Key Stage 4

Progress, Assessment & Attainment Guidance

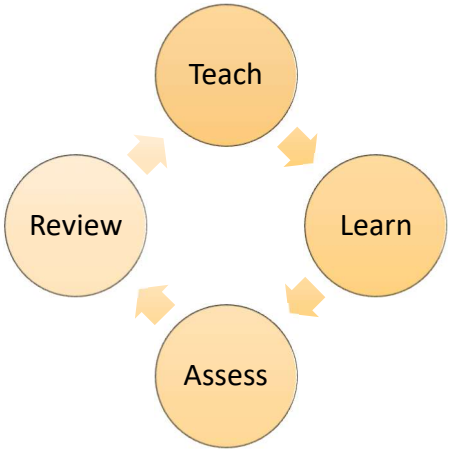
2026/27



RESPECT
EMPATHY
Stowmarket High School
INTEGRITY
SUCCESS

What is our philosophy around reporting progress and attainment at KS3?

At Stowmarket High School, we believe that every child has the ability to reach expected progress and beyond. It is the 'beyond' that we focus on, ensuring all students have tools, skills and drive to fulfil their potential. At Stowmarket High School our teachers employ a cycle that is a constant process:



As skilled practitioners, our teachers, on a day-to-day basis, use this cycle to construct a range of activities including, live marking, low stakes testing, questioning and knowledge retrieval, such as our 'Do Now' tasks at the beginning of each lesson. Each step in the cycle is essential for the teacher to observe students' learning and review areas that need re-teaching to embed the knowledge at a deeper level.

Ultimately, we value every student as an individual, and as such, we want to ensure that each student's progress is measured against their own ability, not against the cohort they are in. We want to ensure each student feels we are valuing their progress as a sense of achievement in line with the potential that is within them.

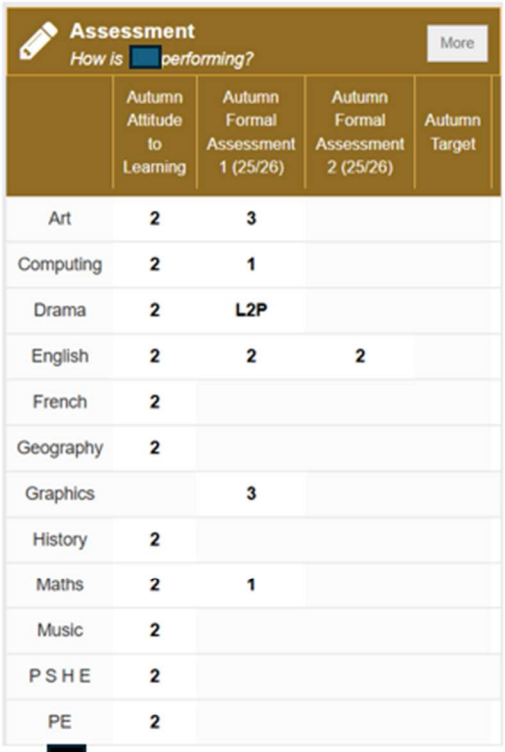
To do this we employ a reporting and assessment cycle where students have formal assessments throughout the year, depending on the amount of time each subject is taught. The results of these assessments are reported home three times a year, with live monitoring of the assessment outcomes available on *MyChildAtSchool Online Portal*. The data used from the assessments is used to improve the learning in the classroom, to then motivate students on areas of learning that needs embedding and to identify areas of weakness that need further exploration.

How can I find out how my child is doing?

There are two ways in which we report to you on your child's academic performance:

1. Via your login to the *MyChildAtSchool Online Portal*
2. Via the *Termly Report* emailed to you

What does my child's progress look like in *MyChildAtSchool Online Portal**?



