



## The Hayfield School Data and Assessment Policy 2017 -18

**The Hayfield School is committed to the acquisition of quality accurate assessment data for staff and students and the informed use of this data to rigorously drive up academic achievement across the school.**

- All staff must have an acute knowledge of where a student is and where they will be by the end of a particular course.
- All students must know where they are and what they need to do to improve to reach their individual targets.
- Targets will be set that are achievable yet challenging for all students. They are set using historic national Attainment 8 data sets and KS2 entry scores. A margin of aspiration exists to ensure students are being pushed to exceed the progress being made by students of the same ability nationally (see appendix 1).

The following outlines the processes and procedures to achieve that goal.

- The Progress Team will set end of KS4 targets for each student centrally.
- Key data captures and formal assessments will be held at points throughout the year. Staff must be aware of the data and assessment calendar.
- Departments will plan for key data capture points and ensure that formal assessments have taken place to allow accurate and evidence based predictions to be made.
- Assessments will be standardised and moderated within departments before data collection.
- Staff will enter a current working grade (CWG) and an end of key stage professional prediction (PP) will then be auto generated to report on attainment and progress. Staff will also enter an attitude to learning score (AtL) to report on performance in five key areas.
- The Progress Team will provide reports for parents after each data capture relating to the above.
- The Progress Team will analyse year group and subject data (including headline measures and individual Progress 8 scores) for every cohort or sub-group within the data set (e.g. male, female, disadvantaged and SEND) and provide this to staff via middle leaders.
- The data will drive progress meetings and wave 1, 2 or 3 interventions as necessary.

## **Available Data**

The Progress Team will ensure that every member of staff has an accurate understanding of every student they teach in terms of prior assessment data. This will be achieved by staff training in the data systems and regular updates of the year group, department, class and individual student profiles. This will take place in whole staff briefings, Progress 8 basket specific meetings and through one on one line management meetings with key leaders and other staff.

- Staff are given look up charts, ready reckoners and training to help them navigate, understand and convert outgoing national curriculum levels with new scale scores and outgoing GCSE grades A\*-G with new grades 9-1 (see appendix 2).
- Staff are given projection charts that are specific to the Progress 8 basket of their subject to help them make accurate professional predictions based on prior ability and current performance (see appendix 3).

## **SISRA Analytics**

This is the key data analysis tool for all staff to access the progress of all students within school. Training will be provided but staff must make themselves familiar with the systems and use them to improve student outcomes. Using SISRA all staff can access:

- Data for year groups sub divided by cohorts
- Data for departments including cohorts and by every class within the subject area.
- Data for individual students in each subject taken against targets at each data collection point.

## **SIMs**

SIMs will ensure that all student data for each teaching group is accessible on the mark sheets and includes all necessary information including group cohort data.

## **Annual Assessment Calendar**

The calendar allows for clear assessment points for accurate assessment of progress. Subject leaders must embed schemes of work that take these assessment points into account. The assessment will lead to quality interventions being implemented to drive forward progress towards and beyond targets.

**All staff must be aware of the Assessment Calendar and respond to the significant dates (see appendix 4).**

In key stage 3 and key stage 4 there will be three data captures for each year group spaced out through the year. In key stage 5 there will be four data captures. Each data cycle will commence with formal assessment or examinations, followed by a moderation week, then a data entry week and, finally a report week where the data is distributed to pupils and their parents. Where formal mock examinations take place then the grades resulting from this will be collected in separately, in addition to the current grade, professional prediction and AtL judgement normally required.

## **Quality Assurance**

We aim to ensure that data within school is accurate, robust and evidence based. To ensure this:

- Weekly data meetings are scheduled with Progress 8 basket specific departments to quality assure progress (e.g. English & mathematics, the 'Ebacc' subject and 'open' subject groups).
- Regular meetings with performance leaders and leaders of vulnerable groups (e.g. disadvantaged and SEND) are held to monitor progress within year groups and sub-groups.

- Subject leaders are accountable for the accuracy and validity of data through moderation and standardisation meetings with their teaching staff prior to data submission.
- The performance management system in school focuses upon accuracy of staff predictions versus actual results. Staff members have to evaluate and comment upon their own accuracy.
- Analysis of the accuracy of predictions versus actual results takes place following publication of summer results.
- Data sampling exercises take place during learning walks and work sampling to check that predicted grades are evidence based and match what is seen in pupil books.

### **Data Capture Deadlines and Staff Accountability.**

It is imperative that staff take a professional approach and understand their personal responsibility to meet data deadlines and ensure accuracy of predictions. The timely reporting of progress to parents, line managers, governors and the DfE depends upon this, as does the direction and subsequent effectiveness of intervention. To ensure this:

- 1) Staff who may be experiencing technical, personal or other problems that may prevent them from meeting the deadline must inform the data manager in advance of the data capture deadline.
- 2) A personal and empathetic approach will initially be taken with anyone who misses the deadline. This will be via an email reminder, plus a phone call or personal conversation. The data manager will keep a record of this.
- 3) Where failure to meet the deadline is a regular and persistent occurrence (i.e. more than three times in an academic year) there will be an interview with a senior member of staff.
- 4) Where failure to meet the deadline occurs again within that academic year this will then proceed to an interview with the Head Teacher.

