



# THE ADEYFIELD ACADEMY

LEARNING WITHOUT LIMITS

## KS4 Assessments & Reports





## Data and Assessment at The Adeyfield Academy

When students move into secondary school, we routinely make use of their Key Stage 2 (KS2) scaled scores to determine their starting point from which to measure their progress. Alongside this, we also include results from the Cognitive Ability Test (CATs), which highlight strengths and areas for development as there is a strong relationship between CATs and KS2 scores. Nationally, there is a very strong correlation between scaled scores at the end of KS2 and how students perform at GCSE. A scaled score between 100 and 120 shows the student has met the expected national standard in the test. The lowest scaled score that can be awarded on a KS2 test is 80. The highest score is 120. These scaled scores, alongside CATs are of importance, as they are a means by which student progress at GCSE will be measured.

Scaled Score	Likely GCSE Grade
110 and above	7, 8, 9
105-109	5, 6, 7
95-104	3, 4, 5
80-94	1, 2, 3

### **Key Stage 4**

Our targets are set using Fisher Family Trust (FFT) target setting tools. The targets are based on KS2 outcomes and also assume the very high rate of progress we expect our students to make. Key Stage 4 (KS4) students will see their GCSE minimum targets using the 9-1 system on their however, it is worth noting that the FFT database may not hold all students as some may not have taken KS2 tests. Just because many students progressed from a particular KS2 score to a particular GCSE outcome doesn't mean that all students are destined to follow suit. Therefore, reports will include GCSE Likely Grade which are a prediction indicating what the student is likely to achieve if they continue working at the pace and level they currently are. This can be informed from a combination of class work, home learning and assessments. The use of fine levels helps identify any support students who we feel are near to their grade boundary. The '+' sign means that they are achieving a secure grade and working towards the next grade up. The '-' sign means that their achievement has yet to ensure a secure grade. For example, a grade like 5- means a low 5, a 5 means a secure 5 whereas a 5+ means a high 5 and close to the next grade up which is a 6- (low 6).



## Key Stage 4 Grading

A grade 9 is the highest grade, while 1 is the lowest, not including a U (ungraded). All GCSE subject target and GCSE Likely Grades are graded from 9 to 1 or vocational equivalent. Vocational courses do not use the same grading system of 9 - 1 like GCSEs, instead they use a pass, merit, distinction grading system. The equivalence between these and GCSEs (old and new) are shown below. The brackets show how these appear on student reports.

GCSE Grade	Old GCSE Grade	GCSE Information	Vocational Qualification
9	A*	Top 5%	Level 2 Distinction* (L2S*)
8	A*	Top 12%	Level 2 Distinction* (L2D*)
7	A	Top 20%	Level 2 Distinction (L2D)
6	B	A Level Readiness	Level 2 Merit (L2M)
5	B/C	Strong Pass	Level 2 Merit (L2M)
4	C	Standard Pass	Level 2 Pass (L2P)
3	D	Grade 3	Level 1 Distinction (L1D)
2	E	Grade 2	Level 1 Merit (L1M)
1	F/G	Grade 1	Level 1 Pass (L1P)

## Assessment

When planning lessons, teachers consider learning topics, using the National Curriculum for each subject as a benchmark against national standards and by breaking tasks down into different success criteria. Each curriculum area determines their assessment based on what works most effectively for them however, assessments at The Adeyfield Academy incorporate the following:

- designed to incorporate a combination of formative / summative assessment, ranging from low stakes testing to formal examination
- distributed throughout the curriculum, providing regular opportunities to assess
- closely linked to the curriculum content and developing the knowledge, understanding and skills needed for success
- based on a clear set of success criteria (e.g. a mark scheme / criteria grid)
- based on high expectations and appropriate levels of challenge for all
- enable teachers to identify those who require additional support.



## Attitude to Learning and Home Learning Score

The numerical values attached to the Attitude to Learning and Home Learning aspects of the report are defined as follows.

