



# Assessment, Recording and Reporting Policy 2016-17

(Updated July 2016; due for review July 2017)

## 1. Principles, rationale and aims

At ECS we have high expectations of what our students can achieve. Good quality assessment, target setting and intervention is central to raising attainment at student, class, department and whole school levels.

This policy has been developed in response to recent policy changes at a national level:

- National Curriculum Levels were scrapped from September 2014
- A new National Curriculum has been published for KS2, KS3 and KS4 for use from September 2014
- New GCSE qualifications in English and Maths will be first examined in 2017 (starting with Yr 10 2015-16)
- New GCSE qualifications in foundation subjects will be first examined in 2018 (starting with Yr 9 2015-16)
- These New GCSEs will be graded on a 9-1 scale, with 9 being a higher standard than the current A\* grade

This policy, together with the school's Feedback and Assessment Policy 2016-17, aims to:

- support the development of a 5-year programme of study for Yr 7-11
- provide a consistent system of recording and reporting across KS3 and KS4
- focus on progress and aspiring for excellence
- be motivating for students
- be clear to students, parents and teachers
- report whether students are meeting national age expectations
- provide accountability measures for middle and senior leaders

## 2. The New GCSE 9-1 scale

In 2015, the DfE published guidance of how the New GCSE 9-1 grades will initially align with old GCSE grades, which is summarised in Table 1. The DfE has advised that the new Grade 5 will be the new minimum expected standard at the end of KS4. This will be aligned to international standards, which potentially means that the skills and knowledge required for a Grade 5 may change over time.

Old NC Level	Old GCSE grade	New GCSE grade	Notes
n/a		9	The top 20 per cent of those who get grade 7 or above will get a grade 9.
n/a	A*	8	(details to be confirmed – probably the next 40% of those who get grade 7 or better)
n/a	A	7	Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above. The bottom of new grade 7 will be closely aligned with the bottom of current grade A.
8a	B1	6	
8b	B2		
8c	B3	5	Grade 5 will be positioned in the top third of the marks for a current grade C and the bottom third of the marks for a current grade B. This will mean it will be of greater demand than the present grade C
7a	C1		
7b	C2	4	Broadly the same proportion of students will achieve a grade 4 and above as currently receive a grade C and above. The bottom of new grade 4 will be closely aligned to the bottom of current grade C.
7c	C3		
6a	D1	3	(details to be confirmed)
6b	D2		
6c	D3		
5a	E1	2	(details to be confirmed)
5b	E2		
5c	E3		
4a	F1	1	The bottom of new grade 1 will be closely aligned to the bottom of current grade G
4b	F2		
4c	F3		
3a	G1	1	The bottom of new grade 1 will be closely aligned to the bottom of current grade G
3b	G2		
3c	G3		
	U	U	

**Table 1:** Equivalence of old NC Levels, old GCSE grades and new GCSE grades

### 3. Age Expectations

KS2 Levels (and/or CATS, reading tests, etc.) are used to place students into five attainment bands for English and Maths, outlined in Table 2. Foundation subjects will, by agreement, use the English or Maths band for tracking purposes, or use a band assigned following a base-line assessment at the start of Year 7 (see Table 4).

Band	Colour	Old KS2 Levels	New KS2 Scores	Description	GCSE indicators
Excellence	Purple	6	115-120	Working <b>significantly above</b> age expectation	8-9 or A*
Secure	Blue	5	109-114	Working <b>above</b> age expectation	6-7 or A/B1/B2
Developing	Green	4	100-108	Working <b>at</b> age expectation	5 or B3/C1
Foundation	Yellow	3	92-96	Working <b>below</b> age expectation	4 or C2/C3/D
Intervention	Red	2 or below	80-91	Working <b>significantly below</b> age expectation	1-3 or E/F/G

*Table 2: The five attainment bands*

Age expectations (shown Green) for each Year have been produced using a scale progressing from the expected standards at KS2 (an old NC Level 4) to the expected standard at KS4, a Grade 5 on the new GCSE scale. See Table 3.

### 4. Curriculum planning and Life without Levels

Faculties and departments will use the Table 3 below to map the new National Curriculum and exam specifications to the 9-1 scale by cross referencing with old NC Levels and exam specifications.

The starting point is for each subject area to identify the core knowledge and skills that students will need to master in order to be successful at GCSE. This will be based on the knowledge and skills that subject staff know to be key to success in KS4 and also link to the new National Curriculum programmes of study. This information can then be used to plan backwards, developing a curriculum for Years 7 to 11.

