Casterton College Rutland

Reporting Progress at CCR

A guide for
students and parents/carers
2023/24

**Rutland and Stamford's
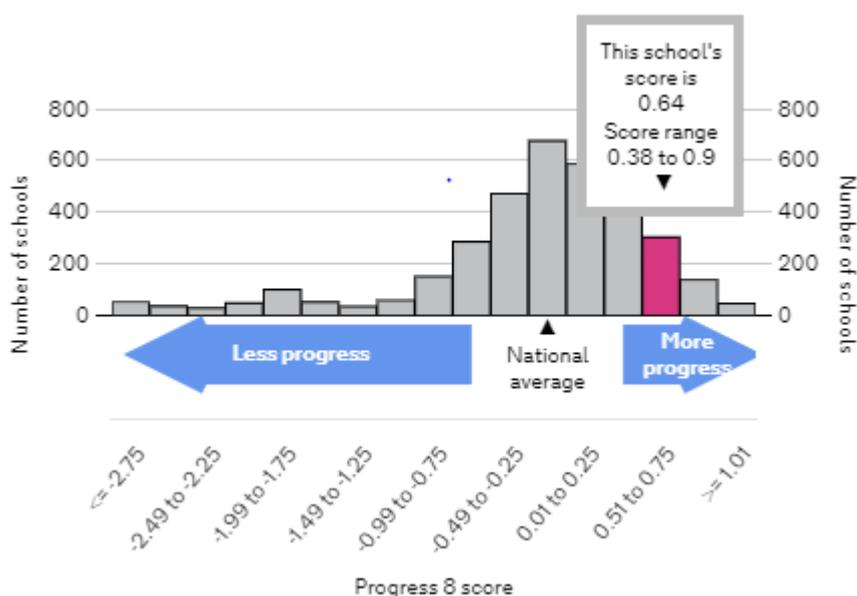Highest Performing Secondary School**

INTRODUCTION

Casterton achieves excellent progress for its students. For example, last year's GCSE outcomes put Casterton's Progress 8 score at +0.64 which means Casterton is toward the top end of schools nationally for student progress as shown in the graphic below.

Source: Department for Education (2023)

https://www.find-school-performance-data.service.gov.uk/school/137340/casterton-college-rutland/secondary

The purpose of this document is to give parents a brief overview of how we teach, measure attainment and progress throughout your child's time at Casterton to create such positive outcomes.

The Casterton ethos

The underlying principle behind our teaching is that **ability is not fixed**. In other words, we aspire for all students to succeed and promote a positive approach to making progress in their studies. Whatever their starting point on joining Casterton, or current situation, with the right attitude and collaboration of student, parent and teacher they can thrive.

The Casterton Curriculum

Individual subject curriculum statements are available on the school website. However, there are common approaches across all our subjects. These are:

Core Knowledge tests: This involves testing to ensure that students learn and retain the most important knowledge required to develop understanding in a subject.

Reading for Meaning: This requires students to read nonfiction texts linked to their different subjects and demonstrate their understanding via testing.

Academic Writing: This focuses of the style of writing required for each subject. For example, the style of writing required for a story in English is very different to that required to write up and analyse a science experiment.

Casterton assessment language

Checkpoint Assessments: These will be tasks or tests which assess the current topic knowledge and skills they have been learning about.

Key Assessments: These will be tasks or tests which assess more prolonged periods of teaching and learning: for example, assessing learning over several terms.

Pre Public Exams (PPE): These are (mock) exams in Key Stage 4 which will involve students sitting full/partial GCSE papers in the same conditions as their final GCSE's.

How will progress be reported?

There will be three Progress Reports sent home over the course of the academic year.

How do Progress Reports show student progress?

Key Stage 3 (Years 7-9)

We use **SAGE** and '**Working at' grades** to grade our students' attainment.