### **Responsibilities of Everyone:**

1. Make yourself aware of the timings of assessments and captures as given on the school calendar.
2. Carry out regular and timely assessments that can generate evidence for and provide the basis of your predictions.
3. Complete data captures on time.
4. Provide the information asked for (see 'Data captures' below).
5. Arrange effective and timely intervention to address any underperformance.

### **Responsibilities of Subject Leaders:**

1. Ensure that the department calendar of assessment and schemes of work fit in with the school assessment and data capture calendar.
2. Ensure that assessments and examinations are moderated and that the standard required at each grade is agreed and known.
3. Reinforce the responsibilities of everyone and monitor data capture completion in the week before a deadline.
4. Have a clear agreement about who will do which data capture where there are shared classes or where groups are rotated on a carousel of activities. Draw up a list of class by class responsibility for data capture in September to cover the rest of the academic year.
5. Look ahead and plan for staff absence where this occurs.
6. Conduct internal quality assurance to ensure accuracy of prediction. Grades entered by staff at data capture must be evidenced within work completed by pupils.
7. Attend Progress 8 basket specific meetings as invited and undertake to analyse the performance data of cohorts and sub-cohorts of pupils to identify intervention priorities.

## Data Captures

Data capture entry windows are opened in SIMs as per the assessment calendar. **Staff will receive an email to remind them of the forthcoming deadline.**

Data Captures will usually ask for the following:

### **1. Current Working Grade (CWG)**

The grade that the student is currently working at (an amalgamation of all assessment evidence so far). These are divided into sub grades (+ plus, = equals or – minus):

- + means secure at this grade, almost at the next
- = means secure at this grade
- means insecure at this grade

### **2. Professional Predication (PP) of Grades and Levels**

#### **a. KS 3**

An end of KS3 professional prediction will be auto generated from the current working grade using look ups from progress matrices that are specific to subject strands (see appendix 3). These are divided into sub grades, + plus, = equals or – minus. Note: For Year 7 and Year 8 for the purposes of reporting these numbers will be converted into easy to understand progress words (see appendix 2).

#### **b. KS 4**

An end of KS4 professional prediction will be auto generated from the current working grade using look ups from progress matrices that are specific to subject strands(see appendix 3). These are divided into sub grades, + plus, = equals or – minus.

#### **c. KS 5**

A current working grade will be provided by staff, as well as an end of Year 13 Professional Prediction and an attitude to learning (AtL) judgement.

### **3. Attitude to Learning (ATL) (see appendix 5)**

a. Staff will be asked to give a judgement for:

- i. Attitude to Learning- This will encompass areas such as work ethic; quality & presentation; resilience; independent & home based learning; behaviour for learning.

b. Staff will use these grades:

- 4** = Exceptional
- 3** = Motivated
- 2** = Coasting
- 1** = Unacceptable

### **Accuracy and consistency**

Staff must ensure that the AtL judgement is consistent with the current working grade (CWG) and that performance versus end of year target is considered.

#### **Guidance:**

- If a student is on/above target then they are probably motivated or better.
- If a student is two grades below target it would be hard to present a case that they were motivated (except in exceptional circumstances).
- Students who are passive, only act on feedback when pressed, who superficially complete or rush work, and who are occasionally late are, by definition, coasting along.

# Appendix

**Appendix 1:** target setting procedure and Attainment 8 statistics by basket

**Appendix 2:** look up charts to aid staff converting outgoing data into equivalent incoming data measures

**Appendix 3:** projection charts of indicative linear progress specific to the Progress 8 strand to aid accuracy of prediction

**Appendix 4:** exemplar assessment calendar

**Appendix 5:** Attitude to Learning grid

## Appendix 1

### Target setting using attainment 8 estimates

Each year following summer GCSE examinations the DfE produce statistics showing the average points score achieved by students in their best 8 qualifying subjects. They use end of KS2 National Curriculum levels as the starting point to measure progress between then and the end of KS4. These statistics are called Attainment 8 statistics.

The Attainment 8 statistics are split into strands. These are English, mathematics, 'Ebacc' subjects (e.g. Science subjects, languages and humanities subjects) and 'open basket' subjects (e.g. creative subjects, physical education, economics and sociology). The statistics vary year upon year depending upon how well students at each ability level have done. To iron out these variations and add a margin of aspiration for target setting purposes we use the highest of the figures from the last three years. We can therefore estimate, with some degree of confidence, what any child entering at any level of ability should be aiming for by the end of KS4.

Example:

ENTRY	ATT8 ALL SUBJECTS COMBINED						BASKET 1				BASKET 2		BASKET 3		
	A8 Total (DfE 2014)	A8 Total (DfE 2015)	A8 Total (DfE 2016)	A8 Total (DfE 2014, 2015, 2016 Best)	Ave min grade req across all subjects to hit A8	Ave whole target grade needed to exceed A8	English Estimate A8 (DfE 2014, 2015 & 2016 Best of)	English 1-9 asp target (A8 est/2 rounded to whole grade)	Maths Estimate A8 (DfE 2014, 2015 & 2016 Best of)	Maths 1-9 target (A8 est/2 rounded to whole grade)	Ebacc Estimate A8 (DfE 2014, 2015 & 2016 Best of)	Ebacc 1-9 target (A8 est/3 rounded to whole grade)	Open Estimate A8 GCSE ONLY (DfE 2015)	Open Estimate GCSE ONLY 1-9 target (A8 est/3 rounded to whole grade)	Open Estimate GCSE ONLY equiva A*-G target (based on 2017 & 2018 points scores)
3.1	23.38	23.91	26.21	26.21	2=	3	6.67	4	4.01	3	5.37	2	6.04	3	D
4.5	46.37	45.87	47.7	47.7	4+	5	10.41	6	9.43	5	12.77	5	12	4	C
5.8*	76.32	76.28	75.95	76.32	7+	9	15.3	9	15.42	9	22.82	9	22.23	9	A*