The introduction of the 9-1 GCSE scale and the scrapping of NC Levels represent an opportunity to develop a consistent system of tracking attainment and progress across KS3 and KS4. At ECS we will use the 9-1 scale for all year groups in both Key Stages. To avoid talking about potentially low and demotivating GCSE grades in Year 7 and 8, we will talk about "Steps" rather than "Grades". However, when planning the curriculum, Faculties must ensure that a Step 3 is equivalent to a Grade 3 in terms of skills and knowledge.

We will continue to split Steps and Grades into three sub-Steps or sub-Grades, using the a/b/c notation to support closer monitoring and target setting.

New KS2 Score	Old NC Level	Old GCSE grade	New KS3 ECS 'Step'	New KS4 GCSE grade	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
n/a	n/a	n/a		g9a						
				g9b						
				g9c						
	n/a	A*1		g8a						
		A*2		g8b						
		A*3		g8c						
	n/a	A1		g7a						
		A2		g7b						
		A3		g7c						
	8a	B1	s6a	g6a						
	8b	B2	s6b	g6b						
			s6c	g6c						
	8c	B3	s5a	g5a						
	7a	C1	s5b	g5b						
			s5c	g5c						
7b	C2	s4a	g4a							
7c	C3	s4b	g4b							
		s4c	g4c							
118-120	6a	D1	s3a	g3a						
115-117	6b	D2	s3b	g3b						
	6c	D3								
112-114	5a	E1	s3c	g3c						
109-111	5b	E2	s2a	g2a						
	5c	E3								
106-108	4a	F1	s2b	g2b						
103-105	4b	F2	s2c	g2c						
100-102	4c	F3	s1a	g1a						
96-99	3a	G1	s1b	g1b						
	3b	G2								
92-95	3c	G3	s1c	g1c						
88-91	2a	U	sTa	gU						
84-87	2b	U	sTb	gU						
80-83	2c	U	sTc	gU						

**Table 3: Age expectations from Year 6-11 with Steps / Grades**

## 5. Target Setting

**Key Stage 3 (Years 7&8):** In each subject, students will be given a Target Step (TS), within their assigned band for the end of Yr 8, and a Challenge Step (CS), two sub-Steps higher.

**Key Stage 4 (Years 9-11):** In each subject, students will be given a Target Grade (TG), within their assigned band for the end of Yr 11, and a Challenge Grade (CG), one grade higher.

Table 4 outlines which band will be used for target-setting and tracking purposes for each subject, for both KS3 and KS4.

KS2 English used	KS2 Maths used	KS2 English and Maths average used	Year 7 baseline assessment used
English	Maths	All Sciences	Art
English Literature	Economics	Business Studies	Photography
History	Computer Science	Geography	Drama
All MFLs		Product Design (KS4)	Music
Citizenship		Food (KS4)	PE
HSC		Textiles (KS4)	DT and Textiles (KS3)
R&L			
Media Studies			
Sociology			

**Table 4:** Data used to assign an attainment band by subject

**Key Stage 5 (Years 12-14):** In each subject, students will be given a Target Grade (TG) using UK Plus (LAT) predictions, based on KS4 data, so that a student achieving their target will attain in the top 25% of students nationally. Students will also be given a Challenge Grade (CG), one grade higher than the associated Target Grade.

As the school will be judged on the progress made from KS2-4 and KS4-5, Target Grades may only be revised *upwards*, using assessment evidence. In addition, teachers and parents should encourage students to work towards their Challenge Grade where possible, thus ensuring every student has a target that has an element of stretch and challenge.

## 6. Tracking progress and reporting to parents

For each Key Stage, there are four 'Assessment Periods' in an academic year (see Table 5). Each of these is followed by a 'Data Window' during which staff report attainment and progress data for each student (see Table 6). Once a year each student will also receive a brief written comment summarising achievement and a brief written target. This data, along with attendance data, is used to produce Student Profiles, which act as records of attainment and progress across the year (see Appendix 1 and 2).