What **SAGE** means:	A student maintaining this level of attainment as they progress through the school is likely to achieve these grades at GCSE.
Scholastic Excellence	Grades 7, 8 and 9
Advanced	Grade 6
Good/GCSE Ready	Grades 4 and 5
Emerging	Grades 1,2 and 3

SAGE is used for:

In Years 7 and 8	English, Maths, Science, History, Geography and Modern Foreign Languages
In Year 9	All subjects

For other subjects in Years 7 and 8 we report against age expectation or what we would expect the standard to be for a student in Year 7 or 8 ('working at' grades). We do this because students come to us with very different exposure to subjects such as Design or Computing at primary school. As these subjects have slightly less curriculum time we want to ensure that students have time to build knowledge and skills prior to assessing them against SAGE.

The Progress Report is then colour coded based on how well the student is progressing compared with how we would expect them to be, given their ability when they left primary school. We can do this by using Department for Education data linking Key Stage 2 outcomes (or we use our internal testing where that is not available) to attainment at GCSE. We use this information to set students a Gold SAGE as a target, we then colour code reports to indicate their progress toward the Gold SAGE and their progress compared with students nationally who left primary school with similar outcomes.

Current SAGE position – a guide to colour coding

Making very good progress –   **Working better than similar ability students nationally**
Making good progress –   **Working in line with similar ability students nationally**
Average progress –   **Performance is not currently consistently strong enough to indicate they will achieve their full potential**
Working below our expectations and at risk of underperformance

Key Stage 3 'working at' grades

The descriptors of 'working at grades' reflect the wording used in Primary Schools in Key Stage 2.

Working at grade description
Working significantly above expected standard
Working above expected standard
Working at expected standard
Working toward expected standard

Key Stage 4 reporting (Years 10 and 11)

Student Progress Reports use the newer style numerical GCSE grades (or BTEC/CNAT if applicable)

OLD GCSE grades	NEW GCSE grades	CNAT (Points value shown in brackets)	BTEC (Points value shown in brackets)
A*	8 & 9	Distinction* Level 2 (8.5)	Distinction* Level 2 (8.5)
A	7	Distinction Level 2 (7)	Distinction Level 2 (7)
B	6	Merit Level 2 (5.5)	Merit Level 2 (5.5)
B/C	5		
C	4	Pass Level 2 (4)	Pass Level 2 (4)
D	3	Distinction Level 1 (3)	Distinction Level 1 (3)
E/F	2	Merit Level 1 (2)	Merit Level 1 (2)
G	1	Pass Level 1 (1.25)	Pass Level 1 (1.25)

Students are set a Gold Grade which is a highly aspirational target based on the progress we would have expected them to make since joining us from primary school. This is based on Department for Education Attainment 8 estimates and allows us to monitor student progression compared to similar students nationally.

The Progress Report is then colour coded so parents and students can quickly see whether their trajectory over their GCSE course is showing progress to be positive.

Making very good progress –
Working better than similar ability students nationally meaning their Gold grade in achievable

Making good progress –
Working in line with similar ability students nationally

Reasonable progress –
However we believe that the student has the capability to achieve better outcomes

We are concerned that current progress may not lead
to the outcomes we believe they are capable of

Progress Ladders

Following the Progress Point and Progress Report we will create a Progress Ladder for the year group. The Progress Ladder will look at each student's progress in the round and award them a place on the ladder. The Progress Ladder will be reported to students and parents and be used to put support plans in place where necessary.

Progress Ladder	Place is based on
Key Stage 3	SAGE, Working at Levels. Attitude to Learning and Accelerated Reader score.
Key Stage 4	GCSE grades and Attitude to Learning

Platinum	**Overall performance excellent compared with similar students nationally.**
Gold	**Overall performance suggests very good progress compared with similar students nationally.**
Silver	**Overall performance suggests good progress compared with similar students nationally.**
Bronze	**Overall performance suggests positive progress compared with similar students nationally.**
Amber	**Overall performance suggests that progress has room for improvement and the student may be at risk of not achieving to their potential.**
Red	**Stop. Something is not going right and the student is at risk of substancially underperforming.**

As well as receiving three Progress Reports and Progress Ladder reports a year, parents will also have a Parents Evening and a summative Tutor Report.