'John' arrives from primary school with an average level in his KS2 SATs of a 3.1 (note: this is the average of his English reading and his mathematics score). Students nationwide of his prior ability in the 2016 Summer examinations achieved 26.21 points. This is the total of his best 8 qualifying GCSE grades. However, because English and mathematics points scores are doubled in the calculation we divide the 26.21 points score by 10. This means that the average grade John requires to match national progress is a grade 2.62. This grade does not exist so we target John a grade 3.

Using the grid above and overleaf you can see that it is possible to break down the points scores further into separate strands. This means that it is possible to set different target grades for different subjects depending upon which batch (or commonly called basket) of subjects they belong to.

**Grade 9:** For our most able students (i.e. those who arrive with an average level in their KS2 SATs of 5.8) we have chosen to target them a grade 9. This is highly aspirational because nationally it can be seen that even in the best years from 2014-2016 these students obtained 76.32 points (i.e. an average grade of 7.6). However, we are mindful that the statistics were generated when the highest obtainable grade was an A\*, which equated to 8 points. The new grade 9 will be equal to 9 points and the A\* will be worth 8.5 points in the new post 2017 system. We therefore know that the average points score for the most able students across the country will rise in subsequent years and we want the targets that we set now to put on the correct progress trajectory to be in line with the top performers. We estimate that the top 4.5% of all students nationally will obtain a grade 9. This is reflected in our target setting policy.

2019 Best)	exceed A8	(grade)	(of)	(of)	gr	(de)	points scores)	(rounded to whole grade)	on 2017 & 2018 points scores)				
14.3	2	2	1.8	1	2.7	1	G	8.25	3	D	3.49	2	F
19.87	2	3	2.74	2	3.97	2	F	9.48	4	C	4.31	2	F
21.05	3	3	2.73	2	4.04	2	F	10.03	4	C	4.95	2	E
22.31	3	3	2.99	2	4.22	2	F	10.72	4	C	5.06	2	E
24.39	3	4	3.49	2	4.82	2	E	10.9	4	C	5.45	2	E
25.2	3	4	3.79	2	5.2	2	E	11.07	4	C	5.79	2	E
26.21	3	4	4.01	3	5.37	2	E	11.25	4	C	6.04	3	D
27.46	3	4	4.33	3	5.71	2	E	11.75	4	C	6.1	3	D
29.08	3	4	4.73	3	6.23	3	D	11.96	4	C	6.56	3	D
29.95	3	4	5.05	3	6.5	3	D	12.12	5	B	6.91	3	D
31.29	4	4	5.41	3	6.89	3	D	12.43	5	B	7.1	3	D
32.96	4	4	5.78	3	7.43	3	D	12.76	5	B	7.51	3	D
34.39	4	5	6.27	4	7.87	3	D	13.17	5	B	8.03	3	D
35.91	4	5	6.68	4	8.42	3	D	13.38	5	B	8.36	3	D
37.8	4	5	7.12	4	9.08	4	C	13.65	5	B	8.86	3	D
39.15	4	5	7.46	4	9.57	4	C	13.97	5	B	9.17	4	C
40.78	5	5	7.96	4	10.13	4	C	14.3	5	B	9.82	4	C
42.52	5	5	8.34	5	10.78	4	C	14.61	5	B	10.43	4	C
4.31	5	5	8.73	5	11.47	4	C	14.95	5	B	10.96	4	C
46.07	5	5	9.09	5	12.17	5	B	15.34	5	B	11.58	4	C
47.7	5	6	9.43	5	12.77	5	B	15.65	5	B	12	4	C
49.82	5	6	9.83	5	13.6	5	B	16.07	6	B	12.91	5	B
51.71	6	6	10.21	6	14.3	5	B	16.47	6	B	13.69	5	B
53.78	6	6	10.63	6	15.09	6	B	16.92	6	A	14.31	5	B
55.72	6	6	11.05	6	15.83	6	B	17.42	6	A	15.14	6	B
57.56	6	6	11.5	6	16.49	6	B	17.89	6	A	15.43	6	B
59.8	6	7	12.02	7	17.32	6	A	18.4	7	A	16.48	6	B
61.9	7	7	12.52	7	18.07	7	A	18.92	7	A	17.22	6	A
64.02	7	7	13.08	7	18.85	7	A	19.49	7	A	17.96	6	A
66.4	7	7	13.65	7	19.77	7	A	20.11	7	A	18.74	7	A
68.67	7	7	14.24	8	20.73	7	A	20.8	7	A	18.55	7	A
71.37	8	8	14.74	8	21.66	8	A*	21.6	8	A*	20.51	7	A
73.75	8	8	15.16	8	22.41	8	A*	22.21	8	A*	21.43	8	A*
75.95	9	9	15.42	9	22.82	9	A*	22.79	9	A*	22.23	9	A*