Assessment
How is [redacted] performing?
More

	Autumn Attitude to Learning	Autumn Formal Assessment 1 (25/26)	Autumn Formal Assessment 2 (25/26)	Autumn Target
Art	2	3		
Computing	2	1		
Drama	2	L2P		
English	2	2	2	
French	2			
Geography	2			
Graphics		3		
History	2			
Maths	2	1		
Music	2			
PSHE	2			
PE	2			

Once you have logged on your child has a dashboard where you can view many features regarding your child's time at SHS, such as behaviour, attendance, attainment etc.

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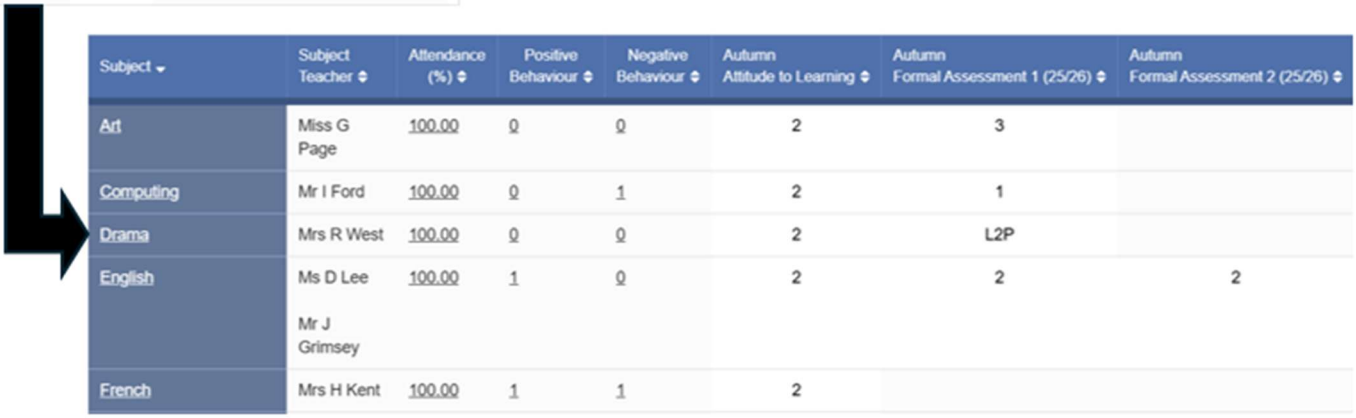
Per subject you can see subject, attitude to learning, formal assessment 1 & formal assessment 2 and target grade.

By clicking on 'More' you then get more detailed information - please the image below.

Image Below

Again, per subject you can view the same information as before. In addition, you will also see positive and negative points per subject, subject attendance, as well as all the formal assessment grades throughout the year.

Please note, in the examples data is missing due to the example not being an actual student.



Subject	Subject Teacher	Attendance (%)	Positive Behaviour	Negative Behaviour	Autumn Attitude to Learning	Autumn Formal Assessment 1 (25/26)	Autumn Formal Assessment 2 (25/26)
Art	Miss G Page	100.00	0	0	2	3	
Computing	Mr I Ford	100.00	0	1	2	1	
Drama	Mrs R West	100.00	0	0	2	L2P	
English	Ms D Lee Mr J Grimsey	100.00	1	0	2	2	2
French	Mrs H Kent	100.00	1	1	2		

**Please note, the assessment and attainment module is not available on the MCAS APP, it can only be seen in the online portal.*

What does my child's *Termly Report* look like?



Progress Report – Autumn 2025-26

Year 11

<<firstname>> <<lastname>>

<<tutor group>>

Attendance - <<percentage>>%

1	2	3	4	5	6	7
Subject	**Target**	**Professional Predicted Grade**	**PRE Public Exam 1**	**Progress**	**A2L**	**Group / teacher(s)**
Art						
Computing						
Drama						
English						
Design						
French						
Geography						
History						
Literacy						
Maths						
Music						
PSHE						
PE						
RSC						
Science						

1. Subject: the subject your child is studying.

2. Target: a grade predicted for the subject at the end of Year 11, taken from KS2 scores – please see page 4 & 5 for further explanation.

