

GRADE PREDICTOR

HOW TO PROVIDE REALISTIC TARGETS APPROPRIATE TO YOUR STUDENTS AND SCHOOL

USER MANUAL

**How to provide realistic targets appropriate to your students and school
Grade Predictor User Manual**

Product of The Erasmus+ project The School Improvement Partnership

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Introduction

Education and training are seen as key drivers for economic growth and jobs. They stimulate productivity, innovation and competitiveness. Upper secondary education - Post 16, Sixth Form - is considered the minimum recommendable educational attainment level for EU citizens.

Young people, who leave education and training early on, lack qualifications and are at risk of facing serious issues within the labour market. The labour market nowadays is more flexible than it was. Employees are not expected to work for one employer all their working lives. There is also increased mobility across the EU and people are prepared to work abroad. This brings instability in employment and young people without qualifications can find it hard to get their first step on the employment ladder.

Well-designed curriculums also contain effective methods of getting to know each student before or in the early stages of their educational programme. A clear focus on the skills and behaviours that students need to progress in education, assessment and feedback are essential to prevent early school leaving on one hand and to motivate students to aim high on the other hand.

The Grade Predictor tool was created to help teachers to monitor students' progress from starting point. This will enable them to set high aspirations for students and provide them with activities and interventions to ensure they meet these aspirations. Students will get support that boosts their confidence and sense of achievement.

The Grade Predictor tool is a result of three-years' cooperation between Learning Plus Data UK Ltd, in the UK, Galway and Roscommon Education and Training Board in Ireland, Sataedu in Finland, Xabec in Spain and Zlínský kraj in the Czech Republic. These institutions partnered on the Erasmus+ project "The School Improvement Partnership" which focuses on supporting schools to tackle early school leaving and disadvantage, strengthening the profile of the teaching profession and upskilling teachers in using data to improve students' performance.

1 Purpose of the Grade Predictor tool

In the English education system the outcomes of students studying 16-19 study programmes is not only judged on their attainment but also the progress they make. This tool provides the data to create the target grades students need to achieve to make positive progress (above the national average).

To support young people in their 16-19 study programmes and achieve positive outcomes, the tool provides objective grades which the teacher/tutor can use as the starting point to monitor the progress a student is making.

This helps in reducing the risk of underachievement, failure and dropout, by teachers being able to identify underachieving students quickly and implement appropriate interventions.

2 How does the Grade Predictor tool work?

Prediction Explanation

Grade Predictor uses a national dataset to create predictions at qualification subject level for Post-16 L3 qualifications. Predictions are shown at the 50th, 60th, 70th, 80th and 90th percentiles.

L3 predictions show the typical grade achieved by all students nationally with similar GCSE or KS4 averages studying the same subject.

3 The Grade Predictor step by step

Accessing Grade Predictor

To use the tool a 7-digit PIN is required. When you have logged in, the Tool enables you to provide a single student with target grades based on their prior attainment. Predicted grades can be created for different qualification types and subjects.

Prior Attainment

- 1) Enter a student's GCSE or Key Stage 4 average points directly, using the 0-9 points system.

GCSE Average ● ?

For **Academic** subject predictions, only the **GCSE Average** needs to be completed.

For **Applied General / Tech Level / L3 Other** subjects, only the **KS4 Average** needs to be completed.

If you are unsure about what category a subject falls into, simply complete both the GCSE and KS4 Average and the Grade Predictor will automatically select the appropriate Prior Attainment score.

The 'Subject' section is where the target grades are generated.

- 2) The qualification type should be selected from the first dropdown.

Subject

Choose qualification Choose subject

- 3) The second box allows you to specify the subject you want to be predicted for. Type the first few letters of the subject and a pop up will appear to select the appropriate subject from. Alternatively, click on the arrow on the right-hand side of the 'Choose subject' box and you will be able to view a list of all subjects available for the selected qualification type.

Subject

A Level Choose subject

- 4) Your student's predicted grades will automatically be generated next to the subject name. These will be displayed by percentile, from the minimum target at the 50th percentile up to more aspirational targets at the 90th.

Academic subjects (that have target grades based on GCSE Average) will be highlighted in **orange**. Applied General / Tech Level / L3 Other subjects (that have target grades based on KS4 Average) will be highlighted in **turquoise**, **blue**, and **yellow** respectively.

