A Parent's Guide to Assessment Information 2025-26

This document explains how we will assess and report information about your child's progress from Year 7 through to Year 13.

Each child is unique and will make progress according to their talents and abilities. We know that the best way to progress in learning is to work hard, be positive and both seek and accept support from both teachers and parents. By working together, it is much more likely a child will reach their potential and will enjoy the widest possible range of choices in later life.

Please note: assessment data is released at multiple points throughout each term to coincide with parents' evenings as they occur. However, the dates presented below are the last date in each term at which data is released to parents where there has not been a preceding parents' evening event.

Data release dates:

Autumn Term: *Monday 3rd December 2025*

Spring Term: *Wednesday 25th March 2026*

Summer Term: *Monday 13th July 2026*

Key Stage 3: Years 7, 8 & 9

We will assess your child's progress against a series of target grades issued by each subject. This pathway will indicate the outcomes your child may go on to achieve in their GCSEs at the end of Year 11. This system is in place for all subjects except P.E. (please see page 3 for details of P.E. assessment).

In Year 7, we will use a range of assessment data to calculate a target reflecting your child's likely progress. Target grades are set in each subject during the Autumn term of Year 7. Target grades are based on a child's Year 6 National Test outcomes (Scaled Scores) along with Cognitive Ability Test outcomes (see appendices) and teacher input. You will have received the Scaled Score outcomes in the latter months of Year 6. We use these scores to estimate an aspirational level of progress to create a set of expected GCSE grades a child with the same Year 6 Scaled Scores achieved in previous academic years. It is against these targets that we assess the progress your child is making towards.

Target grades given in each subject range between 9 to 1. The table below shows the full range of available GCSE grades, with grade 9 being the highest.

Once we have done this, we will report regularly on whether your child is on track to achieve this or not.

What information will you receive?

Year 7 Term 1 only: Autumn Term

To give teachers time to properly assess progress against target grades, in term 1, for Year 7, we use a different system to that described above. We will collect two pieces of data: firstly a "Making progress" grade and secondly an "Attitude toward learning grade". The grid below shows the grades available for these two measures:

Making Progress Descriptor		Attitude toward learning	
4	Making excellent progress	A	Excellent- focused and enthusiastic to learn
3	Making good progress	B	Good - focused and ready to learn
2	Making less progress than expected	C	Inconsistent - focus is not always good
1	Making little or no progress	D	Causing concern - frequently lacking in focus or willingness to learn

N.B. The "Making progress descriptor" measures any improvement in the quality of work and learning seen by the teacher since the beginning of the course and is not to be confused with progress against their target grades.

All Years (7 – 9) this is a change in policy from previous years

Teaching staff will assess how your child is progressing against their Target Grades and will choose the most likely descriptor, shown in the table below, reflecting how you child is currently working when compared to their target grades.

What is reported by teachers	Working Toward Standard 1	Working Toward Standard 2	Working At Standard 3	Working Beyond Standard 4	Working Beyond Standard 5
Judgement Shown on Report Cards	WTS1	WTS2	WA3	WB4	WB5
What this means	Further from Target	Close to Target	On Target	Above Target	Well Above Target

Can my child's Targets change?

If your child is consistently achieving 'above' or 'well above' target, then the school will consider altering their Progress Pathway to reflect this. This could mean that they move on to a higher pathway and shows we believe they will go on to make more progress than was initially expected.

Assessing Progress in P.E.:

In P.E. we use a different way of assessing your child's engagement and skill acquisition. This system now consists of 3 indicators which are shown below:

Assessment Focus	Description
Head	Assessing your child's sporting knowledge and analysis skills e.g. tactics
Heart	Assessing your child's personal qualities e.g leadership, confidence
Hands	Assessing your child's physical skills & techniques

The available gradings for each of the above assessment foci are shown in the table below:

Assessment Outcome	Description
Emerging	Assessment outcomes are basic
Developing	Assessment outcomes are sound
Mastery	Assessment outcomes are extensive

Assessing Progress in British Sign Language:

A number of our Year 8 students study British Sign Language (BSL). This course in assessed by a single measure:

