Data drop

In Y10, we track each student's progress, once per term, so there are three rounds of tracking per year reported. In Y11, students receive academic tracking information in monitoring reports they receive in terms 1, 3 and 4.

Progress Indicator Traffic Light

■	Working above negotiated target grade
■	Working at negotiated target grade
■	Working below negotiated target grade

Achievement/Behaviour

On your child's report you will be provided with current achievement and behaviour count, as well as progress data.

Attendance/Punctuality

Progress and achievement depend on good attendance. The school works rigorously to ensure that high levels of attendance are maintained and an excellent standard of punctuality is modelled by all of our students. Every student should aim for 100% attendance and punctuality. Your child will only reach their potential if high levels of attendance are maintained.

Subject comment reports

In Y10, subject comment reports will be issued to give an insight into your child's progress across the whole school curriculum. Teachers will use this report to review achievements and set targets.

Parents evenings

Parents of Y10 pupils will be invited in once a year to speak to individual subject teachers about their child's progress. There will be two parents' evenings during Y11; before and after the mock examinations that happen at the end of term 2.

CHATHAM & CLARENDON GRAMMAR SCHOOL

A Guide to

Key Stage 4 Data

In this document you will find a breakdown of key information about your child's progress.

Students are now assessed using the new reformed GCSE grades from 1 to 9.

New grading structure

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

Students start their GCSE courses at the beginning of Y10. GCSEs are now linear, which means at the end of Y11, students will sit all their actual examinations and at no time prior to that. To gauge student progress and to determine the tier of entry for examinations where necessary, students will have end of year and mock examinations in addition to regular assessments in Y10 and Y11. At CCGS we have redesigned the KS4 Learning Journey, introduced the new KS4 Learning Ethos and tailored interventions to support our students throughout their GCSE courses to ensure that they reach their potential.

Where does it all start?

In Y9, students will pick their GCSE Options. These options, combined with the core subjects of Math, English, Science and a Language, are what your child will be assessed on in their final summer examinations.

Learning Ethos

In KS4, it is evident that hardworking students who have developed the correct study habits over time are performing well. The introduction of our new Learning Ethos framework encourages your child to continue to develop skills and learning habitats from KS3, such as perseverance, autonomy and mastery so that they enjoy learning, make progress and achieve. These areas will be communicated to you via an 'Attitude to Learning' grade. The better a student's commitment to learning, the more likely they are to achieve their potential.

ATL Scale
1 - Outstanding
2 - Good
3 - Greater consistency needed
4 - Frequently unsatisfactory
5 - Persistently unacceptable

Average progress

At the start of Y10, every student meets with their teacher during parents evening and together they set a negotiated target grade for each subject studied. These targets are based on your child's GCSE minimum expected grade, which is generated by KS2 attainment, and adjusted in-light-of the progress made across KS3. The GCSE minimum expected grades have been generated based on your child's prior attainment at KS2 e.g. SATs results from Y6 (Reading and Math) and were shared with them in Y9 so to aid their GCSE Options selection.

In addition to reporting on your child's 'Attitude to Learning', teachers will assess and input data informing the school and yourself about your child's progress at various stages in the academic year. This will take the form of a 'Working at' grade for each subject and a 'Projected Grade' which is the grade that your child's teacher anticipates they will attain at the end of the course if they maintain the standard they are currently working at. A system of subgrades (e.g. 6-, 7+, 8=) will be used to show progress through the grade. The objective of the data drops is to help us monitor the progress being made across the key stage and to gauge if pupils are on-track to reach their negotiated target grade (see progress indicator for average progress trajectories based on KS2 data).

At CCGS, we know progress is rarely linear and we appreciate that every child is different. This system allows teachers, pastoral staff and parents/carers to respond to any development needs and generate discussions at home and school. It is, however, expected that throughout their school journey students will strive to be resilient and independent learners who enjoy learning, make progress and achieve.

Progress indicator (colours are there to help visualise progression pathways)

KS2 Data (estimate)	Year 8			Year 9			Year 10			Year 11		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
												9
											8+	8+
										8=	8=	8=
									8-	8-	8-	8-
								7+	7+	7+	7+	7+
								7=	7=	7=	7=	7=
							7-	7-	7-	7-	7-	7-
							6+	6+	6+	6+	6+	6+
						6=	6=	6=	6=	6=	6=	6=
					6-	6-	6-	6-	6-	6-	6-	6-
					5+	5+	5+	5+	5+	5+	5+	5+
				5=	5=	5=	5=	5=	5=	5=	5=	5=
		5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-
	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+
	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=
	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-
130	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
123	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=
117	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-
110	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+
105	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=
100	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-
96	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+
92	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=
88	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-