<b>DATA WINDOWS 2016-2017</b>				
<b>KS4/5 Year 10, 11, 12 &amp; 13</b>				
	<b>Data Window 1</b>	<b>Data Window 2</b>	<b>Data Window 3</b>	<b>Data Window 4 Year 10 &amp; 12 (L3 BTECS) only</b>
<b>Assessment period</b>	Weeks 1—6	Weeks 7—14	Weeks 15—24	Weeks 25—36
<b>Data window dates</b>	17/10/16 – 2/11/16	19/12/16 – 11/1/17	13/3/17 – 23/3/17	26/6/17 – 5/7/17
<b>Profiles issued</b>	w/b 7/11/16 Yr11 w/b 14/11/16 Yr10, 12 & 13	w/b 23/1/17	w/b 17/4/17	w/b 17/7/17
<b>Subject Teacher comments</b>	Year 10	Year 11 & 13	Year 12	
<b>Parents Evenings</b>	6 <sup>th</sup> Form Open Evening – 24/11/15 6 <sup>th</sup> Form – 08/12/16 Year 11 - 10/11/16 Year 10 - 27/04/17			
<b>Curriculum Evenings</b>	Year 11 – 19/01/17 Year 10 – 25/05/17			
<b>KS3/4 Year 7, 9 &amp; 8</b>				
	<b>Data Window 1</b>	<b>Data Window 2</b>	<b>Data Window 3</b>	<b>Data Window 4</b>
<b>Assessment period</b>	Weeks 1—9	Weeks 10—19	Weeks 20—28	Weeks 29—36
<b>Data window dates</b>	14/11/16 – 23/11/16	30/1/17 – 08/2/17	24/4/17 – 3/5/17	26/6/17 – 5/7/17
<b>Profiles issued</b>	w/b 5/12/16	w/b 27/2/17	w/b 15/5/17	w/b 17/7/17
<b>Subject Teacher comments</b>	Year 9	Year 8	Year 7	
<b>Parents Evenings</b>	Year 9 – 18/05/17 Year 8 – 30/03/17 Year 7 – 02/03/17			
<b>Curriculum Evenings</b>	Year 9 – 17/11/16 Year 8 – 16/03/17 Year 7 – 01/12/16			
<b>ACADEMIC REVIEW DAYS</b>				
ARD 1 – 22/09/16 ARD 2 – 24/01/17				

**Table 5: Assessment Cycle and Data Windows schedule 2016-17**

At each Data Window:

KS	Staff record...	The school reports to parents...
3	Effort Grade ( <i>prepopulated</i> ) Working at Grade (WaS) Predicted Grade (PS) Comment / Target (yearly)	Effort Grade ( <b>Table 7</b> ) WaS & attainment relative to age expectation ( <b>Table 3</b> ) Predicted Step <i>for end of KS3</i> ( <b>Table 8</b> ) Comment / Target (yearly)
4	Effort Grade ( <i>prepopulated</i> ) Working at Grade (WaG) Predicted Grade (PG) Comment / Target (yearly)	Effort Grade ( <b>Table 7</b> ) WaG & attainment relative to age expectation ( <b>Table 3</b> ) Predicted Grade <i>for end of KS4</i> ( <b>Table 8</b> ) Comment / Target (yearly)
5	Effort Grade ( <i>prepopulated</i> ) Working at Grade (WaG) Predicted Grade (PG) Comment / Target (yearly)	Effort Grade ( <b>Table 7</b> ) Working at Grade (WaG) Predicted Grade <i>for end of KS5</i> Comment / Target (yearly)

**Table 6:** Reporting requirements for teachers

The **Effort Grade** scale is shown in Table 7. The link to Class Points is also shown; effort grades are pre-populated in Data Window marksheets using these criteria.

Effort	Colour	Class Points
Excellent	<b>E</b>	75% 3s, 100% 2/3s, no 8/9
Very good	<b>V</b>	50% 3, 100% 2/3s, no 8/9
Good	<b>G</b>	90% 2/3s, 10% and less 1s, no 8/9
Requires improvement	<b>R</b>	Does not meet any of the other criteria
Unsatisfactory	<b>U</b>	More than 15% 8/9

**Table 7:** Effort indicators

**Working at Steps / Grades** (WaS / WaG) are professional judgements by class teachers of current performance, based on a range of evidence such as assessed pieces of work, classwork, homework, ISBLs and internal test scores collected over each 'Assessment Period' (dates outlined in Table 5). Working at Steps / Grades are a way of demonstrating and monitoring progression over time and should be considered along-side Predicted Steps / Grades, discussed below.

