

St. Hild's Church of England School Assessment and Target Setting



The greatest danger for most of us
is not that **our aim** is too high
and we miss it, but that it is
too low and we reach it.

– Michelangelo

AZ QUOTES





Why set targets?

- Evidence from many academic studies shows that having a target means that you are much more likely to achieve (in life as well as school!)
- Having targets allows us to track pupil progress more effectively and to offer the right support.
- Information can be shared with parents/carers to help them follow progress more closely.



Why set targets?

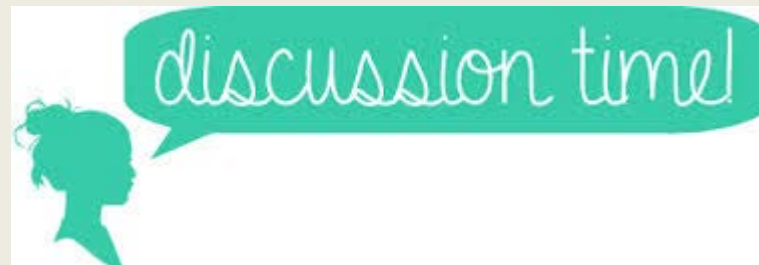
- Target setting is individualised. This is to allow all of our pupils to work to their maximum potential regardless of their starting point.
- Targets are for the pupils and not for statistical purposes.
- Our pupils make great progress at Key Stage 3 and targets help to avoid a 'dip' in their learning at GCSE.



Why are targets set?



However the most important part of the process is the individual discussions which take place between pupils and their form tutor, and you and your child!



Why is this year different?



**All GCSE subjects examined in 2019 will be
Graded 1-9**

**Vocational subjects will remain as
D+/D/M/P at Level 1 or Level 2**

**The new content of all courses is now much
more challenging**

How it compares?



Key points

- Broadly the same proportion of pupils will achieve a **grade 4** and above as previously achieve a **grade C** and above.
- Broadly the same proportion of pupils will achieve a **grade 7** and above as currently achieve a **grade A** and above.
- There will be few **grade 9s** – the very highest performers, approximately the top 2%.
- The **bottom of grade 1** aligns with the old **grade G**.

Grade 5 is considered a **strong pass**

Grade 4 is considered a **standard pass**

It is expected that **all pupils** achieve at least a **Grade 4** in **English and Maths (Basics)** by the age of **16**

New GCSE Grading Structure



How it compares?

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
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

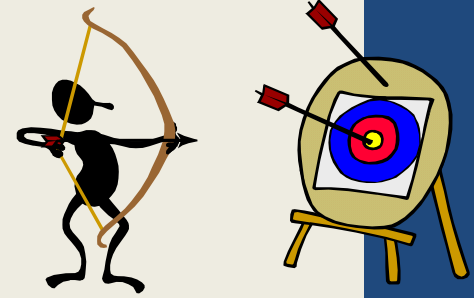
top 20 per cent of those who get grade 7 or above will get a grade 9

5 is the benchmark strong pass

4 is a standard pass

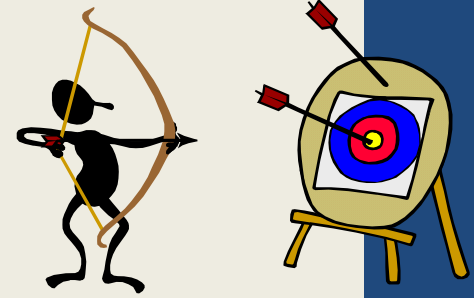
bottom of grade 1 will be aligned with the bottom of grade G

What targets do we set?

