

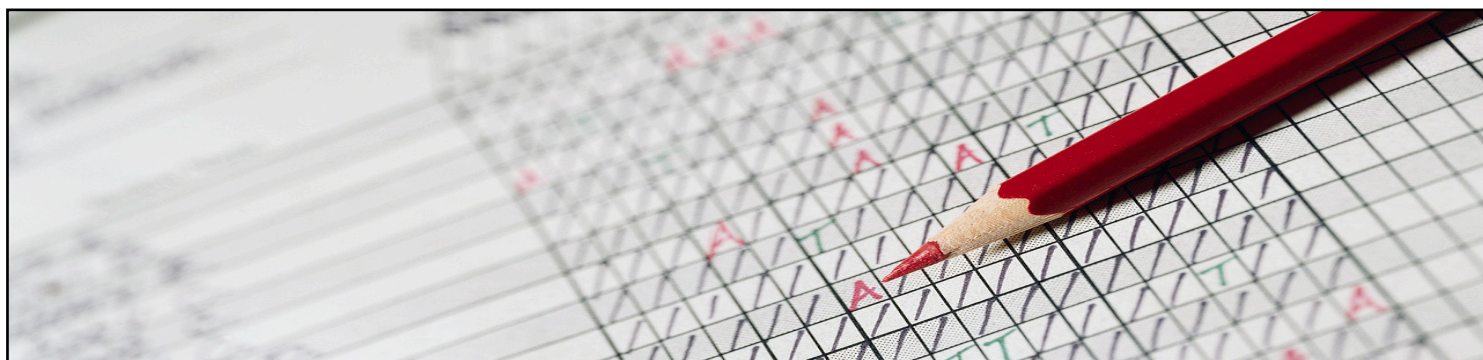


# Assessment: Estimate Setting and Tracking

A Framework to Support Effective Estimate Setting for Departments

Reviewed: February 2014

Review date: October 2014



## SOURCES OF DATA:

End of Key Stage estimates are **based on** Fischer Family Trust—10 methodology. These are fully contextualised (Free School Meals information etc.) and aim to put the school in the top 10% of similar schools nationally. “Raw” estimates are generated by the FFT and accessed by the school. Cognitive Ability Tests (CAT), KS2 SAT results and Teacher Assessments from primary schools are used to inform estimates and for setting/banding purposes.

## ESTIMATE-A DEFINITION:

An estimate is based on the probability of attaining a particular level or grade. These are generated by the Fischer Family Trust by comparing a student’s prior attainment at KS2/3 with the historic progress of about 1.5 million students over the previous 3 years. Estimates are used to measure performance at all levels from the individual student up to the whole school. Estimates **are not prophecies**. Just because **many** students nationally progressed from a particular KS2 score to a such-and-such GCSE outcome it doesn't mean that a particular one of our students with their own particular circumstances are destined to follow suit.

## EFFECTIVE ESTIMATE SETTING IN KS3:

An estimate is obtained for the END of KS3 in each subject. FFT is used directly for Religious Education, English, Mathematics, ICT, Science, History, Geography and Languages.

Physical Education, Art, Music, Drama & Technology have a heavy practical bias and a far more tentative link to KS2 attainment in literacy and numeracy. These subjects are asked to set their own targets but have FFT and CAT ‘with challenge’ data available to be used as guidelines. AH Teachers for Assessment & School Improvement will verify a sufficient level of challenge has



percentage of KS3 estimated progress. Expected (good) progress across all subjects is defined as follows.

Monitoring point	1	2	3	4	5	6	7	8	9
Good Progress	6 to 16%	17 to 27%	28 to 38%	39 to 49%	50 to 61%	62 to 72%	73 to 83%	84 to 94%	95 to 105%

The percentage ranges are calculated to take account of rounding errors when correcting decimal averages to sub-level values as defined in Methodology. Percentage progress below the lower limit at each monitoring point requires immediate investigation.

#### **EFFECTIVE ESTIMATE SETTING IN KS4:**

An estimate is obtained for the END of KS4 in each subject. FFT is used directly for ALL GCSE subjects and the higher estimate is selected from the predictions based on both KS2 and KS3 data. Estimates for BTEC courses use data from equivalent GCSE courses as follows.

<b>BTEC Course</b>	Construct	Health & Soc	Hort	IT	Science	Sport
<b>GCSE Course</b>	DT	English	DT	IT	Science	PE

All estimates are FFT-10 and are circulated to Curriculum Leaders prior to verification. CLs are strongly encouraged to increase the initial estimate if they feel it realistic and would help to motivate the individual pupil. Estimates are expressed as whole grade point scores in accordance with national point scales i.e. D = 34 points, C = 40 points etc.

#### **MONITORING AT KS4:**

Performance is measured on three occasions using Working At Scores (WAS) and Projected Scores (PS). A WAS is the grade a pupil would be most likely to attain based on CURRENT attitude and application to studies. A PS is the grade a pupil is most likely to attain at the end of their KS4 studies taking into account all possible interventions and support. WAS's are used to inform pupils/parents and are included in Progress Evening data and Annual Reports. PS's are used to analyse class, department and whole school performance. Both WAS and PS must take into account all aspects of work and MUST NOT simply reflect the latest assessment.

#### **TRACKING AT KS4:**

WAS's and PS's take the form of point scores with intermediate points highlighting attainment within a particular grade.

Grade	Points	Grade	Points	Grade	Points	Grade	Points
Low G	16	Low E	28	Low C	40	Low A	52
Mid G	18	Mid E	30	Mid C	42	Mid A	54
High G	20	High E	32	High C	44	High A	56
Low F	22	Low D	34	Low B	46	All A*	58
Mid F	24	Mid D	36	Mid B	48		
High F	26	High D	38	High B	50		

The definitive measure of performance is the Value Added Point Score (VA). This is the difference between the estimate point score and the WAS or PS. A positive VA indicates above expected performance and vice versa. Subject teachers are expected to continuously track performance of their students using non-reported WAS's. These may be limited by the amount of curriculum that has been covered and hence may be significantly lower than the projected score. However, the expectation is that the WAS will gradually increase and equate to the projected score in the later stages of KS4.

At each monitoring point PS's are collated centrally and a projected VA calculated for every pupil in all subjects. This data is then used to analyse individual student, class, department and whole school performance.

#### **TRACKING ENGLISH AND MATHS AT KS4:**

MINIMUM expected progress is three levels from KS 2 to GCSE as specified below:

KS2 Level	B/N	2	3	4	5
Expected GCSE points	28	28	34	40	46

When KS2 SATs results are not available the mandatory Teacher Assessment from the primary school is used. Projected Scores are used to calculate the progress from KS2 for all individual pupils. This data is then used to analyse performance at class and whole school level and makes comparisons with national figures.

#### **TARGET GROUPS AT KS4**

The following pupil groups are tracked which relates very closely to RAISEonline:

ALL pupils on role	Low ability Male	Non-Pupil Premium	Female
Mid ability Male	Pupil Premium	Low ability Female	High ability Male
Non-SEN	Mid ability Female	Low ability ALL	School Action
High ability Female	Mid ability ALL	School Action-Plus	Male
High ability ALL	Statemented		

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