Appendix 1

2016 Best  
of)



## Appendix 2

Progress	Number of new Y7 students	New Scale score	Refined KS2 entry level (Ave E & M)	New grade 9-1 target	Old GCSE A*-G	Year 7						Year 8					
						HT 1	HT2	HT3	HT4	HT5	HT6	HT 1	HT2	HT3	HT4	HT5	HT6
<b>Outstanding</b>	11 students	120	5.8-5.6	<b>9</b>	<b>A*+</b>	1+ 5a	2- 6c	2= 6b	2+ 6a	2+ 6a	3- 7c	3= 7b	3+ 7a	3+ 7a	4- 8c	4= 8b	4+ 8a
		119															
		118															
		117															
		116															
		115															
114																	
<b>Excelling</b>	20 students	113	5.4-5.5	<b>8</b>	<b>A*</b>	1= 5b	1+ 5a	2- 6c	2= 6b	2+ 6a	3- 7c	3- 7c	3= 7b	3+ 7a	4- 8c	4- 8c	
		112															
		111															
		110															
<b>Advanced</b>	37 students	109	5.2-5.3	<b>7</b>	<b>A</b>	1- 5c	1= 5b	1+ 5a	2- 6c	2- 6c	2= 6a	2+ 6a	3- 7c	3= 7b	3= 7b	3+ 7a	
		108															
		107															
<b>Developed</b>	44 students	106	4.7-5.1	<b>6</b>	<b>B=/B+</b>	0+ 4a	1- 5c	1- 5c	1= 5b	1= 5b	1+ 5a	2- 6c	2- 6c	2= 6b	2= 6b	2+ 6a	3- 7c
		105															
		104															
		103															
<b>Secure</b>	35 students	102	4.2-4.6	<b>5</b>	<b>B-/C+</b>	0- 4c	0- 4c	0= 4b	0= 4b	0+ 4a	1- 5c	1- 5c	1= 5b	1= 5b	1+ 5a	2- 6c	2- 6c
		101															
		100															
		99															
<b>Emerging</b>	35 students	98	3.6-4.1	<b>4</b>	<b>C=/C-</b>	TR6 3a	TR6 3a	0- 4c	0- 4c	0= 4b	0+ 4a	0+ 4a	1- 5c	1- 5c	1= 5b	1= 5b	1+ 5a
		97															
		96															
		95															
<b>Foundation</b>	25 students	94	2.8-3.5	<b>3</b>	<b>D</b>	TR5 3b	TR5 3b	TR6 3a	TR6 3a	TR6 3a	0- 4c	0- 4c	0- 4c	0= 4b	0+ 4a	0+ 4a	1- 5c
		93															
		92															
		91															
<b>Working towards</b>	5 students	90	1.5-2.7	<b>2</b>	<b>E</b>	TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR5 3b	TR6 3a	TR6 3a	TR6 3a	TR6 3a	TR6 3a	0- 4c	0- 4c
		89															
		88															
		87															
		86															
		85															
		84															
		83															
		82															
		81															
		80															
<b>1</b>					<b>G</b>	TR3 2a	TR3 2a	TR4 3c	TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR5 3b	TR5 3b	TR5 3b	TR6 3a	TR6 3a

**Y7 80-120 scale  
score to NC level to  
GCSE 9-1 converter**

**Key:**  
 TR6 = working at Y6 level      TR4 = working at Y4 level  
 TR5 = working at Y5 level      TR3 = working at Y3 level

### How to use

Think what half term it is. Use your assessment evidence and experience to decide the current grade (either NC or 9-1). Find it in the relevant half term column. Look across to the progress column and that is the word that goes on the report (though on data capture we will use a number internally).  
 E.g.1) It is Y7 HT 4. Sarah is at 6b/2=. This is found in the blue band. This equates to a grade 8= for data capture and she will see 'excelling' on her report.