3. Professional Predicated Grade: the grade the teacher is predicting in the summer exams.

4. PRE-Public Exam 1: the grade that was achieved in the PRE (mocks) exam.

5. Progress: the distance between current performance and attainment statement – please see page 5 for further explanation.

6. A2L (Attitude to Learning): the attitude to learning grade given to your child for that subject - please see page 6 for further explanation.

7. Group/teacher(s): The member of staff who teaches your child.

Targets: What is a target? How is a target created for my child?

Key Stage 2 Scaled Score:

Each student when they arrive at high school, from primary school, comes with a Key Stage 2 scaled score, from their Key Stage 2 SATS. The score is an average score across the SATS tests completed in English, Maths and Reading.

GCSE Target/Target:

Each student then has a GCSE target generated by the school to make a prediction of what the student should achieve in Year 11 – this is the target that appears on the *Termly Report* and *MyChildAtSchool Online Portal*. To generate our targets, we use Fischer Family Trust data (https://fft.org.uk/), which is taken from hundreds of secondary schools across the country, to model the expected progress each student should make, relative to their prior attainment (Key Stage 2 scores).

In-Year Target:

Year on year the student will improve, and as such the student's ability and competency in that subject will improve. To ensure progress is being made the assessments designed and applied in each subject are then

aligned to the curriculum being taught. The assessments are then measured relative to the ability of student. If the target for a student at the end of KS4 is a 4, then the In-Year target will also be an equivalent 4, relative to the expected progress of the student.

Assessment/s

The assessments noted in the assessment calendar (page 7) are the ones that produce the attainment statement. Please note, the marks/percentages from the assessment are then compared against the In-Year target to produce the attainment statement.

The target grade is an in-year estimation, and the formal assessment grade is the grade your child has achieved in formal assessment.

Attainment Statements: How well is my child performing?

Unlike in Key Stage 3, in Key stage 4, progress is qualified by the distance between an achieved grade and the target grade. You will see in both the *Termly Report* and *MyChildAtSchool Online Portal* the target grade per subject, next to attainment grades, such as PRE-Examination Grade, Progress Grade, and professional predicted grade.

Description
The assessments completed by the student are **above target expected progress**
The assessments completed by the student are **at target and expected progress**
The assessments completed by the student are **below target and expected progress**
The assessments completed by the student are **well below target and expected progress**

As a rule, much like Key Stage 3, attainment can be based on progress relative to a child's individual target/s. Please note, each grade has three fine levels. For example, a grade 4 has the fine levels of 4-, 4 and 4+. The fine level variation allows us to have a more focused understanding of your child's attainment.

Progress Descriptor	Fine Level Variation Vs Target
Above expected progress	3 or more fine levels above target. For example: • If a child has a target of 5 and is given a 6+, we will say the child is *above expected progress*
At expected progress	2 fine levels below and 2 fine levels above target. For example: • If a child has a target of 4 and is given a 3+ or 4-, we will say the child is *at expected progress*. • If the child was given a 4+ or 5- we will also say the child was at *expected progress*
Below expected progress	3 to 5 fine levels below target. For example: • If a child has a target of 5 and is given a 4, we will say the child is below *expected progress*
Well below expected progress	6 or more fine levels below target. For example: • If a child has a target of a 3 and is given a 1, we will say the child is *well below expected progress*

Attitude to Learning (A2L): How well is my child performing?

Attitude to Learning is vitally important, and is often the main performance descriptor we are interested in. Attitude to Learning allows the teacher to assess the effort, productivity, and application of a student in their lesson. In most case, where this is *Excellent* or *Good,* then so will the progress and attainment.

These descriptors are selected by the teacher, for each subject, three times a year, when the *Termly Report* is completed.

