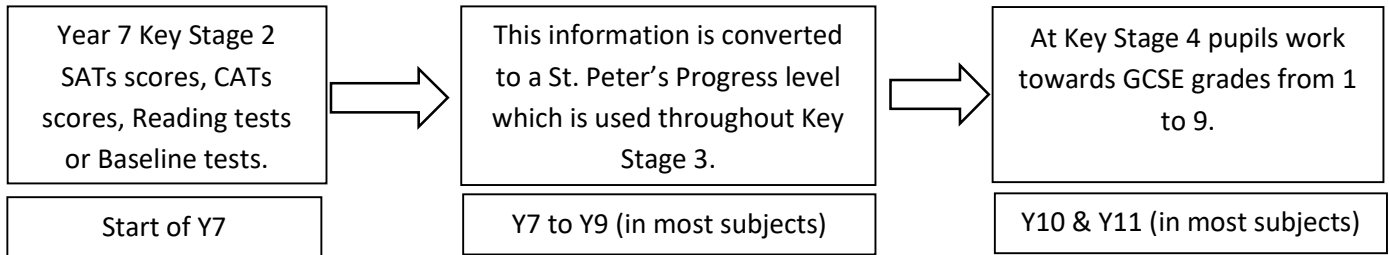


## Understanding Progress at St. Peter's

This document has been produced to help you understand how we measure the progress of pupils in their learning throughout their 5 years at St. Peter's. This helps pupils, parents/carers and teachers understand whether a pupil's progress is around what we would expect or possibly above/below what we would expect. It is important to acknowledge that this is not an exact science; pupils are individuals and will make progress at different rates at different times in their education. This information is one piece of the overall picture which teachers will use in assessing a pupil's progress.

We start with the pupils' attainment from Primary School (Key Stage 2). During the pandemic, pupils didn't sit SATs tests in their Year 6 so as an alternative we use the results of some tests called Cognitive Abilities Tests (CATs) as well as Baseline assessments in some subjects. Pupils have for many years completed CATs and Baseline tests at the start of year 7. They give a very reliable indication of a pupil's starting points in each subject.



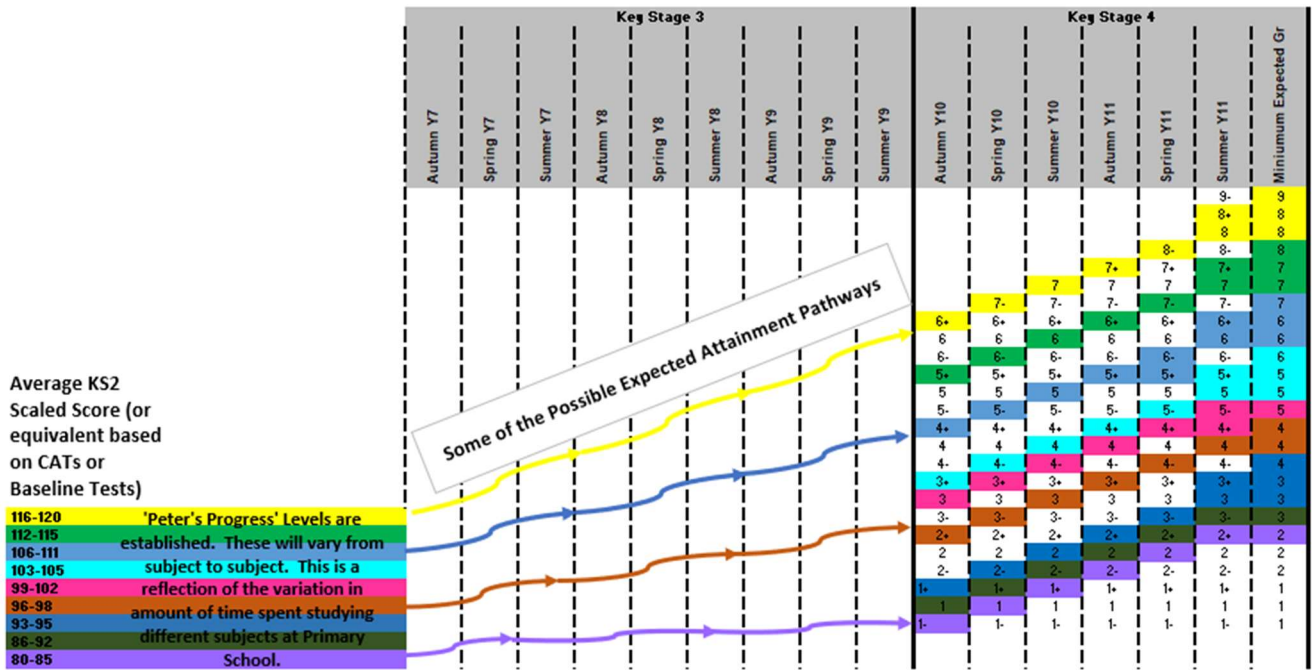
There are some exceptions to this pattern. For example in Science, pupils start their GCSE studies in Year 9 so their progress from Y9 onwards is measured on the 1 to 9 GCSE grade scale.