### Appendix 3: P8 English Y8-Y11 progress matrix 2016-17

KS2 Fine level refined (ave E & M)	English Estimate A8 (DfE 2014, 2015 & 2016 Best of)	Est. EOY 11 grade	Year 8 progress						Year 9 progress						Year 10 progress						Year 11 progress						Est. EOY 11 grade				
			HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6					
1.5	3.56	2	TR5 3b	TR5 3b	TR6 3a	TR6 3a	0- 4c	0- 4c	0=	0=	0+	0+	1-	1-	1-	1=	1=	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2
2	5	3	TR6 3a	TR6 3a	TR6 3a	0- 4c	0- 4c	0=	0+	0+	1-	1-	1=	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3-	3-	3-	3-	3	
2.5	5.56		TR6 3a	TR6 3a	0- 4c	0- 4c	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3=	3=	3=	3=	3	
2.8	5.98		0- 4c	0- 4c	0+ 4b	0+ 4a	0+ 5c	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	3+	3+	3+	3	
2.9	6.33	4	4b	4b	4a	5c	5c	5b	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4	
3	6.42		0=	0+	1-	1=	1=	1+	1+	1+	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4	
3.1	6.67		0=	0+	1-	1=	1=	1+	1+	1+	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4	
3.2	6.88		4b	4a	5c	5b	5b	5a	5a	1+	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4	
3.3	7.23		0+	1-	1-	1=	1+	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4	
3.4	7.36		4a	5c	5c	5b	5a	5a	5a	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4	
3.5	7.57		4a	5c	5c	5b	5a	5a	5a	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4	
3.6	7.91	5	1-	1=	1=	1+	2-	2-	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5=	5	
3.7	8.16		5c	5b	5b	5a	6c	6c	6c	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5	
3.8	8.34		1-	1=	1=	1+	2-	2-	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5=	5	
3.9	8.65		5c	5b	5b	5a	6c	6c	6c	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5	
4	8.85		1-	1=	1=	1+	2-	2-	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5=	5	
4.1	9.11		5c	5b	5b	5a	6c	6c	6c	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5	
4.2	9.39		1-	1=	1=	1+	2-	2-	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5=	5	
4.3	9.68	5c	5b	5b	5a	6c	6c	6c	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5		
4.4	9.93	5c	5b	5b	5a	6c	6c	6c	2=	2=	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5=	5		
4.5	10.4	6	1=	1+	1+	2-	2=	2=	2+	2+	3-	3=	3=	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	6-	6-	6		
4.6	10.6		5b	5a	5a	6c	6b	6b	6b	2+	2+	3-	3=	3=	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	6-	6-	6	
4.7	10.9		1+	1+	2-	2-	2=	2+	2+	2+	3-	3=	3=	3+	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	6-	6=	6=	6=	6	
4.8	11.3		5a	5a	6c	6c	6b	6a	6a	2+	3-	3=	3=	3+	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	6-	6=	6=	6=	6	
4.9	11.6		2-	2-	2=	2=	2+	3-	3-	3-	3=	3+	3+	4-	4=	4+	4+	5-	5-	5=	5+	5+	6-	6-	6=	6=	6+	6+	6+	6+	6
5	11.9		6c	6c	6b	6b	6a	7c	7c	3-	3=	3+	3+	4-	4=	4+	4+	5-	5-	5=	5+	5+	6-	6-	6=	6=	6+	6+	6+	6+	6
5.1	12.3		2=	2=	2+	2+	3-	3=	3=	3=	3+	3+	4-	4-	4=	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7
5.2	12.6	6b	6b	6a	6a	7c	7b	7b	3=	3+	3+	4-	4-	4=	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7	
5.3	13	7	2=	2=	2+	2+	3-	3=	3+	3+	4-	4-	4=	4+	5-	5-	5=	5+	5+	6-	6-	6=	6=	6+	6+	7-	7=	7=	7=	7	
5.4	13.4		2+	2+	3-	3=	3=	3+	3+	4-	4-	4=	4+	5-	5-	5=	5+	5+	6-	6-	6=	6+	6+	7-	7-	7=	7+	7+	7+	7	
5.5	14		6a	6a	7c	7b	7b	7a	7a	4-	4=	4+	4+	5-	5=	5+	5+	6-	6=	6+	6+	7-	7=	7=	7+	7+	7+	7+	8-	8-	7
5.6	14.5	8	3-	3-	3=	3+	4-	4-	4=	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7-	7+	7+	7+	7+	8-	8-	8=	8=	8		
5.7*	14.9		7c	7c	7b	7a	8c	8b	8b	4=	4+	5-	5=	5+	6-	6=	6+	6+	7-	7=	7+	7+	7+	7+	8=	8=	8+	8+	8		
5.8*	15.3		9	3=	3+	3+	4-	4=	4+	4+	5-	5=	5+	6-	6=	6+	7-	7-	7=	7+	8-	8-	8=	8+	9-	9-	9-	9-	9-	9	

**K  
E  
Y**

TR6 = working at Year 6 standard  
 TR5 = working at Year 5 standard

+ i.e. secure at this grade, almost at next  
 = i.e. secure at this grade  
 - i.e. insecure at this grade, intervention needed to secure

**How to use**

Think what half term it is. Use your assessment evidence and experience to decide the current grade (either NC or 9-1). Find it in the relevant half term column. Look across to the estimated EOY11 grade column and that is the guidance as to the end of Y11 that goes on the data capture.

E.g.1) It is Y8 HT 3. Paul is at 6b/2=. This means he is on track for an eventual grade 6, possibly 6+.

E.g.2) It is Y11 HT1. Melanie is at grade 3+. This means she is on track for an eventual 4, perhaps 4=.