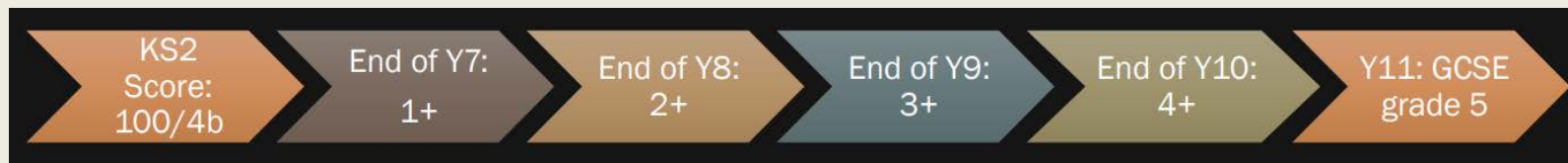


- For each subject, pupils will have **two** targets:
- The **minimum expected grade (MEG)** - the most likely grade to be achieved at GCSE based on KS2-4 progression and the MidYIS (for Years 7-9) or Yellis (for Year 10/11) predictions.
- The **aspirational target grade (ASP)** will be the same as the **MEG** for the first term in Years 7 and 9.
 - Pupils can increase the **ASP** after each data capture if they wish

What targets do we set?



- At St Hild's we have adopted a unified GCSE style grading scheme through Key Stage 3 and Key Stage 4 based upon the new 1-9 system
- Finer levels have been added to the grades e.g. +/- to give a more detailed picture
- Pupils build their grade form Year 7 to Year 11

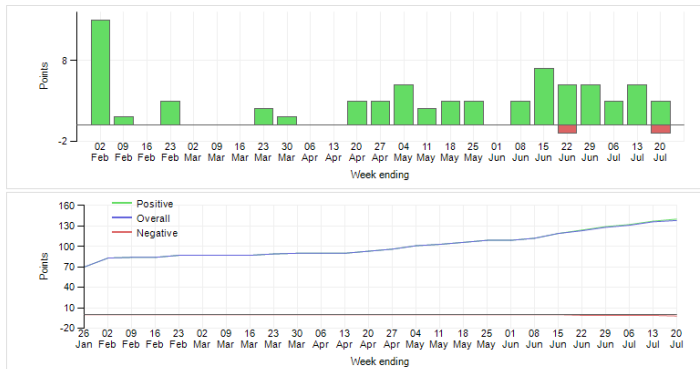


What targets do we set?



- Parents and carers can use **Go4Schools** to see the targets set and keep track of their child's progress

Behaviour over time



Progress and reports

Subject	01 Dec 2017	27 Apr 2018	18 Jul 2018	Current Grade/Level
Art and Design	7	7	8-	8-
Biology	4	2+	4	4
Chemistry	3	4	3+	3+
English Language	5	6+	6+	6+
English Literature	6-	5+	5	5
GCSE Physical Education	5+	5+	5+	5+
Headteacher Comment	-	-	-	-
History	7	7	7	7
Mathematics	5+	7	7-	7-
Physical Education	-	-	-	-
Physics	4+	3-	4	4
PSE	-	-	-	-
Religious Education	8	7	7-	7-
Year 10 Tutor Comment	-	-	-	-
Year Leader Comment	-	-	-	-
Attendance	96.03%	97.46%	97.01%	97.06%
	View report	View report	View report	

Detailed progress

Subject	Minimum...	Aspirational...	Current...	Breakdown
Art and Design Mrs D Crannage	6	7	8-	Graphic Communication Data 2 7 Graphic Communication Data 3 8-
Biology Ms D Myers	6	6	4	-
Chemistry Mrs K Stainthorpe	6	6	3+	-
English Language Ms E Doucet	5	6	6+	-
English Literature Ms E Doucet	5	6	5	-
GCSE Physical Education Mrs V Knight	6	7	5+	-
View subject description				
Headteacher Comment Mrs T Gibson	-	-	-	-
History Miss C Hurst	6	7	7	-
Mathematics Mrs D Turnbull	6	7	7-	-
Physical Education Mrs B Morley	-	-	-	-
Physics Mrs S Ramsey	6	6	4	-
PSE Mrs J Marshall-Busawon	-	-	-	-
Registration Mrs J Marshall-Busawon	-	-	-	-
Religious Education Mrs A Thomas	6	7	7-	Autumn Term 7- Mock Exam 7 Summer Term 6-
Tutor Themes Mrs J Marshall-Busawon	-	-	-	-
Year 10 Tutor Comment Mrs J Marshall-Busawon	-	-	-	-
Year Leader Comment Mr L Morgan	-	-	-	-