<b>Attitude to Learning Score</b>	
This score indicates the overall attitude, commitment and motivation that students demonstrate in their lessons	
<b>1. Exceptional</b>	This student exemplifies our core values, ambition, courage, dignity, respect, and compassion, showing an exceptional commitment to learning. They set high standards, embrace challenges, and actively seek to exceed expectations while treating others with respect and dignity. A 5 Star Student, they are a role model in the school community demonstrating exemplary character.
<b>2. Good</b>	This student embodies the core values of ambition, courage, dignity, respect, and compassion, demonstrating a strong dedication to personal growth. They set clear goals, tackle challenges confidently, and take pride in their work and behaviour. Through respectful and compassionate interactions, they positively contribute to the school community, growing academically and personally.
<b>3. Requires Improvement</b>	This student shows promise in aligning with the school's core values of ambition, courage, dignity, respect, and compassion. They can progress further by setting higher goals, embracing challenges, and demonstrating pride in their work. With increased respect and compassion toward peers, they have the potential to positively impact the learning environment.
<b>4. Inadequate</b>	Currently, this student's approach does not fully reflect our values of ambition, courage, dignity, respect, and compassion. To improve, they would benefit from setting higher goals, tackling challenges with courage, and taking pride in their work and behaviour. By showing greater respect and compassion toward themselves and others, they can contribute more positively to the school community.

<b>Home Learning Score</b>	
This score indicates the quality and frequency of home learning completed	
<b>1. Exceptional</b>	All home learning is completed on time and to an exceptional standard, reflecting our five school values that we expect from our 5 Star Students. They demonstrate dignity by taking pride in the quality and presentation of their work and ambition by striving for excellence in every assignment.
<b>2. Good</b>	All home learning is completed on time and to a good standard, home learning submitted embodies our five school values that we expect from our 5 Star Students.
<b>3. Requires Improvement</b>	A 5-Star Student generally completes home learning on time and to an acceptable standard, though there is room to better align this work with their true abilities. By embracing our school values—particularly ambition to aim higher and dignity in taking pride in their best work—they can unlock their full potential in the subject.
<b>4. Inadequate</b>	Home learning is rarely completed on time and in line with our five school values. Home learning often does not meet the standard expected by a 5 Star Student.



## KS4 Non-Exam Assessments (NEAs)

KS4 NEAs have replaced traditional coursework and typically involve project-based work that contributes to your child's final grade in a subject. The table below shows whether a subject will be assessed using exams only, Non-Exam Assessments or a combination of both. Please select the exam board to take you to the subject specification.

Subject	Exam Board	Non-Exam Assessment (NEA) %
English Language	<a href="#">AQA</a>	Exam Only
English Literature	<a href="#">AQA</a>	Exam Only
Maths	<a href="#">Pearson (Edexcel)</a>	Exam Only
Combined Science	<a href="#">AQA Trilogy</a>	Exam Only
Triple Science	AQA <a href="#">Physics</a> / <a href="#">Chemistry</a> / <a href="#">Biology</a>	Exam Only
Geography	<a href="#">AQA</a>	Exam Only
History	<a href="#">Pearson (Edexcel)</a>	Exam Only
Psychology	<a href="#">AQA</a>	Exam Only
Computer Science	<a href="#">OCR</a>	Exam Only
Business	<a href="#">AQA</a>	Exam Only
Art	<a href="#">Pearson (Edexcel)</a>	100%
Performing Arts	<a href="#">Pearson (Edexcel)</a>	100%
Child Development	<a href="#">OCR</a>	60%
Music	<a href="#">Eduqas</a>	60%
Enterprise and Marketing	<a href="#">OCR</a>	60%
Media Studies	<a href="#">Pearson (Edexcel)</a>	60%
Sport Studies	<a href="#">WJEC</a>	60%
Hospitality & Catering	<a href="#">WJEC</a>	60%
Design & Technology	<a href="#">Pearson (Edexcel)</a>	50%
PE	<a href="#">AQA</a>	40%
Spanish	<a href="#">AQA</a>	25%

## Frequently Asked Questions

**How is my child's Current Grade decided for each subject?** This refers to the grade your child is currently working at based on the most recent available assessment data, class work and independent study.

**How is my child's GCSE Likely Grade decided for each subject?** This is the grade your child is likely to achieve at the end of Year 11 given the current standard of work completed in lessons, home learning and tests (but not a guarantee of their final grade). This is based on current grade boundaries. The use of fine levels helps identify and support students who we feel are near to their grade boundary. The '–' sign means that their achievement has yet to ensure a secure grade. The '+' sign means that they are achieving a secure grade and working towards the next grade up.

**How is my child's Target Grade decided for each subject?** KS4 target grades are largely based on their prior attainment at KS2 using the Fischer Family Trust (FFT) Model which provides benchmarks for each student's likely future attainment.

**How can I support my child to make further progress?** It is always best to talk to your child about specific aspects or topics studied using the detailed subject report as well as looking through their books. The next Year 11 parent's evening is **11/12/24** however; please forward any questions onto the Subject Lead for the relevant subject which can be done using Edulink.