### Appendix 3: P8 Mathematics Y8-Y11 progress matrix 2016-17

KS2 Fine level refined (ave E & M)	Maths Estimate A8 (DfE 2014, 2015 & 2016 Best of)	EOY 11 est grade	Year 8 progress						Year 9 progress						Year 10 progress						Year 11 progress						EOY 11 est grade						
			HT 1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6							
1.5	1.8	1	TR3 2a	TR3 2a	TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0=	0+	0+	1-	1-	1=	1=	1=	1=	1=	1=	1+	1+	1+	1+	1+	1+	1	
2	2.74	2	TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	1+	1+	2-	2-	2=	2=	2=	2=	2=	
2.5	2.73		TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
2.8	2.99		TR6 3b	TR6 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
2.9	3.49		3	TR6 3a	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
3	3.79			TR6 3a	TR6 3a	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+
3.1	4.01	TR6 3a		TR6 3a	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
3.2	4.33	4	0-	0-	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+		
3.3	4.73		0-	0-	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
3.4	5.05		0-	0-	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
3.5	5.41		0-	0-	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
3.6	5.78		0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	
3.7	6.27	4b	4a	4a	5c	5c	5b	5b	5a	5a	1+	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	4-	4-	4=	4=		
3.8	6.68	4b	4a	4a	5c	5c	5b	5b	5a	5a	1+	1+	2-	2-	2=	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	3+	3+	4-	4-	4=	4=		
3.9	7.12	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	3+	3+	3+	3+	4-	4-	4=	4=	4+	4+	
4	7.46	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	3+	3+	3+	3+	4-	4-	4=	4=	4+	4+	
4.1	7.96	4a	5c	5c	5b	5b	5a	5a	5a	5a	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	3+	3+	4-	4-	4=	4=	4+	4+	
4.2	8.34	5	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=		
4.3	8.73		5c	5b	5b	5a	5a	5a	5a	5a	5a	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5+
4.4	9.09		5c	5b	5b	5a	5a	5a	5a	5a	5a	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5+
4.5	9.43		1-	1=	1=	1+	1+	2-	2-	2=	2=	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5+
4.6	9.83		5c	5b	5b	5a	5a	5a	5a	5a	5a	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5+
4.7	10.2	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	4+	4+	5-	5-	5=	5+		
4.8	10.6	5a	5a	6c	6c	6b	6a	6a	6a	6a	2+	3-	3=	3=	3+	4-	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	5-	5=	5=	5+		
4.9	11.1	2-	2-	2=	2=	2+	3-	3-	3=	3+	3-	3=	3+	3+	4-	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+		
5	11.5	6c	6c	6b	6b	6a	6a	6a	6a	6a	3-	3=	3+	3+	4-	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+		
5.1	12	2=	2=	2+	2+	3-	3=	3=	3+	3+	3=	3+	3+	4-	4-	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+		
5.2	12.5	6b	6b	6a	6a	6a	6a	6a	6a	6a	3+	3+	4-	4-	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+		
5.3	13.1	2+	2+	3-	3=	3=	3+	3+	3+	3+	4-	4-	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+		
5.4	13.7	6a	6a	7c	7b	7b	7a	7a	7a	7a	4-	4-	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+		
5.5	14.2	3-	3-	3=	3+	3+	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+		
5.6	14.7	7c	7c	7b	7a	7a	7a	7a	7a	7a	4=	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+		
5.7*	15.2	3-	3-	3=	3+	3+	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+		
5.8*	15.4	3=	3+	3+	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+		

**K  
E  
Y**

TR4 = working at Year 4 standard  
 TR5 = working at Year 5 standard  
 TR6 = working at Year 6 standard

+ i.e. secure at this grade, almost at next  
 = i.e. secure at this grade  
 - i.e. insecure at this grade, intervention needed to secure

**How to use**

Think what half term it is. Use your assessment evidence and experience to decide the current grade (either NC or 9-1). Find it in the relevant half term column. Look across to the estimated EOY11 grade column and that is the guidance as to the end of Y11 that goes on the data capture.

E.g.1) It is Y8 HT 3. Paul is at 6b/2=. This means he is on track for an eventual grade 6, possibly 6+.

E.g.2) It is Y11 HT1. Melanie is at grade 3+. This means she is on track for an eventual 4, perhaps 4=.