1. Excellent	**2. Good**
• Highly motivated to succeed; punctual, organised and extremely focused, including excellent attendance. • Responsible for their learning; consistently goes beyond what is expected and regularly works independently. • A reflective and resilient learner who responds positively to feedback and acts on advice in order to make progress. • Engagement is excellent, including regular and thoughtful contributions	• Motivated to succeed; punctual, organised, and focused, including good attendance. • In control of their learning, with instruction and guidance, and can work independently. • A willing and resilient learner who responds positively to feedback and wants to make progress. • Engagement is good, including regular contributions.
3. Inconsistent	**4. Unsatisfactory**
• Sometimes motivated to succeed; occasionally showing interest in lessons. Attendance may be sporadic. • Struggles to take responsibility for their learning and finds it difficult to work independently. • An able learner who sometimes acts on feedback, but resilience hinders progress. Needs a desire to improve. • Engagement and interest are inconsistent. Contributions are irregular	• Rarely motivated to succeed; progress may be affected by poor attendance, punctuality, and lack of equipment. • Often unfocused and cannot work independently. Very easily distracted when learning. • A learner who lacks resilience and does not act upon feedback. Does not know what progress looks like. • Engagement and interest are unsatisfactory. Contributions are limited

The words in green are the key words that run through each descriptor. These are rooted in our key values, and we ask all students to think about these words when considering their attitude to learning.

How often do we report to parents/guardians?

We understand that families want to know how their children are doing, and as such, we want to report progress on a regular basis. We also understand, due to the nature of timetabling and some subjects having more teaching time than others, that some subjects will assess more often than others. Please see below the assessment calendar for 2026/27 for all subjects in KS4.

The following report dates indicate when we, as a school, will send home a *Termly report*. The school report will include Target, Predicted Grade, Progress and A2L, per subject, for all assessments completed in that term. For up-to-date information on assessment performance, this information is reported via the *MyChildAtSchool Online Portal* and is line with the calendar below.

- Week beginning 14th December 2026
- Week Beginning 22nd March 2027
- Week Beginning 12th July 2027

Year 10 Assessment Calendar

Year 10 (Fri)	FA1	FA2	FA3	FA4	FA5	FA6 (PRE)
English Literature	16-Oct-26	11-Dec-26	5-Feb-27	19-Mar-27	14-May-27	1-Jul-27
English Language						
Maths	9-Oct-26	11-Dec-26	5-Feb-27	2-May-27	8-Jul-27	
Science Double	16-Oct-26	11-Dec-26	19-Mar-27	8-Jul-27		
Chemistry	16-Oct-26	11-Dec-26	19-Mar-27	8-Jul-27		
Physics	16-Oct-26	11-Dec-26	19-Mar-27	8-Jul-27		
Biology	16-Oct-26	11-Dec-26	19-Mar-27	8-Jul-27		
Geography	16-Oct-26	19-Mar-27	1-Jul-27			
History	11-Dec-26	19-Mar-27	1-Jul-27			
Computer Science	11-Dec-26	19-Mar-27	1-Jul-27			
Business Studies	11-Dec-26	19-Mar-27	10-May-27	1-Jul-27		
Engineering	11-Dec-26	19-Mar-27	1-Jul-27			
Resistant Materials	11-Dec-26	19-Mar-27	1-Jul-27			
Hospitality & Catering	11-Dec-26	19-Mar-27	1-Jul-27			
GCSE PE	11-Dec-26	19-Mar-27	1-Jul-27			
German						
French	16-Oct-26	11-Dec-26	19-Mar-27	1-Jul-27		
Health & Social Care	16-Oct-26	11-Dec-26	5-Feb-27	19-Mar-27	14-May-27	1-Jul-27
Child Development	16-Oct-26	11-Dec-26	5-Feb-27	19-Mar-27	14-May-27	1-Jul-27
Art	11-Dec-26	19-Mar-27	1-Jul-27			

