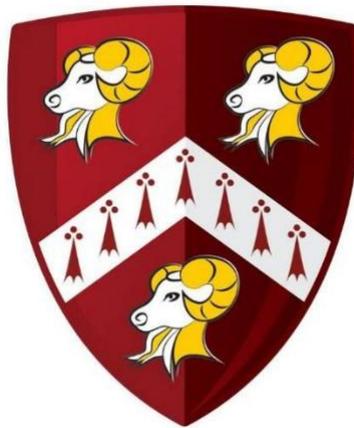


The Ramsey Academy Halstead



Target Setting and Reporting Guide for Parents



Setting targets

At The Ramsey Academy, students are set GCSE targets based on Fischer Family Trust (FFT) estimates. FFT is a non-profit organisation commissioned by the Department for Education that estimates potential individual performance based on how students of similar ability on entry (at the end of Key Stage 2) perform nationally.

FFT provide estimates with varying degrees of challenge, and we use FFT 20 as the basis of our Key Stage 4 targets and is based on the progress seen in the top 20% of schools.

Flightpaths

Using the information provided by FFT, we allocate a 'Flight Path' for each student. We then monitor their progress along this flight path, which helps us to track our students to ensure that they continue to make the necessary progress towards outstanding individual outcomes. Each student is placed on one of four flight paths depending on their ability on entry in Year 7.

Flight paths at the Ramsey Academy are shown below.

- **7-8:** For students who should be aiming for grades 7-8 or higher in their GCSEs.
- **5-6:** For students who should be aiming for grades 5-6 in their GCSEs.
- **4-5:** For students who should be aiming for grades 4-5 in their GCSEs.
- **2-3:** For students who should be aiming for grades up to 4 in their GCSEs.

Students may have different flight paths for different subjects; this is because they are based on the subject specific FFT 20 and Key Stage 2 English and Mathematics standardised scores. We also take into account the progress that students have made in these subjects since they have taken those tests.

GCSEs

Students will take GCSEs that result in a number grade ranging from 9-1 (with 9 being the highest).

When your son/daughter starts their GCSE courses in Year 9 we will set them a very specific GCSE target for individual subjects based on FFT 20, and the progress that students have made in that subject during the Lower School.

Monitoring progress

Year 7 and 8 (lower school)

In the Lower School, teachers will report to parents every half term (with the exception of Autumn Term 1 for Year 7) using the following criteria.

- 5 The student's performance this half-term indicates that they are exceeding expectations and making substantial progress, meaning they may achieve at least one grade higher than their flight path.
- 4 The student's performance this half-term indicates that they are meeting expectations and making good progress, meaning they are on track to achieve the top end of their flight path.
- 3 The student's performance this half-term indicates that they are meeting expectations and making expected progress, meaning they are on track to achieve the bottom end of their flight path.
- 2 The student's performance this half-term indicates that they are making some progress, but are not meeting expectations, meaning they are on track to achieve one grade below their flight path.
- 1 The student's performance this half-term indicates that they are making very little progress, and are not meeting expectations, meaning they are on track to achieve at least two grades below their flight path.

Year 9, 10 and 11 (Upper school)

Teachers will report a predicted grade every half-term so that progress can be measured against their FFT 20 target.

Should your son/daughter continue to make more than expected progress we may review their flight path and/or their GCSE target.

Combined with this information, teachers will also report a Learning Behaviour outcome for individual subjects every half-term. The characteristics that will lead to one of four judgments and that need to be displayed frequently overtime by pupils are summarized below.

O – Outstanding	Drives own learning and challenge Goes the extra mile by consistently displaying curiosity and a love of learning Effort is key to mastery and their value of learning Proactive in seeking and responding to feedback Homework and classwork displays evidence of wider reading and research Positive impact on others learning, e.g. leadership/role model
E – Engaged	Embraces challenges and works hard on tasks Notable effort put into work Classwork and homework fully completed to ability Shows grit Responds well to all feedback Demonstrates a desire to do well and takes responsibility for their own learning Positive impact on others
C – Compliant	Accepts the basic challenge and does what is asked Follows instructions and does what is told Effort is limited – does what is expected but does not go the extra mile Insufficient desire/confidence to achieve full potential Homework and classwork completed adequately Impact on others limited Accepts support but does not seek it
R - Reluctant	Avoids challenge and work, needs reminders to be brought back on task regularly Displays a lack of effort and motivation Lacks homework and or classwork Regularly gives up easily Reluctant to engage with feedback or positive dialogue Limited response to support Can have a negative impact on others

At the Ramsey Academy, we believe in promoting positive Learning Behaviour with the aim of enabling all students to achieve their full potential.