Well below target Below target On target Above target

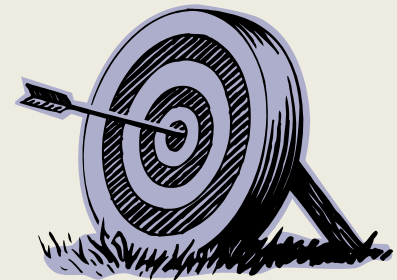
Attendance

View detailed attendance record

Attendance	97.06%
Authorised absences	11
Unauthorised absences	0
Unknown marks	0
Possible sessions	374

What are the targets based on?

- MEG targets are based on **KS2 to 4 progression** and performance in the **MidYIS Test**
- MidYIS is a nationally recognised test of cognitive ability and has been used as part of the target setting process for many years
- Pupils have completed the computer based **adaptive test** which means that all pupils receive a bespoke test suited to their ability.



What is in the MidYIS test?



The adaptive test lasts approximately 1 hour and comprised of

- **Vocabulary**, word fluency and understanding
- **Maths**, manipulating numbers and numerical concepts
- **Non-verbal**, 3D visualisation, pattern recognition, spatial awareness
- **Skills**, proofreading skills and perceptual speed and accuracy

The MidYIS test is not an IQ test, but the results help identify pupils' strengths and weaknesses to support gifted pupils and those pupils who may struggle in some areas.



Select the word with the closest meaning to the target picture.



ruler

swing

car

pen

Example 1

Next 

Example 3

You are shown five possible answers to the following question.

Only one answer is correct.

Choose your answer by selecting one of the options.

Find the value of y .

$$3 + y = 5$$

1

2

3

4

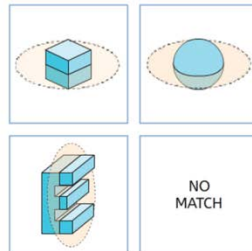
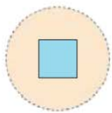
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Example 3

Next 

Example

Look at the cross section on the left. Select the shape from the right that has been cut to create this cross section. Select 'NO MATCH' if the cross section does NOT have a matching shape.



Example

 Back

Next 



Individual Pupil Record

Individual Pupil Record A PUPIL

Date of Birth: 15/02/98 Student Number: 12345

Sex: M Form: 7L

	MidYIS Band	Stanine	Percentile	Standard Score
Vocabulary	A	7	83	114
Maths	D	3	21	88
Non-Verbal Skills	B	6	63	105
Skills	B	6	65	106
MidYIS Score	B	2	56	102

Nationally Standardised Scores with 95% Confidence Band

Measure	Standard Score
Vocabulary	114
Maths	88
Non-Verbal	105
Skills	106
MidYIS Score	102

Nationally standardised scores for each of the measures **100 is average**

MidYIS Bands represent quartiles (25%) groups
A being the highest

Band	Standardised Scores	GCSE grades predicted	New GCSE Levels
A	111-160	A* / A / B	9 - 6
B	101-110	B / C	6 - 4
C	91-100	C / D	4 - 3
D	40-90	D / E	3 - 2

What is in the Yellis test?



The test lasts approximately 1 hour and comprised of

- **Vocabulary**, word fluency and understanding
- **Maths**, logical thinking, manipulating numbers and numerical concepts
- **Patterns**, ability to identify patterns

The Yellis test is not an IQ test, but the results help identify pupils' strengths and weaknesses to support gifted pupils and those pupils who may struggle in some areas.