Working at Steps / Grades will be coloured (in SIMS marksheets and on Student Profiles) according to attainment relative to age expectations. See Tables 2 and 3 above.

In KS3, a **Predicted Step (PS)** is the Step that a teacher thinks a student will achieve at the end of Year 8, based on their current performance. In KS4 and KS5 a **Predicted Grade (PG)**, this is the Grade that a teacher thinks a student will achieve in their examinations based on current performance. These are professional judgements and based on a range of evidence collected to date, such as assessed pieces of work, internal test scores, application and attitude in class, quality of homework and, finally, ability to progress further over the rest of the year / course. Predicted Steps / Grades can go up as well as down but should be as precise as possible to ensure interventions are targeted appropriately and that whole-school statistics are as reliable.

*For most students at Key Stages 3 and 4, at each Data Window a PS / PG should represent 2 sub-Steps or 2 sub-Grades of progress per year beyond the current WaS / WaG. This is assuming that a student is working well (i.e. 'Good' effort). Students with 'Very Good' or 'Excellent' effort may be predicted to make more progress, whilst those with 'satisfactory' or 'unsatisfactory' effort may be predicted to make less progress. See examples in the Student Profiles in the Appendices.*

Predicted Steps / Grades will be coloured (in SIMS marksheets and on Student Profiles) by comparing with Target Steps / Grades and using the system summarised in Table 8.

Predicted Step (KS3)	Colour	Predicted Grades (KS4)
<b>Excellent progress:</b> on track to achieve Challenge Step		<b>Excellent progress:</b> on track to achieve Challenge Grade
<b>Very good progress:</b> on track to exceed Target Step		<b>Very good progress:</b> on track to exceed Target Grade
<b>Good progress:</b> on track to achieve Target Step		<b>Good progress:</b> on track to achieve Target Grade
Progress towards Target Step <b>requires improvement</b>		Progress towards Target Grade <b>requires improvement</b>
Progress towards Target Step is <b>unsatisfactory</b>		Progress towards Target Grade is <b>unsatisfactory</b>

**Table 8:** Progress indicators

## 7. BTEC qualifications

The DfE have recently provided clarification on how Level 1 and Level 2 BTEC qualifications will align with the 9-1 GCSE scale (Table 9). However, these may be subject to change.



<b>BTEC First Award Grade</b>	<b>GCSE points equivalent</b>
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Pass	1.75

**Table 9: BTEC and new GCSE equivalence**

Therefore, we can use the same 5 attainment bands for BTEC courses (Table 10). Notice, however, that a Level 2 Pass is no longer considered to be meeting national age expectation as it is aligned with a GCSE grade 4.

<b>Band</b>	<b>Colour</b>	<b>Old KS2 Levels</b>	<b>New KS2 Scores</b>	<b>Description</b>	<b>BTEC indicators</b>
Excellence		6 oe	115-120	Working <b>significantly above</b> age expectation	L2 DN*
Secure		5 oe	109-114	Working <b>above</b> age expectation	L2 DN
Developing		4 oe	100-108	Working <b>at</b> age expectation	L2 MT
Foundation		3 oe	92-96	Working <b>below</b> age expectation	L2 PS
Intervention		2 oe	91 or below	Working <b>significantly below</b> age expectation	L1 PS

**Table 10: the five attainment bands for BTEC courses**

## **8. Prior Attainment Data**

At the start of the academic year (or as soon as the information is made available), class teachers will be issued with all relevant prior attainment data for the students they teach via SIMS marksheets. This will include the following:

- **Key Stage 3 (Years 7 & 8):** Key Stage 2 Test results; CAT scores; Step attained at the end of the previous academic year; Target Steps and Challenge Steps for the end of Key Stage 3; reading age; relevant SEN and EAL information; Able, Gifted & Talented information

- **Key Stage 4 (Years 9-11):** Teacher Assessment Steps for the end of KS3 (Year 8); predicted grade attained at the end of the previous academic year; Target grades and Challenge Grades for the end of the course; reading age; relevant SEN and EAL information; Able, Gifted & Talented information
- **Key Stage 5 (Years 12-14):** End of Key Stage 4 GCSE and BTEC results; AS Results; predicted grades attained at the end of the previous academic year; Target grades and Challenge Grades for the end of the course; reading age; relevant SEN and EAL information; Able, Gifted & Talented information

## 9. Monitoring

Middle leaders should make sure that:

- clear assessment guidelines for staff are in place
- teachers use assessment information to inform their planning and support differentiated activities for individuals and groups of students.
- there are regular assessments corresponding to the four Assessment Periods and a variety of assessment tasks.
- specific assessment tasks feed into decisions regarding predicted grades for each data window.
- predicted grades are moderated to ensure consistency of approach and accurate predictions for students, parents and for school monitoring processes.
- staff are aware that the predictions they make for individual students are also used by Middle Leaders and the Leadership Team to monitor the progress of cohorts of students, progress within faculties and progress at a whole-school level. Intervention strategies can only be targeted appropriately if the data collected is accurate, up-to-date and reliable.

