

Using Estimate reports with pupils (KS2 example)

Pupil Details			KS1 Results					KS2 Estimates						
Name	DoB	Sex	TA					Est	Subject	% chance of achieving KS2 Level				
			S+L	Read	Write	MA	SC	Basis		2	3	4	5+	4+
Aluminium, Chloe	05/02/00	F	W	W	W	W	W	PA	English	84 %	15 %	1 %	1 %	1 %
Banana, Ricky	06/03/00	M	1	2C	1	2C	2	PA	English	11 %	47 %	42 %	1 %	42 %
Cadmium, Naomi	12/01/00	F	2	2A	2A	2A	2	PA	English	1 %	2 %	51 %	47 %	98 %
Caesium, Nina	23/05/00	F	2	2B	2B	2B	2	PA	English	1 %	8 %	73 %	19 %	91 %
Carbon, Laura	12/09/99	F	2	2A	2B	2B	2	PA	English	1 %	7 %	71 %	22 %	93 %
Chromium, Katherine	23/06/00	F	2	2B	2B	2B	2	PA	English	1 %	8 %	72 %	19 %	92 %
Cinnamon, Derek	03/11/99	M	1	1	1	2C	2	PA	English	24 %	55 %	21 %	1 %	21 %
Corn, Robert	29/07/00	M	1	2C	2C	2C	2	PA	English	4 %	31 %	62 %	2 %	64 %
Garlic, Megan	05/03/00	F	2	2A	2A	2A	2	PA	English	1 %	2 %	49 %	49 %	98 %
Helium, Edward	14/06/00	M	2	2C	2C	2C	2	PA	English	4 %	31 %	62 %	2 %	64 %
Krypton, Zara	09/12/99	F	2	2B	2C	2B	2	PA	English	1 %	15 %	75 %	9 %	84 %
Lemongrass, Gareth	16/09/99	M	1	2C	2C	2B	2	PA	English	4 %	31 %	63 %	2 %	65 %
Lime, David	21/01/00	M	1	2C	1	2C	2	PA	English	12 %	48 %	40 %	1 %	40 %

Using reports appropriately and effectively

Probabilities are included for all levels from 2 to 5+.

The colour coding shows the most likely grades within the **top 5,10,15, 20 or 25%** (as selected by the user) in **green** and the grade with the **highest probability** in **orange**.

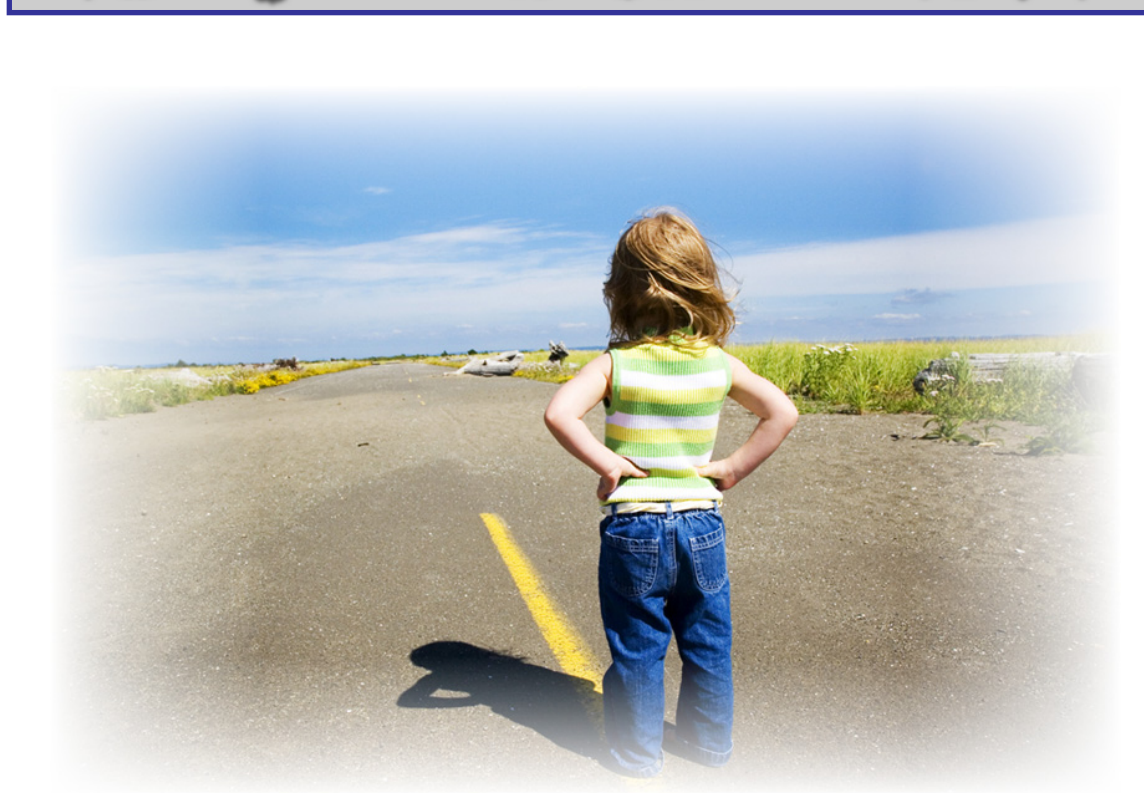
When looking at potential progress for individual pupils (or a group of pupils) the estimates and colour coding can be used to **support** the process of target setting but **should not** take the place of target setting.

