Sample	4.58	6.48	

- AG = Average GCSE Grade
- CG = Challenge GCSE Grade
- TG = Target GCSE Grade – to be set by the students and parents/carers with guidance from the student's personal tutor and information on the report.

When students sit their SATs at the end of KS2 their performances in Reading and Mathematics are combined to give an indicator known as KS2 prior attainment.
When students sit their GCSEs their performance is compared to students who had the same KS2 prior attainment. This is the basis for the Department for Education's calculation of progress. The information is publicly available.

There are many factors that contribute to the progress that a student makes between KS2 and GCSE but the strongest indicator of outcome is KS2 prior attainment.

The graph below shows the percentage of students, of the same KS2 prior attainment, that achieved grades in the sample subject in 2018.

What may be surprising is the variation in outcome. In this case students that were similar at KS2 achieved all of the grades at GCSE. From the graph it could be interpreted that grade 3-6 is the likely outcome.

To represent the performance as one number the average grade is calculated using all of the information and in this case is 4.58

The average grade is a benchmark from which to measure the actual outcome. Grades 5-9 will be above average and result in positive progress, grades 4-U are below average and result in negative progress.

Our minimum aim for students is to achieve positive progress.
To see the progress of our students in 2019 please visit [Bishop Challoner 2019](#)

In the link above you will see that Challoner has a history of its students achieving above average progress. To show what students who are performing above average achieve I have included the average grade of the top 25% students nationally, this is referred to as CG, i.e. the Challenge GCSE grade.

The two figures are provided to help set a target grade. Also, students and parents/carers should consider what they interpret target to mean.

A target is something to be achieved with an element of challenge. The degree of challenge is for the student to decide, it may be different across subjects, and will be influenced by factors. Such as:

- How well the student performed in KS3
- Does the student think that they are strong in the subject?
- Does the student find the subject difficult?
- The 5 pieces of data associated with the subject on the student's report.

The example below is for a student with AG = 4.58 and CG = 6.48. It is for guidance only.

A-POL	A-DFL	CW	HW	WE	Comment
Y	Y	Y	Y	Y	Minimum target should be grade 5.
Y	A	Y	Y	Y	Minimum target should be grade 5 although student needs to address the concern in A-DFL.
G	Y	G	Y	G	Minimum target should be grade 6.
E	G	G	Y	E	Minimum target should be grade 7.
A	A	Y	A	R	Minimum target should be grade 5 but the message from teachers is that unless improvements are made that outcome is unlikely

Summary Table
In the table the indicators have been converted into percentages. Where Y = 60% (in-line with expectation).

This allows the student's performance to be compared to the average for Year 10 and how the student's performance compares to the highest score in Year 10.

How are the percentages calculated?
Each of the indicators is converted to a number
R = 1, A = 2, Y = 3, G = 4, E = 5

Each of the columns is totalled. This example is for a student sitting 8 GCSEs:
Y + G + Y + Y + G + E + R + A = 3 + 4 + 3 + 3 + 4 + 5 + 1 + 2 = 25

This student has eight indicators, hence could have achieved a total of 8 x 5 = 40
25 as a percentage of 40 is **63%**

	A-POL	A-DFL	CW	HW	WE	All
Student	**63%**	**59%**	**77%**	**60%**	**82%**	**68%**
Y10 average	67%	62%	68%	63%	70%	66%
Highest	98%	93%	95%	91%	98%	94%

If 8 Ys were awarded then their total would be 24, 24 as a percentage of 40 is 60%

Compare to the average
The average profile in Y10 is a combination of yellow and green.
How does this compare to the student's report?

In the example above the student has higher than average percentages for CW and WE. The student's averages in the other 3 elements are slightly below average.

The highest percentage is included to allow students with high percentages to compare against it.