Senior leaders will:

- monitor the progress of cohorts of students
- monitor the progress within subjects and faculties towards agreed performance targets
- monitor progress at a whole-school level towards performance measures
- discuss the above with Heads of Faculty through line-management meetings and through 'Raising Standards' meetings with the nominated DHT, following each Data Window

## **10. Tracking and Interventions**

After each Data Window, monitoring of student progress and effort grades will occur at various levels:

- **Tutors** –will feed into the mentoring process and target setting activities in tutor time
- **Heads of House** – underachievement across subjects will trigger interventions
- **Heads of Faculty** – underachievement of individual students and groups will trigger interventions
- **Leadership Team** – key exam cohorts will be monitored for patterns of underachievement which will result in targeted interventions for groups of students.

Through mentoring we ensure students and parents/carers are involved in setting short term goals and monitoring progress. After the publication of every profile, the mentor will discuss with students one-to-one successes and areas of concern. The mentor and student will agree a specific short term target for the student to action before the next profile to ensure progress is sustained and s/he keeps on track.

*Please also refer to the school's Academic Interventions SOP 2015.*

## **11. Parents' Evenings**

Once a year each Year group has a parents evening where parents will be able to talk with classroom teachers about the predicted grades set in the profile and the progress and effort their son/daughter is making in the year. Again this is an opportunity for subject specific targets to be agreed between home and school.

**Please note:** It is a requirement that, for each Parent's Evening, relevant class sets of books / folders should be marked up-to-date, and be discussed as part of the conversation with parents and students.

## Appendix 1: sample KS3 Student Profiles

Peter Pewpill achieved a Level 4a in English and 4b in Maths at KS2. Therefore he is assigned to the 'Developing' band for both subjects on entry in Year 7.

Student: Peter Pewpill, Form: BM4, Year: 8													Attendance: 98.2% Authorised Absences: 5 Unauthorised Absences: 0		
SUBJECT	End of KS3 Target Step	End of KS3 Challenge Step	Jul- Oct			Nov-Dec			Jan-Mar			Apr-Jun			Achievement & Targets Set: date
			Effort	WaS	PS	Effort	WaS	PS	Effort	WaS	PS	Effort	WaS	PS	
ENGLISH	s3a	s4b	R	s3c	s3b	R	s3c	s3b	G	s3b	s3a	G	s3a	s3a	• Comment • Target
MATHS	s3b	s4c	G	s3c	s3a	V	s3b	s3a	V	s3a	s4c	V	s4c	s4c	• Comment • Target
SCIENCE	s3b	s4c	R	s2a	s3c	R	s2a	s3c	R	s3c	s3c	R	s3c	s3c	• Comment • Target
RELIGION & LIFE	s3a	s4b	R	s2b	s3c	R	s2a	s3c	U	s2a	s2a	U	s2a	s2a	• Comment • Target
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

### Key:

Colour	Effort	Working at Step (WaS)	Predicted Step (PS)
Excellent	Working <b>significantly above</b> age expectation. GCSE indicator: g8 or better	<b>Excellent progress:</b> on track to achieve Challenge Step	
Very good	Working <b>above</b> age expectation. GCSE indicator: g6 or better	<b>Very good progress:</b> on track to exceed Target Step	
Good	Working <b>at</b> age expectation. GCSE indicator: g5 or better	<b>Good progress:</b> on track to achieve Target Step	
Requires improvement	Working <b>below</b> age expectation. GCSE indicator: g4 or better	Progress towards Target Step <b>requires improvement</b>	
Unsatisfactory	Working <b>significantly below</b> age expectation. GCSE indicator: g3 or better	Progress towards Target Step is <b>unsatisfactory</b>	

Serhan Stewdent achieved a Level 3a in English and 3b in Maths at KS2. Therefore he is assigned to the 'Foundation' band for both subjects on entry in Year 7.