### Appendix 3: P8 Ebacc 'Basket 2' subject Y8-Y11 progress matrix 2016-17

KS2 Fine level refined (ave E & M)	Ebacc Estimate A8 (DFE 2014, 2015 & 2016 Best of)	Est EOY 11 grade	Year 8 progress						Year 9 progress						Year 10 progress						Year 11 progress						Est EOY 11 grade							
			HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6								
1.5	2.7	1	TR3 2a	TR3 2a	TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR6	TR6	0-	0-	0=	0=	0=	0=	0+	0+	1-	1-	1=	1=	1=	1=	1=	1=	1+	1+	1+	1				
2	4	2	TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2=	2				
2.5	4		TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2=	2=	2=	2		
2.8	4.2		TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	1-	1-	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2		
2.9	4.8		TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	1-	1-	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2		
3	5.2		TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2		
3.1	5.4		TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2		
3.2	5.7	TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+	2+	2+	2+	2+	2			
3.3	6.2	3	TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3=	3				
3.4	6.5		TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3=	3=	3=	3		
3.5	6.9		TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3=	3=	3=	3		
3.6	7.4		TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3=	3=	3=	3		
3.7	7.9		TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3=	3=	3=	3		
3.8	8.4		TR6 4c	TR6 4c	0-	0-	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3=	3=	3=	3		
3.9	9.1	4	0=	0=	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4			
4	9.6		0=	0=	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4		
4.1	10		0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4=	4		
4.2	11		0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4=	4		
4.3	11		0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4=	4		
4.4	12		0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4=	4=	4=	4=	4=	4		
4.5	13	5	5c	5c	5b	5a	6c	6c	2=	2=	2+	2+	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5=	5			
4.6	14		5c	5c	5b	5a	6c	6c	2=	2=	2+	2+	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5=	5=	5		
4.7	14		5c	5c	5b	5a	6c	6c	2=	2=	2+	2+	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5=	5=	5		
4.8	15		5c	5c	5b	5a	6c	6c	2=	2=	2+	2+	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5=	5=	5		
4.9	16		5c	5c	5b	5a	6c	6c	2=	2=	2+	2+	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5=	5=	5		
5	16		5c	5c	5b	5a	6c	6c	2=	2=	2+	2+	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5=	5=	5		
5.1	17	6	6c	6c	6b	6b	6a	7c	3-	3=	3+	3+	4-	4=	4+	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=	6=	6+	6+	6+	6+	6			
5.2	18		6c	6c	6b	6b	6a	7c	7b	3=	3+	4-	4-	4=	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=	6=	6+	6+	6+	6+	7-	7-	7-	7-	6
5.3	19		6c	6c	6b	6b	6a	7c	7b	3+	3+	4-	4-	4=	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=	6=	6+	6+	6+	6+	7-	7=	7=	7=	6
5.4	20		6c	6c	6b	6b	6a	7c	7b	4-	4-	4=	4+	5-	5-	5=	5+	6-	6-	6=	6+	6+	7-	7-	7=	7=	7+	7+	7+	7+	7+	7+	6	
5.5	21		6c	6c	6b	6b	6a	7c	7b	4-	4=	4+	4+	5-	5=	5+	5+	6-	6=	6+	6+	7-	7=	7=	7+	7+	7+	7+	7+	7+	7+	7+	6	
5.6	22		7	7c	7c	7b	7a	8c	8c	4=	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7-	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	7		
5.7*	22	7c		7c	7b	7a	8c	8c	4=	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	7		
5.8*	23	7c		7c	7b	7a	8c	8c	4=	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	7		
5.8*	23	7c		7c	7b	7a	8c	8c	4=	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	7		
5.8*	23	7c		7c	7b	7a	8c	8c	4=	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	7		
5.8*	23	8		8b	8b	8a	9c	9c	4+	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	8		
5.8*	23		8b	8b	8a	9c	9c	4+	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	8=	8		
5.8*	23	9	9b	9b	9a	10c	10c	4+	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	9			
5.8*	23		9b	9b	9a	10c	10c	4+	4+	5-	5-	5=	5+	6-	6=	6=	6+	7-	7=	7+	7+	7+	7+	8-	8-	8=	8=	8=	8=	8=	8=	9		

<b>K E Y</b>	TR4 = working at Year 4 standard TR5 = working at Year 5 standard TR6 = working at Year 6 standard	+ i.e. secure at this grade, almost at next = i.e. secure at this grade - i.e. insecure at this grade, intervention needed to secure
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**How to use**

Think what half term it is. Use your assessment evidence and experience to decide the current grade (either NC or 9-1). Find it in the relevant half term column. Look across to the estimated EOY11 grade column and that is the guidance as to the end of Y11 that goes on the data capture.

E.g.1) It is Y8 HT 3. Paul is at 6b/2=. This means he is on track for an eventual grade 6, possibly 6+.

E.g.2) It is Y11 HT1. Melanie is at grade 3+. This means she is on track for an eventual 4, perhaps 4=.

### Appendix 3: P8 Open 'Basket 3' 9-1 GCSE only subjects Y8-Y11 progress matrix 2016-17

KS2 Fine level refined (ave E & M)	Open Estimate A8 (GCSE ONLY) (DfE 2015)	Est EOY11 grade	Year 8						Year 9						Year 10						Year 11						Est EOY11 grade			
			HT 1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6				
1.5	3.5	2	TR3 2a	TR3 2a	TR4 3c	TR4 3c	TR5 3b	TR 5 3b	TR6	TR6	0-	0-	0=	0=	0=	0=	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2-	2		
2	4.3		TR4 3c	TR4 3c	TR5 3b	TR5 3b	TR6 3a	TR 6 3a	0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=		2=	
2.5	5		TR5 3b	TR5 3b	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=		2+	2+
2.8	5.1		TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+		2+	
2.9	5.5		TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+		2+	
3	5.8	3	TR6 3a	TR6 3a	0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	3		
3.1	6		0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+			
3.2	6.1		0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+			
3.3	6.6		0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+			
3.4	6.9		0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+			
3.5	7.1		0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+			
3.6	7.5		0-	0-	0=	0=	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	2+			
3.7	8	0+	0+	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	4			
3.8	8.4	0+	0+	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+				
3.9	8.9	0+	0+	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+				
4	9.2	0+	0+	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+				
4.1	9.8	0+	0+	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+				
4.2	10	0+	0+	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+				
4.3	11	0+	0+	0+	0+	0+	0+	1-	1-	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+				
4.4	12	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	5			
4.5	12	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=				
4.6	13	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=				
4.7	14	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=				
4.8	14	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=				
4.9	15	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=				
5	15	1-	1-	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=		6		
5.1	16	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=				
5.2	17	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=				
5.3	18	2-	2-	2=	2=	2+	2+	2+	2+	3-	3-	3=	3=	3+	3+	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=				
5.4	19	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=				
5.5	19	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=				
5.6	21	2+	2+	3-	3-	3=	3=	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=	7			
5.7*	21	3-	3-	3=	3=	3+	3+	3+	3+	4-	4-	4=	4=	4+	4+	4+	4+	5-	5-	5=	5=	5+	5+	6-	6-	6=				
5.8*	22	3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=		8		
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=	9			
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				
		3+	3+	4-	4-	4=	4=	4+	4+	5-	5-	5=	5=	5+	5+	5+	5+	6-	6-	6=	6=	6+	6+	7-	7-	7=				

KEY	TR4 = working at Year 4 standard	+ i.e. secure at this grade, almost at next
	TR5 = working at Year 5 standard	= i.e. secure at this grade
	TR6 = working at Year 6 standard	- i.e. insecure at this grade, intervention needed to secure

**How to use**

Think what half term it is. Use your assessment evidence and experience to decide the current grade (either NC or 9-1). Find it in the relevant half term column. Look across to the estimated EOY11 grade column and that is the guidance as to the end of Y11 that goes on the data capture.