Assessment Outcome	Description
Developing	Assessment outcomes are basic
Core	Assessment outcomes are sound
Advanced	Assessment outcomes are good

Effort grades:

We will also collect effort grades from your child's teachers, and we consider these to be very important. It is true to say that most children will achieve their full potential if they work hard, contribute and seek support in their learning. The available effort grades are shown below:

Effort grade	What does this mean?
A	Outstanding effort, excellent contribution to learning and progress
B	Good effort, a promising contribution to learning and progress
C	Effort is variable and progress is lower than expected
D	Rarely shows a good level of effort with little progress being made
E	Disengaged from learning and no progress being made

On the next page there is further explanation of this grading system

Understanding the KS3 Assessment Information on the Termly Report Card

"Target Grades" are shown as grades 9 – 1, these are future GCSE predictions and teachers will judge your work now against where they think you would be by the end of Year 11, if you continue to work in the way you are.

"Effort Grade" This grade is given for all courses and reflects your attitude toward learning

Subject	Target Grades	How is my child performing against their target grades?	Effort Grades
Art	4	WB4	A
Computing	4	WA3	C
Dance	4	WA3	B
Drama	4	WTS1	B
English	4	WB4	B

Progress Descriptors

These progress descriptors compare the way you are working to your target grades. There are 5 grades available, and these are shown below.

Working towards Standard 1	Working towards Standard 2	Working At Standard 3	Working Beyond Standard 4	Working Beyond Standard 5
WTS1	**WTS2**	**WA3**	**WB4**	**WB5**
I AM WORKING BELOW MY TARGET BY 2 GRADES OR MORE	I AM WORKING BELOW MY TARGET BY 1 GRADE	I AM MEETING MY TARGET GRADE	I AM WORKING ABOVE MY TARGET BY 1 GRADE	I AM WORKING ABOVE MY TARGET BY TWO GRADES OR MORE

Key Stage 4: Years 10 and 11

For most GCSE courses the GCSE grading system is based on the 9 to 1 scale. When your child collects their final qualification outcomes, they will receive grades according to the 9-1 system and not the old A* - G (with several exceptions e.g. BTEC qualifications). In this grading system 9 is the top and 1 is the bottom of the grade awards on offer.

There is no direct comparison between the old A* to G and the new 9 to 1 grading systems but we can draw relationships between them. These are shown in the table below.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5 STRONG PASS	
4 STANDARD PASS	C
3	D
2	E
	F
1	G
U	U

The Government benchmark for a **standard pass** (high grade) at GCSE is a grade 4. Previously (under the old A* to G grading structure) the Government considered a grade C as a higher GCSE grade. As shown in the table on the previous page, a grade 5 is now called a **strong pass** at GCSE. This is a higher grade than the old C grade and is more challenging to achieve.

BTEC, and other vocational qualifications use a related grading system including a range of grades shown below:

Grade	Equivalent points score (when compared to the 9 to 1 grade system (see above)
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Pass	1.25

Your child will receive assessment data according to this scale from each of their teachers. The following table describes the different types of information we collect in Key Stage 4:

Assessment type	Data entry
Aspirational target (GCSE grade)	This will be a grade using the GCSE 9 to 1 Grading system (or equivalent) This reflects the grade your child could achieve if they work hard consistently and make good progress.
Current grade	This will be a grade reflecting the outcome of recent assessments e.g. mock exams and coursework
Most Likely Outcome (MLO) grade (predicted grade)	This is the final course grade your child will most likely go on to achieve if they continue to work in the way they have been during this period of reporting. Teachers will consider all aspects of the course, including practical assignments and coursework, alongside their other class assessments

Effort grades:

We will also collect effort grades from your child's teachers, and we consider these to be very important. It is true to say that most children will achieve their full potential if they work hard, contribute and seek support in their learning.

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Year 12 and 13.

