



Anglo European School

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Understanding Your Child's Interim Review

Targets – You will recall that all year 7 pupils sit the Cognitive Abilities Test (CAT) early in the first term. One of the outcomes of this testing is an estimated level for the end of National Curriculum Key Stage 3 (KS3). This data cross checked with key stage 2 results where available, inform our target setting process for all subjects. As a result of our assessment throughout year 7 these targets are refined at the start of year 8. Native speakers may well have initial targets that do not reflect their true ability in their language. The Languages department are aware of this and the target will be adjusted at the end of year 7. Once confirmed these targets remain fixed for the remainder of KS3. We do not think it fair to 'move the goal posts' for pupils, even if a child exceeds their target during the course of KS3; indeed this is a cause for celebration. Targets are single KS3 levels.

In key stage 4 (KS4) a new target is generated for each GCSE subject your child is taking. This takes account of expected progress from KS2 and results in English Mathematics and Science at the end of KS3. We also cross check this data with external data from Fischer Family Trust which is provided to us via our Local Authority. Targets are single GCSE grades.

The aggregated targets of all our pupils leads to the setting of statutory whole school targets. These are subject to independent scrutiny and ratified by our governing body.

Current Attainment – Subject teachers and their heads of department are responsible for producing current attainment grades. These are the result of on-going assessment of your child's learning using a wide variety of methods which will vary from subject to subject. In KS3 these are given as levels and in KS4 as GCSE grades.

Do not be too alarmed if current attainment is 2 levels / grades below target early in year 7 or year 10. Many subjects are very hierarchical and progress will occur across the keystage. In KS3 languages attainment grades will start very low, as pupils are generally starting from scratch. As your child moves through each key stage look for progress on previous reviews / reports.

Much confusion and anxiety is caused when current attainment is below that achieved at the end of KS2. This is very likely to occur and is because what a child is expected to know, understand and do to achieve a given level in KS3 is different from the expectation for the same level at KS2. This is a feature of the National Curriculum. See <http://www.parentscentre.gov.uk/> website, The Learning Journeys: curriculum guide for further information about the National Curriculum.

Effort Grade – There is an explanation of this on the review sheet. A grade of 3 should be taken as a warning that effort is borderline and needs to improve to be sure that adequate progress will be made.

Attendance – This gives the number of half day sessions attended as a percentage of the number of sessions school has been open to date. Bear in mind that 90% attendance over a school year, amounts to four weeks absence. A pupil whose attendance is 80% or below would be a serious cause for concern.

In judging your child's progress consider both the effort and attainment relative to target grade. If you have concerns about your child's progress please contact the school, initially via the Pastoral Managers who will ensure your enquiry is dealt with appropriately.