Take the example of Nina Caesium to the left. Think for a moment about what the information is telling you. Whilst her highest probability level in English is a 4 (73% and highlighted in orange), the estimates are telling you that last year, 19% of **similar pupils** (nearly 1 in 5) attained level 5 (shaded green as these grades are within the top 25%). With support, could Nina be one of those 5 or could she actually attain a level 5 quite easily? It's rarely as simple as just using the 'highest probability' or 'most likely' grade!

The data shows that there's a chance that Nina may be able to attain far more but what other questions would you need to consider when setting a target for Nina?

- What do you think Nina could achieve?
- What have similar pupils in **your school** achieved in the past?
- What are your aspirations? What are Nina's aspirations?
- What other data is available to help you set an ambitious but appropriate target for Nina?
- What additional work would Nina need to do to achieve a level 5?
- Which areas of the curriculum is Nina strong/weak in?
- What additional resources would be required to ensure that Nina (and similar pupils) have a chance of achieving a level 5 in English?

Remember, use the reports ALONGSIDE other data, your own professional judgement and aspirations AND THE ASPIRATIONS AND MOTIVATIONS OF CHILDREN THEMSELVES!



Using Estimate reports with students (KS4 example)

Pupil Details			KS2 Results						KS4 Estimates												
Name	DoB	Sex	KS	Test			TA			Est	Subject	% chance of achieving KS4 Grade							% chance		
				EN	MA	SC	EN	MA	SC	Basis	Group	G	F	E	D	C	B	A	A*	A*-C	Pass
Cress, Caitlin	10/09/91	F	2	4.6	5.2	5.5	5	5	5	PA	ArtDes	1%	2%	5%	11%	31%	27%	18%	6%	82%	99%
			2	4.6	5.2	5.5	5	5	5	PA	CreatArt	1%	1%	4%	9%	21%	32%	25%	8%	86%	99%
			2	4.6	5.2	5.5	5	5	5	PA	D&T	1%	1%	4%	14%	29%	26%	21%	5%	81%	99%
			2	4.6	5.2	5.5	5	5	5	PA	English	1%	1%	2%	11%	32%	36%	16%	2%	87%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Geog	1%	1%	2%	9%	27%	29%	24%	8%	89%	99%
			2	4.6	5.2	5.5	5	5	5	PA	History	1%	1%	4%	10%	22%	31%	25%	7%	85%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Hu/Bes	1%	2%	5%	11%	24%	29%	21%	6%	81%	99%
			2	4.6	5.2	5.5	5	5	5	PA	ICT	1%	2%	4%	11%	24%	28%	21%	8%	82%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Maths	1%	1%	1%	6%	31%	39%	19%	3%	93%	99%
			2	4.6	5.2	5.5	5	5	5	PA	MFL	1%	2%	6%	18%	33%	23%	13%	5%	74%	99%
			2	4.6	5.2	5.5	5	5	5	PA	PE	1%	1%	1%	11%	21%	30%	26%	10%	88%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Science	1%	1%	1%	7%	29%	31%	22%	9%	91%	99%

What do the colours indicate?

- Level(s) achieved by top 5%-25% of similar pupils (as selected in 'Highlight Top' pull-down menu)
- Most likely Level (highest probability)
- Difference of more than 1 level between any two Test or TA levels

Estimate Basis

PA Rank 50 (Type A): based on prior attainment (including marks where available, subject differences and TA), gender and month of birth

SE Rank 50 (Type B): as Type A, but adjusted for the school's context including FSM and geodemographic factors

SE Rank 25 (Type D): as Type B, but adjusted for the progress made by pupils in schools at the 25th percentile for VA

If you make average progress, you might get a...

Let's look at the range of grades achieved by similar students last year...

...what will you aim to achieve?



Interesting .. Maybe I could do that ...If one in five did that last year...?



Using reports appropriately and effectively

Probabilities are included for all grades from A*-G

The colour coding shows the most likely grades within the **top 5,10,15, 20 or 25%** (as selected by the user) in **green** and the grade with the **highest probability** in **orange**.

