

Guide for parents and students

Expected Performance Bands

(EPBs)



Part 1 – EPBs for students in Years 7-11

Part 2 – EPBs for students in Years 12 and 13

Part 3 – Key dates for 2018/19

Expected Performance Bands (EPBs) - Guide for parents and students of students in Years 7-11

Summary of key elements involved in setting Expected Performance Bands:

EPBs take into account KS2 scores in maths and reading. Estimates then tell schools how students are expected to perform and the estimates are generated as follows: Maths KS2 and Reading KS2 both averaged for all subjects.
Provides an Expected Performance 'Band' which is 3 grades wide for students in Years 7-11.
Enables parents and students to compare how students are performing against how they are expected to perform compared to students across England.
Provides a framework for setting targets for both students with National Curriculum Level outcomes (current Years 10-11) and Scaled Score outcomes (current Years 7-9).

From the 2017/18 academic year in an attempt to make it clearer for parents and students how students are expected to perform in their GCSE exams, we have included expected performance bands in all of our Learning Overview (Years 7-13) and Extended Report (Years 7, 8, 12, 13) documents. This is intended to then make it clear how a student is projected to perform compared to how they should be performing.

Please note that, due to a change in the way that the Department for Education will be calculating Key Stage 2 scores, some EPBs in English and maths in particular will change for students in Years 8-11.

Why do we set expected performance bands?

Setting expected performance bands is intended to serve two main purposes:

- It gives parents and students an idea of how well students should be performing (what grades they should achieve) based on their achievement at the end of primary school (this is how all students in schools across England are compared with each other).
- It helps teachers at the school give parents and students an idea of how well students are performing compared to how they are expected to perform.

What are the different bands for?

English	Maths	EBacc	Open
The English EPB provides an estimate for how a student is expected to perform in:	The maths EPB provides an estimate for how a student is expected to perform in:	The EBacc EPB provides an estimate for how a student is expected to perform in:	The Open EPB provides an estimate for how a student is expected to perform in:
English Language & English Literature	Maths	Science, Geography, History, French, German, Spanish, Computer Science	All other GCSE subjects not already listed in English, maths and EBacc

How do we set expected performance bands?

It is currently the case that twice each year, the Government publishes a table of figures that shows how well students are expected to perform in their GCSEs in the following year's Year 11 exams. The tables show how students are expected to perform across their best 8 GCSE subjects which have to include

English, maths and science and subjects in the EBacc and Open category and the grades they should achieve in order to compare in line with or better than the results achieved by other students across England, based on their KS2 SATs results.

From 2017/18, we have provided an expected performance band which is intended to give an idea as to how each student should perform. The higher the projected grade within this expected performance band a student is projected to be performing, the better they are likely to be doing compared to other students across the country with the same starting point as them (their starting point is their results at the end of Key Stage 2 – Primary School).

Why do we use expected performance bands rather than just a target grade?

The targets set by the government can change every year based upon how the Year 11 students who completed their exams in the previous summer performed and the changes that affect GCSE subjects in that year. For a student in Year 7, this means the expected grades (not necessarily whole grades, but parts within a grade) could change up to at least 5 times between them starting and finishing secondary school. Providing bands for students shouldn't restrict students to aiming for a single grade but allow them to be encouraged to aim as high as possible. A student's target will usually be the middle grade of the EPB, if they were to achieve their target in a subject, it is likely they will be performing above national averages.

For parents - what if my child is not performing within their EPB?

If your child (in Years 9-11) is projected a grade that is above their EPB, they are making significantly more than expected progress. The higher within a band your child is performing, the better they are projected to perform compared to students across England.

If your child is projected a grade (which we provide for students that are studying GCSEs – in Years 9-11) that is below their EPB, they may be making less than expected progress (getting one or more grades below what they are expected to achieve). A child in Years 7 and 8 receives a progress statement only, rather than a projected grade as they aren't yet studying the GCSE course. Teachers are still able to use their judgement when selecting this statement as they know your child in the context of their subject the best.

The important outcome of looking at how a student is performing is to consider what the gaps are in their understanding and address these as well as considering their personal responsibility for learning (PRfL) category in that subject which takes into account areas that have an impact upon learning such as attendance and completion of independent learning (homework).

Expected Performance Bands for Years 12 and 13 at Coombe Dean

Summary of key elements involved in setting Expected Performance Bands:

Takes into account KS4 Attainment 8 figure (average points across the best 8 GCSE subjects) which is then used to compare A level (or equivalent) performance with what is usually achieved by students with the same grade achievement at GCSE.

Provides an Expected Performance 'Band' which is 2 grades wide (e.g. A level grades B-C) where the lowest grade is broadly in line with the progress expected and the higher grade represents above-average performance taking into account expected progress estimate calculations (what grades the student should achieve) from the Department for Education.

For students in Key Stage 5 (the Sixth Form), EPBs are intended to support conversations that recognise and praise expected progress but also support movement towards more than expected progress. Just as with the EPBs in Key Stages 3 and 4, students can achieve below, within, or depending on how high the EPB is, above their EPB and this progress is reflected in the progress statements that appear on the reporting information that we send home. Aspirationally, students should be aiming for the higher of the two grades in their EPB.

Key dates for reporting during 2018/19 academic year

Event	Date Published
Term 2 – 2018	
Year 12, 13 Learning Overview	Mid-November
Year 7 Meet the tutor evening	Thursday 1 st November
Year 11 Learning Overview	Mid November
Year 7-10 Learning Overview	Late November
Year 12 & 13 Tutor & Parents' Evening	Thursday 15 th November
Term 3 – 2019	
Year 12, 13 Extended Report	End of January
Year 11 Learning Overview	Early February
Year 7, 9, 10 Learning Overview	Mid-February
Year 8 Extended Report	End of February
Year 11 Parents' Evening	Wednesday 6 th February
Term 4 – 2019	
Year 8 Parents' and Options Evening	Thursday 7 th March
Year 9 Parents' Evening	Wednesday 27 th March
Year 11-13 Learning Overview	Mid-April
Year 10 Parents' Evening	Thursday 4 th April
Term 5 – 2019	
Year 7 Extended Report	Mid-May
Year 8, 9, 10 Learning Overview	Mid-May
Year 7 Parents' Evening	Wednesday 22 nd May

The above dates for publication are subject to some change. It is likely that an online reporting system will be introduced during the 2018/19 academic year which will mean that parents will get 3 progress updates each academic year.

Stuart Koehler-Lewis – November 2018