Student: Serhan Stewdent, Form: CS5, Year: 7													Attendance: 99.1% Authorised Absences: 3 Unauthorised Absences: 0		
SUBJECT	End of KS3 Target Step	End of KS3 Challenge Step	Jul- Oct			Nov-Dec			Jan-Mar			Apr-Jun			Achievement & Targets Set: date
			Effort	WaS	PS	Effort	WaS	PS	Effort	WaS	PS	Effort	WaS	PS	
ENGLISH	s2a	s3b	R	s1b	s2b	R	s1b	s2b	G	s1a	s2a	G	s1a	s2a	• Comment • Target
MATHS	s2b	s3c	G	s1b	s2b	V	s1a	s2b	V	s1a	s2a	V	s2c	s3c	• Comment • Target
SCIENCE	s2b	s3c	G	s1c	s2b	G	s1b	s2b	G	s1b	s2b	G	s1a	s2b	• Comment • Target
RELIGION & LIFE	s2a	s3b	G	s1c	s2b	G	s1b	s2b	E	s1a	s2a	G	s2c	s2a	• Comment • Target
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

Key:

Colour	Effort	Working at Step (WaS)	Predicted Step (PS)
	Excellent	Working <b>significantly above</b> age expectation. GCSE indicator: g8 or better	<b>Excellent progress:</b> on track to achieve Challenge Step
	Very good	Working <b>above</b> age expectation. GCSE indicator: g6 or better	<b>Very good progress:</b> on track to exceed Target Step
	Good	Working <b>at</b> age expectation. GCSE indicator: g5 or better	<b>Good progress:</b> on track to achieve Target Step
	Requires improvement	Working <b>below</b> age expectation. GCSE indicator: g4 or better	Progress towards Target Step <b>requires improvement</b>
	Unsatisfactory	Working <b>significantly below</b> age expectation. GCSE indicator: g3 or better	Progress towards Target Step is <b>unsatisfactory</b>

## Appendix 2: sample KS4 Student Profile

Lucy Lurnerr achieved a Level 5a in English and 5b in Maths at KS2. Therefore she is assigned to the 'Secure' band for both subjects on entry in Year 7.

Student: Lucy Lurnerr, Form: CAM S8, Year: 10													Attendance: 97.8% Authorised Absences: 9 Unauthorised Absences: 1		
SUBJECT	End of KS4 Target Grade	End of KS4 Challenge Grade	Jul- Oct			Nov-Dec			Jan-Mar			Apr-Jun			Achievement & Targets Set: date
			Effort	WaG	PG	Effort	WaG	PG	Effort	WaG	PG	Effort	WaG	PG	
ENGLISH	g6	g7	E	g6c	g7c	E	g6b	g7c	E	g6b	g7c	E	g6a	g7b	• Comment • Target
MATHS	g6	g7	G	g5c	g6b	G	g5b	g6b	G	g5b	g6b	V	g5a	g6b	• Comment • Target
SCIENCE	B	A	V	B3	A3	E	B2	A3	E	B2	A3	E	B1	A2	• Comment • Target
GEOGRAPHY	B	A	R	D1	C1	U	D1	C2	R	C3	C2	R	C3	C2	• Comment • Target
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

### Key:

Colour	Effort	Working at Grade (WaG)	Predicted Grades (PG)
<span style="background-color: purple; color: black;"> </span>	Excellent	Working <b>significantly above</b> age expectation. GCSE indicator: g8+ or A*	<b>Excellent progress:</b> on track to achieve Challenge Grade
<span style="background-color: blue; color: black;"> </span>	Very good	Working <b>above</b> age expectation. GCSE indicator: g6 / B or better	<b>Very good progress:</b> on track to exceed Target Grade
<span style="background-color: green; color: black;"> </span>	Good	Working <b>at</b> age expectation. GCSE indicator: g5 / C or better	<b>Good progress:</b> on track to achieve Target Grade
<span style="background-color: yellow; color: black;"> </span>	Requires improvement	Working <b>below</b> age expectation. GCSE indicator: g4 / D or better	Progress towards Target Grade <b>requires improvement</b>
<span style="background-color: red; color: black;"> </span>	Unsatisfactory	Working <b>significantly below</b> age expectation. GCSE indicator: g3+ / G+	Progress towards Target Grade is <b>unsatisfactory</b>