The grading system used at A level has not changed since 2016 and there will be no change in the way we report progress to you. All subjects will report progress using one of two scales as shown in the table below:

Academic A Levels	Vocational A Levels
A* to G	Distinction * Distinction Merit Pass

When reporting progress we will collect the following data:

Assessment type	Data entry
Aspirational target grade	This will be a grade using the grading systems above (or equivalent) This reflects the grade your child could achieve if they work hard consistently and make good progress. Target grades are generated from a student's average GCSE points score and are calculated to match the progress expected of the top 25% of similar students nationally. N.B. When students apply for Post 18 transition places e.g. UCAS, teachers priovide up to date predictions rather than quoting target grades.
Current grade	This will be a grade reflecting the outcome of recent assessments e.g. mock exams and coursework
Most Likely Outcome (MLO) grade (predicted grade)	This is the final course grade your child will most likely go on to achieve if they continue to work in the way they have been during this period of reporting. Teachers will consider all aspects of the course, including practical assignments and coursework, alongside their other class assessments.

Effort grades:

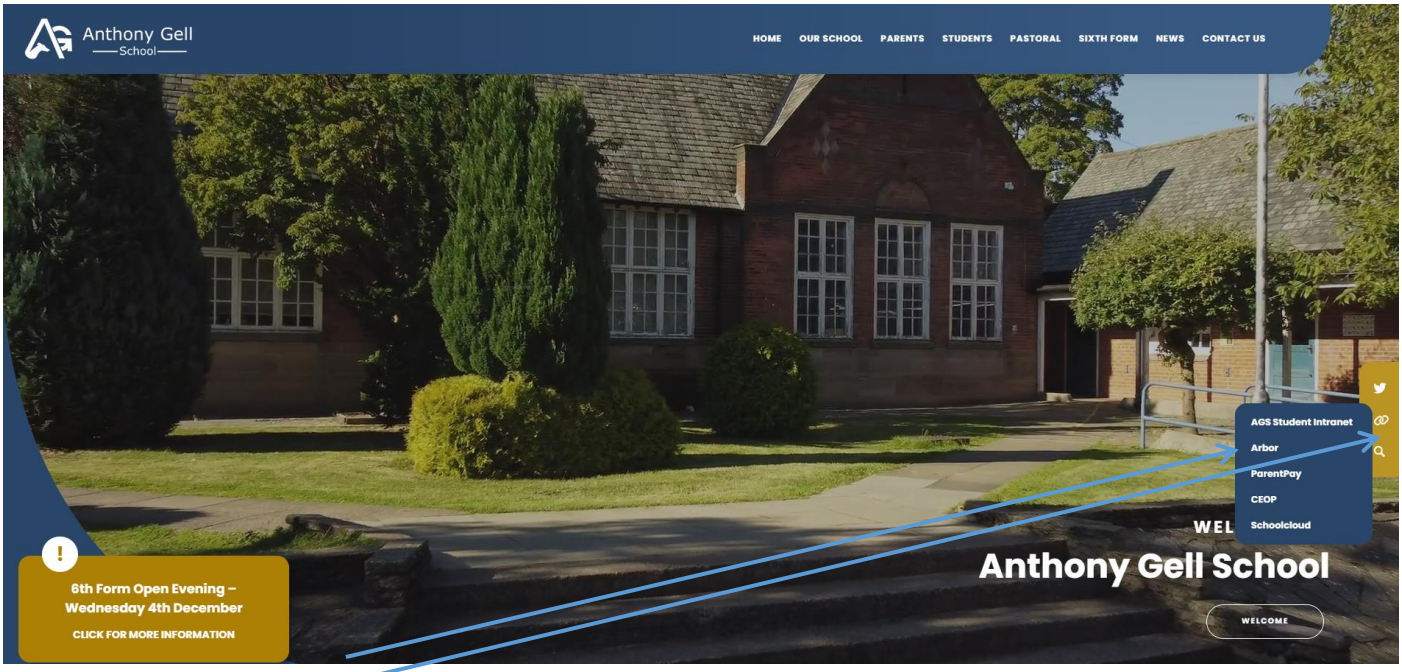
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How can I find out about my child's progress?