E.g.1) It is Y8 HT 3. Paul is at 6b/2=. This means he is on track for an eventual grade 6, possibly 6=.

E.g.2) It is Y11 HT1. Melanie is at grade 3+. This means she is on track for an eventual 4, perhaps 4=.



### Appendix 5: ATL Grid

	Exceptional	Motivated	Coasting	Unacceptable
<b>Work Ethic</b>	<ul style="list-style-type: none"> <li>E1: Dedicated, enthusiastic and actively seeks 'next steps'.</li> <li>E2: Highly proactive.</li> <li>E3: Can actively support and lead others using their own learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>M1: Positive attitude towards learning.</li> <li>M2: Asks questions and willingly provides answers.</li> <li>M3: Plays an active role in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>C1: Indifferent attitude to learning.</li> <li>C2: Occasionally asks questions and only provides answers when prompted/steered.</li> <li>C3: Often passive in group activities and in learning.</li> </ul>	<ul style="list-style-type: none"> <li>U1: Poor attitude to learning.</li> <li>U2: Unwilling to engage with activities or provide/elaborate on answers.</li> <li>U3: Contributes little to group situations.</li> </ul>
<b>Quality and Presentation</b>	<ul style="list-style-type: none"> <li>E4: Always strives to produce exemplary work.</li> <li>E5: Is most likely to be securely at or above target.</li> </ul>	<ul style="list-style-type: none"> <li>M4: Usually produces high quality, well presented work.</li> <li>M5: Work is most likely in line with their target grade.</li> </ul>	<ul style="list-style-type: none"> <li>C4: Work requires improvement in order to reach personal best.</li> <li>C5: Work appears rushed, may lack depth and is not at target grade.</li> </ul>	<ul style="list-style-type: none"> <li>U4: Work is often poorly presented and untidy.</li> <li>U5: Work is very rarely finished, or is attempted superficially with inadequate depth.</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>E6: Readily accepts, understands and acts on feedback.</li> <li>E7: Actively seeks improvement advice.</li> <li>E8: Perseveres through challenge and adversity.</li> </ul>	<ul style="list-style-type: none"> <li>M6: Attempts to engage fully with the feedback process.</li> <li>M7: Sometimes needs help to act on feedback.</li> <li>M8: Does not give in easily.</li> </ul>	<ul style="list-style-type: none"> <li>C6: Reluctant to act on feedback, or only partially does so.</li> <li>C7: Improves work only when prompted.</li> <li>C8: Gives in 'at the first hurdle'.</li> </ul>	<ul style="list-style-type: none"> <li>U6: Unwilling to engage with the feedback process.</li> <li>U7: Very reluctant to improve work.</li> <li>U8: Gives up easily – little motivation to succeed.</li> </ul>
<b>Independent and home based learning</b>	<ul style="list-style-type: none"> <li>E9: Consistently produces exceptional homework.</li> <li>E10: Furthers knowledge by completing additional research.</li> <li>E11: Pursues own areas of interest within the subject.</li> </ul>	<ul style="list-style-type: none"> <li>M9: Meets all homework deadlines.</li> <li>M10: Produces high quality, in depth homework at the level of their personal best.</li> <li>M11: Some evidence of independent work to extend and deepens class work.</li> </ul>	<ul style="list-style-type: none"> <li>C9: Mostly meets homework deadlines.</li> <li>C10: Some homework has been done superficially to meet minimum requirements.</li> <li>C11: Little interest in furthering knowledge independently.</li> </ul>	<ul style="list-style-type: none"> <li>U9: Misses homework deadlines.</li> <li>U10: Any homework completed is generally rushed, untidy or disorganised.</li> <li>U11: Evidence of copying, plagiarism and no desire to make work their own.</li> </ul>
<b>Behaviour for learning (BfL)</b>	<ul style="list-style-type: none"> <li>E12: Always focused and never off task.</li> <li>E13: Never needs reminding about BfL expectations.</li> <li>E14: Fully equipped with all resources needed for lessons.</li> </ul>	<ul style="list-style-type: none"> <li>M12: Very rarely off task.</li> <li>M13: Very rarely needs reminding about BfL expectations.</li> <li>M14: Well-equipped and highly organised.</li> </ul>	<ul style="list-style-type: none"> <li>C12: Sometimes needs reminding about BfL expectations and close supervision required.</li> <li>C13: Occasional lateness to lesson.</li> <li>C14: Equipped with minimal resources.</li> </ul>	<ul style="list-style-type: none"> <li>U12: Often needs direct supervision, often reminding to stay on task and of BfL expectations.</li> <li>U13: Sometimes late/often last in.</li> <li>U14: Often lacks equipment and/or books.</li> </ul>