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Next ▶

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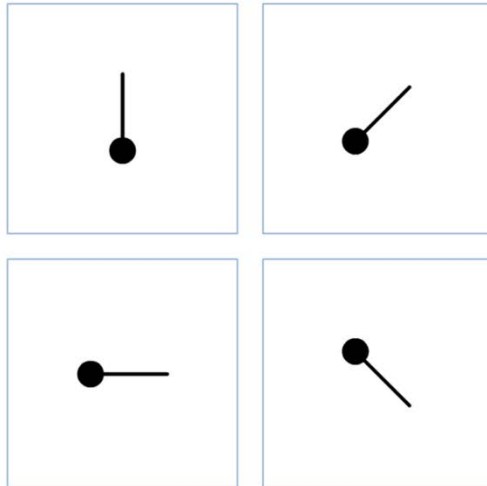
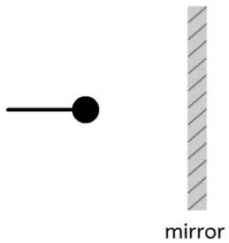
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Example 3

Next ▶

Reflecting Pictures

Using the mirror line, select the picture from the right that shows the reflection of the picture on the left.



Example 1

◀ Back

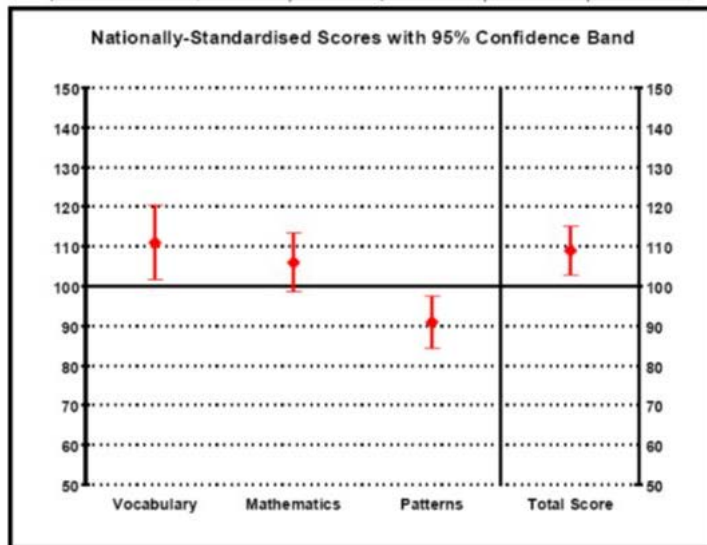
Next ▶



Individual Pupil Record

Yellis

	Baseline Scores (%)	Standardised Data			
		Score	Quartile Band	Percentile	Stanine
Vocabulary	68	111	A	76	6
Mathematics	57	106	B	65	6
Patterns	41	91	C	27	4
Total Score	62	109	B	72	6



Nationally standardised scores for each of the measures **100 is average**

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How will targets be monitored?



- Form tutors, Year Leaders and Senior Leadership Team check pupil progress 4 times a year
- Analysis of **Key Assessment** information, controlled assessment (CA/CAU) marks and mock examination information (Years 9-11) will also be monitored closely
- Progress review by class teachers and Subject Leaders
- Review of targets following the **Spring and Summer Data Captures**



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How will targets be monitored?



Progress will be formally reported to parents/carers 4 times a year:

- 1 full written report
- 3 data capture reports



*.....but remember, progress can be monitored **at any time** using Go4Schools*

How will targets be monitored?

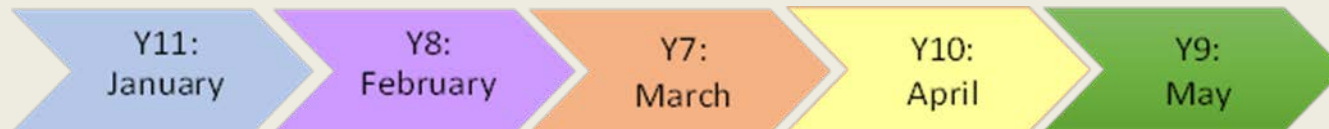


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4 times a year:

- 1 full written report
- 3 data capture reports

Data Capture 1	Week beginning 11 th November 2019
Data Capture 2	Week beginning 27 th January 2020
Data Capture 3	Week beginning 20 th April 2020
Data Capture 4	Week beginning 29 th June 2020

Academic year full report overview



Any questions?