When looking at potential progress for individual students (or a group of students) the estimates and colour coding can be used to **support** the process of target setting but **should not** take the place of target setting.

Take the example of Caitlin Cress to the left. Think for a moment about what the information is telling you. Whilst her highest probability grade in English is a B (36% and highlighted in orange), the estimates are telling you that last year, 18% of **similar students** (nearly 1 in 5) who passed English attained an A* or A grade (shaded green as these grades are within the top 25%). With support, could Caitlin be one of those 5 or could she actually attain an A*/A grade quite easily? It's rarely as simple as just using the 'highest probability' or 'most likely' grade!

The data shows that there's a chance that Caitlin may be able to attain far more but what other questions would you need to consider when setting a target for Caitlin?:

- What do you think Caitlin could achieve?
- What have similar pupils in **your school** achieved in the past?
- What are your aspirations? What are Caitlin's aspirations?
- What other data is available to help you set an ambitious but appropriate target for Caitlin?
- What additional work would Caitlin need to do to achieve an A*/A grade?
- What additional resources would be required to ensure that Caitlin (and similar pupils) had a chance of achieving an A*/A grade in English?

Remember, use the reports ALONGSIDE other data, your own professional judgement and aspirations AND THE ASPIRATIONS OF YOUNG PEOPLE THEMSELVES!

Using Estimate reports with students (KS4 example)

Pupil Details			KS2 Results						KS4 Estimates												
Name	DoB	Sex	KS	Test			TA			Est Basis	Subject Group	% chance of achieving KS4 Grade								% chance	
				EN	MA	SC	EN	MA	SC			G	F	E	D	C	B	A	A*	A*-C	Pass
Cress, Caitlin	10/09/91	F	2	4.6	5.2	5.5	5	5	5	PA	ArtDes	1%	2%	5%	11%	31%	27%	18%	6%	82%	99%
			2	4.6	5.2	5.5	5	5	5	PA	CreatArt	1%	1%	4%	9%	21%	32%	25%	8%	86%	99%
			2	4.6	5.2	5.5	5	5	5	PA	D&T	1%	1%	4%	14%	29%	26%	21%	5%	81%	99%
			2	4.6	5.2	5.5	5	5	5	PA	English	1%	1%	2%	11%	32%	36%	16%	2%	87%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Geog	1%	1%	2%	9%	27%	29%	24%	8%	89%	99%
			2	4.6	5.2	5.5	5	5	5	PA	History	1%	1%	4%	10%	22%	31%	25%	7%	85%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Hu/bes	1%	2%	5%	11%	24%	29%	21%	6%	81%	99%
			2	4.6	5.2	5.5	5	5	5	PA	ICT	1%	2%	4%	11%	24%	28%	21%	8%	82%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Maths	1%	1%	1%	6%	31%	39%	19%	3%	93%	99%
			2	4.6	5.2	5.5	5	5	5	PA	MFL	1%	2%	6%	18%	33%	23%	13%	5%	74%	99%
			2	4.6	5.2	5.5	5	5	5	PA	PE	1%	1%	1%	11%	21%	30%	26%	10%	88%	99%
			2	4.6	5.2	5.5	5	5	5	PA	Science	1%	1%	1%	7%	29%	31%	22%	9%	91%	99%

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Using reports appropriately and effectively

Using Estimates based on KS2 or KS3?

You can produce KS4 estimates based on KS2 or KS3 prior attainment. In some cases these may vary considerably – for example, **if a student has made excellent progress between KS2 and KS3**, their KS3-4 estimates may be much higher than their KS2-4 estimates to reflect this progress. **In such cases, it may be sensible to review, revise or set targets using the KS3-4 estimates as a starting point for discussions, backed up by other available data and professional judgement.**

However, care should be taken where progress between KS2 and KS3 has been low. In such cases, there might be a temptation to lower expectations. Alternative, more positive responses, might be “in the past, has it been a general pattern in our school that students have made lower than average progress from KS2 to KS3 but KS3 to KS4 has been much better than average?” or “how can we intervene to get things back on track?”.

Remember also that estimates and predictions are not the same as targets. Targets should be aspirational with some built in challenge.

Subject Groups

The guidance emphasises the importance of using estimates to support the process of target setting alongside other data. This is particularly important when using KS4 subject group estimates. We know, for example, that in subject areas such as PE or Creative Arts, students may have specific aptitudes or skills. In such cases estimates maybe less relevant and your own professional judgement and common sense should be used alongside the data. Also, subject groups are just that – subject groups! They are not estimates for individual subjects or examination boards. Again, you should you use your own professional judgment alongside other data when using the estimates. How accurate/relevant have the estimates been in the past for YOUR students?

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