Photography	11-Dec-26	19-Mar-27	1-Jul-27	
Drama	11-Dec-26	19-Mar-27	7-Jul-27	

FA = Formal Assessment

Year 11 Assessment Calendar

Year 11 (Fri)	FA1	FA2 (PRE)	FA3	FA4 (PRE)
English Literature	16-Oct-26	11-Dec-26	5-Feb-27	19-Mar-27
English Language				
Maths	9-Oct-26	11-Dec-26	5-Feb-27	19-Mar-27
Science Double	16-Oct-26	11-Dec-26	19-Mar-27	
Chemistry	16-Oct-26	11-Dec-26	19-Mar-27	
Physics	16-Oct-26	11-Dec-26	19-Mar-27	
Biology	16-Oct-26	11-Dec-26	19-Mar-27	
Geography	16-Oct-26	11-Dec-26	19-Mar-27	
History	16-Oct-26	11-Dec-26	19-Mar-27	
Computer Science	16-Oct-26	11-Dec-26	19-Mar-27	
Creative I Media	16-Oct-26	19-Mar-27		
Business Studies	16-Oct-26	11-Dec-26	19-Mar-27	
Engineering	11-Dec-26	19-Mar-27		
Graphics	11-Dec-26	19-Mar-27		
Resistant Materials	11-Dec-26	19-Mar-27		
Textiles	11-Dec-26	19-Mar-27		
Hospitality & Catering	11-Dec-26	19-Mar-27		
GCSE PE	16-Oct-26	4-Jan-27	19-Mar-27	
German	16-Oct-26	12-Dec-25	19-Mar-27	
French				
Health & Social Care	16-Oct-26	11-Dec-26	19-Mar-27	
Child Development	16-Oct-26	11-Dec-26	19-Mar-27	
Art	16-Oct-26	11-Dec-26	19-Mar-27	
Photography	16-Oct-26	11-Dec-26	19-Mar-27	
Drama	11-Dec-26	19-Mar-27		

FA = Formal Assessment

Further Information

Further information regarding target setting

We are very conscious not to put a ceiling on the aspiration and potential of our students. Whilst a target is a guide to achievement and attainment, it is only that, and we believe all students should strive to achieve well beyond any target or benchmark given to them. Additionally, the national target setting procedure employed by both Fischer Family Trust and The Department for Education does not necessarily consider the following:

1. Students learn and acquire knowledge at different rates.
2. Students' experiences of education can vary quite drastically between high school and primary school due to many factors.
3. The target predictions are based on the performance of students from the last set of GCSE results. In times, such as ours, with boundaries at GCSE moving quite dramatically, it means the targets given can also move as well.

With all this in mind and following the Department for Education guidance on assessments without levels (https://www.gov.uk/government/publications/approaches-to-assessment-without-levels-in-schools) we want our students to strive for progress. Students in class will be told marks or a percentage they achieved in test. However, our focus is on progress, and the attainment statements are then used to inform a student, and parent/guardian, on the quality of the assessment completed, comparative to their ability and their ability only.

Further information on how we assess students.

We assess the learning of students in two ways allowing our teachers to act swiftly and appropriately to the needs of students. These are as follows:

FORMATIVE	SUMMATIVE
Formative assessment is a continuous form of assessment that is central to the classroom and the role of the teacher. Examples include: - Quizzes - Low Stakes Testing - Show Me Boards - Live Marking - Questioning - Classwork	Summative assessment occurs after a block of learning to check for understanding. Summative assessment helps validate formative assessment and is a periodic method to check a student's progress: Examples include: - End of unit tests - Mock exams - Non-examined assessments - Formal examinations

Formative assessment is what we want our teachers to focus on most. Evidence and research reports that the formative assessment has the greatest impact on learning. Formative assessment does not involve grading of work, but rather the teacher identifying a student's strengths and weakness and then adapting the learning to ensure the student can improve.