We will upload your child's progress reports onto your parents' Arbor portal. If you have not yet been able to bookmark Arbor or download the 'App', You can find the link by accessing the school's website:

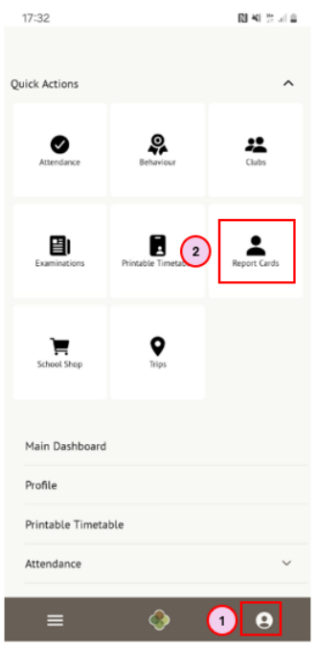
http://www.anthonygell.co.uk/

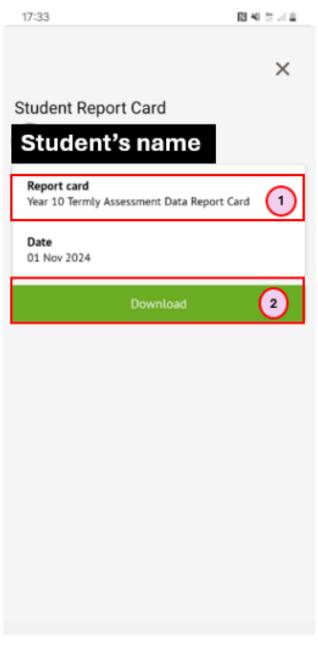


Then, click on the 'links' icon on the right-hand edge of the home page of our website and then click the 'Arbor' link.

Logon using your unique logon, which you should already have received this information from the school. If you do not have these details, please contact the school at enquiries@anthonygell.co.uk

When data is first released, we will place a linked document into the "Report Cards" section, accessible and downloadable on your child's 'Arbor' page, as shown below:







How do I contact the school if I have concerns over my child's progress:

If you have a general question, please contact your child's tutor in the first instance. If you have a specific question, you can contact your child's subject teacher. Either call the school on 01629 825577 or email enquiries@anthonygell.co.uk stating the name of the member of staff you would like to communicate with.

Appendix 1: Key Stage 2 – National Tests

Most children in Year 6 sit the national tests in English, Grammar and Maths. These test produce outcomes referred to as 'Scaled Scores' and a child's performance in each discipline is reported against a scale ranging from 80 (lowest) to 120 (highest).

Where a student achieves a score of 100 or above, they are said to have achieved the national standard, whilst those who are awarded scores less than 100 are said to have not achieved the national standard. Where students achieve a scaled score of well below 100, this means they may benefit from additional support when they arrive at secondary school. In addition, these scores are used by the Department of Education to track pupil progress when they receive their GCSE grades (or equivalent) at the end of Year 11. We also use this information to set basic target grades, but we do so only after carefully considering information provided by Year 6 teachers and also listening to feedback from our Year 7 teaching team.

If you wish to learn more about the Year 6 National Tests and scaled scores, you will find additional information here: Standards & Testing Agency - Key Stage 2

Appendix 2: Cognitive Ability Tests

The tests are called Cognitive Ability Tests (CAT tests) and are widely used in English secondary schools alongside Year 6 transition information to better understand how your child learns. The outcomes of these tests are shared with teachers to allow them to support your child's learning and to better differentiate work. As with a child's scaled scores, we also use this information to set basic target grades.

What are the CATs?

The Cognitive Abilities Tests (CAT4) are a series of diagnostic assessments that are designed to help students and their teachers understand how each student learns and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

While many tests focus on a child's attainment in core subjects, CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning for a student and whether additional support or challenge is needed. There are 4 individual skills tested by the CATs:

- Quantitative: number associations (closely aligned to Maths)
- Verbal: word associations (closely aligned to English)
- Non-verbal: problem-solving using pictures and diagrams (closely aligned to Maths and science-based subjects)
- Spatial: three-dimensional reasoning – (closely aligned to Science and Technology)

Each test is given a score ranging between 60 and 140 with 140 being the highest score available. The national average score is 100.

More information on the CAT4 tests can be found here https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents