

The Nobel School

Target Setting Guidance



Introduction

As many of you may be aware, there has been much change in education over the past few years. New GCSEs in English and maths were introduced in September 2015, with many more subjects starting their new courses in 2016. The last group of subjects, including business studies, design and technology and ICT will not commence the new GCSEs until September 2017.

In September 2014, a new KS3 national curriculum was introduced. As part of this new curriculum, the government announced that there would no longer be national curriculum levels and that it was down to schools to decide for themselves the best way of assessing students in KS3.

This booklet has been put together to help students, parents and carers gain an understanding of how Nobel has adapted its practice in-light of these changes.

TARGET SETTING

KS3

At Nobel we introduced Training Groups, across all KS3, as a way in which students' progress can be monitored. Key stage 2 SATS provide us with English and Maths scores. In addition the school uses Cognitive Ability Tests (CAT) and reading tests. On the basis of this data, a judgement is made as to a suggested 'Training Group' a student should be placed in for each subject. The aim of the training groups is to provide clear guidance on success criteria, for the knowledge and skills that should be acquired by students, for them to be ready to succeed at GCSE level.

Where a student is demonstrating that they have acquired the planned knowledge and skills, their progress in subjects will be labelled as 'Expected' as outlined in the table below. Where progress is better than expected it is labelled as 'Beyond'. Students whose progress is variable and who have not acquired the identified knowledge and skills will be labelled as 'Not yet' (Not yet making expected progress). Green indicates progress at a level which is above the expected training group level. Yellow indicates working at a higher training group than the training group identified at the beginning of the year. Amber indicates working as expected. Red indicates 'Not Yet' or progress at a level which is below the training group identified at the beginning of the year.

Training group	Progress Judgements	Progress Judgement Codes	Current GCSE projected range	New GCSE projected range
Extending	Beyond	E,Bd	A* - B	9 - 7
	Expected	E,Ed		
	Not yet	E,NY		
Secure	Beyond	S,Bd	B - C	7 - 4
	Expected	S,Ed		
	Not yet	S,NY		
Developing	Beyond	D,Bd	C - G	4 - 1
	Expected	D,Ed		
	Not yet	D,NY		

KS4

KS4 students have a target set that is linked to their estimated outcome at GCSE. This is determined nationally by using their prior attainment, currently KS2 SATS scores. We use a national provider that is used by many schools called 'Fischer Family Trust' (FFT), and we set aspirational targets that compare our students to the top 20% of students nationally. FFT is used as the minimum target grade (MTG). Progress against the MTG is used for internal analysis.

Changes to GCSE grading

The government has announced radical changes to the structure and assessment of GCSEs. We are moving away from the familiar system of A*-G grades to a new system of grading with numbers. In addition to the changes to the structure of the GCSEs, the government is also raising the expectation of the standard of GCSE that will be considered as 'good pass' from a C to a new grade 5.

What do the new numbers mean?

Because the content in the new GCSEs is so different there is no simple and direct way to convert between the old GCSE A*-G grades and the new number grades. However, to ensure that the new system is fair to those students taking the new exams the government has fixed the percentages of students gaining particular grades against the old system. So for example the same proportion of students that gained an 'A' and above in the old GCSEs will now gain a grade 7 and above in the new GCSEs. However, this does not mean that a grade 7 is equal to an A grade as the content is so different.

Included on the next page is a diagram from OFQUAL that provides further information concerning the proportions of students that receive each grade compared with the old system.

Which subjects are affected?

Due to the number of different GCSEs that are being updated, not all subjects will be moving to the new 1-9 system at the same time. It is quite possible that your child will have a mix of letter and number grades when they receive their reports this year. This is the same nationally and your child will not be disadvantaged in any way by this.

Year Group	GCSEs to be graded 1-9
Current year 11	Maths, English Language, English Literature
Current year 10	As above and Art & Design, Biology, Chemistry, Computer Science, Dance, Double Science, Drama, Food & Nutrition, Geography, History, French, Spanish, German, Music, Physical Education, Physics, Religious Studies
Current year 9	As above and Business Studies, Design & Technology, Economics, ICT, Psychology, Sociology

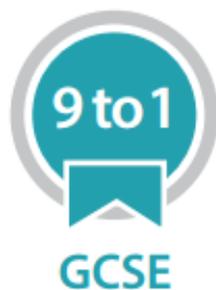
School accountability measures

There has also been a change in a way that schools accountability is measured. The main difference being that the attainment model of 5 x A*-C including English and maths has been replaced with a new Progress 8 model.

The Progress 8 measure is a new secondary school accountability system. It aims to encourage schools to teach a broad curriculum and reward schools that teach all pupils well. It will measure pupils' progress across 8 subjects from age 11 to 16.

A short video explaining Progress 8 is also available: www.youtube.com/watch?v=4IAEgFMSGDY

Exams in reformed English language, English literature and maths GCSEs will be taken for the first time in 2017. These will be graded from 9 to 1, instead of A* to G.



Statistical predictions will be used in 2017 to ensure there is alignment between the new and current grading structures, such that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- broadly the same proportion of students will achieve a grade 1 and above as currently achieve a grade G and above

All other grade boundaries will be set arithmetically, as now. For example, the boundaries at grades 5 and 6 will be set based on the difference in marks between grades 4 and 7; grade 5 will be set at one third of the difference in marks, and grade 6 at two thirds the difference in marks.

The government's definition of a 'good pass' will be set at grade 5 for reformed GCSEs. A grade 4 will continue to be a level 2 achievement. The Department for Education does not expect employers, colleges or universities to raise the bar to a grade 5 if a grade 4 would meet their requirements.

The new grading structure will be applied to other GCSE subjects in 2018 and 2019.

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

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

AWARDING
4 and above = bottom of C and above