The St. Peter's Progress Levels which we use at Key Stage 3 are similar to the old National Curriculum Levels. These are numeric levels, usually ranging from 3 up to 7. Each level is subdivided into 3 sub-levels (a, b and c) where a is the highest sub-level. Therefore, if a pupil was working at level 4a then made one sub-level of progress, they would move up to a level 5c. **The level that a pupil works at may vary significantly from subject to subject.** This is a reflection of the different amount of study that pupils have done at Primary School. For instance, we wouldn't expect a pupil to be working at the same level in French as they would be in Maths or English because of the difference in the amount of time that they have spent studying those subjects.

Once we have established a starting level at the beginning of Year 7, we then decide on an appropriate level of expected progress for Year 7 in each subject. We call this an **Expected Attainment Pathway (EAP)**. The EAP is based on our experience of the progress that pupils with similar starting points make throughout Key Stage 3. When you receive school reports during Key Stage 3, rather than reporting the actual 'St. Peter's Progress' level to you, we will report whether your child is **making expected progress, making above expected progress or making below expected progress**. It is important to re-state that we acknowledge that pupils do not all make the same rate of progress throughout their education so these reports should only be used as guidelines. We take into account the wide range of factors which contribute to the way a young person makes progress. We may also decide to revise a pupil's EAP at key points in their education.

At Key Stage 4, pupils study towards external qualifications such as GCSEs or BTECs. The EAP will now reflect their progress towards grades in these subjects. We set a **Minimum Expected Grade (MEG)** in each subject. This grade is based on the **most likely grade** that a pupil will achieve if they make progress in line with the national average progress for pupils with a similar ability profile. This **most likely grade** which we use for the MEG will generally be achieved by around 35% of pupils with a similar ability profile. From the remaining 65% of pupils, some will achieve higher grades and some will achieve lower grades. We encourage all our pupils to aim higher than their MEG. This is why we also set an aspirational **Target Grade** which in most cases is higher than the MEG and will be achieved by around 25% of pupils with a similar ability profile. In a small number of cases, the MEG and Target grade can be the same; this is when the MEG would be near the bottom of a grade boundary and the target near the top. Pupils who make above average progress stand a very good chance of achieving or even exceeding their Target Grade. It is very important to note that MEGs and Target Grades are not teacher estimates or predictions and **they do not set a limit on the grade that a pupil can achieve.**

The chart below shows some possible Expected Attainment Pathways which pupils may take from Key Stage 2 towards their minimum expected grade (MEG) at GCSE.



This information is intended to give you an outline of the process which we use. **The exact pathway will vary from subject to subject.** We will also refine our target setting for individual pupils as more information becomes available.



St.Peter's Catholic High School *Mission Statement*

Last updated February 2025