A Level	Mathematics	=	C	C+	B	B+	A
BTEC Dip	Applied Sciences	=	D*D/D*D*	D*D*/D*D	D*D*	D*D*	D*D*
BTEC NatCert	Applied Science	=	M/D	D	D/D*	D*/D	D*

Percentile

50th	60th	70th	80th	90th
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You can add subjects or remove the last subject that was added using the Add and Remove options at the bottom of the page.

- 5) When more than one subject is added, you will get the option to export the results to Excel, using the [Download predictions](#) option at the bottom of the page. You will also be asked whether you would like to add a student name for reference

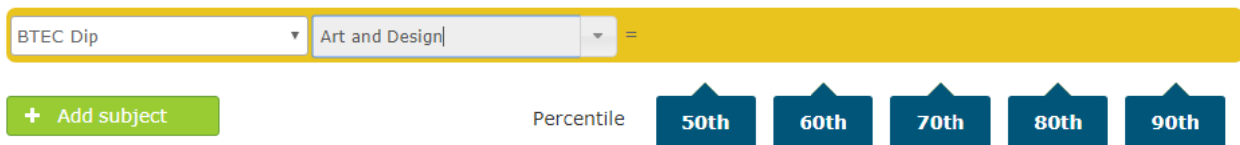
Split Grades

If a target grade is expressed as a split grade (e.g. 'D/M'), then the first grade listed is the main target grade. If the second grade is lower, it implies that the student is at the lower end of the first grade. If you have several students predicted 'D/M' it would be above average if they did all achieve Distinction. Conversely if the second grade is higher, it implies that the student is at the high end of the first grade. A 'D/M' target grade is higher than 'M/D' - the former is a low Distinction, the second a good Merit.

Common Queries

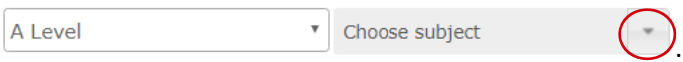
Query: I have selected a subject, but no target grades are generating and the row is left blank:

Subject



Solution: Make sure that you have filled in the appropriate Prior Attainment score. For [academic](#) subjects, you must have a value for [GCSE Average](#). For [Applied General](#), [Tech Level](#), or [L3 Other](#) qualifications, you must have a value for [KS4 Average](#).

Query: I can't find my subject on the Grade Predictor.

Solution: You can find a list of subjects for each qualification type by clicking on the arrow to the right of the 'Choose subject' box: 

If you are unable to find your subject in these lists, please contact us and we will investigate this further.

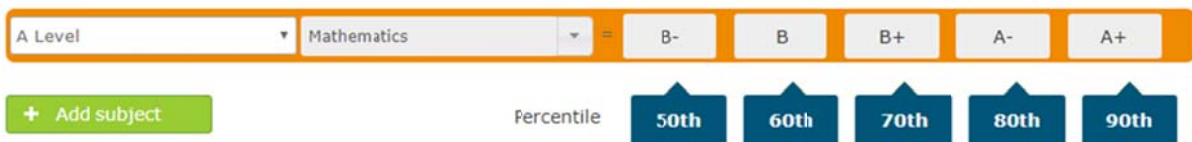
4 Predictions and how to interpret them

The tool provides objective grade information to support your target setting. It is the start of the conversation and not the final result for your students. It helps you identify appropriate aspirational or challenge targets, alongside a minimum target grade.

The following gives an example of how the tool could be used with a Yr 12 student in the autumn term:

In a 121 situation, (student and teacher/tutor/mentor) the tool can be used to determine the target grades for a student in a particular subject.

This student has an average GCSE points score of 6.5 and is studying A level Mathematics.



The tool shows the average grade for a student of that prior attainment is a B-, so the start of the conversation would be around how realistic is it for the student to achieve this grade. It should be noted that final grades awarded in a subject are not given as “fine grades”, so initially this flags to the teacher the possibility that the student is on the cusp of a B/C for a minimum target grade.

There may be numerous factors which would mean that this grade is either a) a challenge or b) too low for the student

eg: Prior attainment in Maths was either high eg Grade 9 or low eg grade 5

At KS4 the student had prolonged illness which impacted on final outcomes and so has the potential to achieve higher at KS5.

If this grade is perceived to be a challenge by both the student and the tutor then the 50th and 60th percentile may become the targets for the student.

If the grade is perceived to not being challenging then the conversation moves onto what would be their challenge grade? Factors that would influence this could include:

- where the student wishes to progress to after completion of the course
- the grades the student needs to progress to the destination of their choice
- the student's motivation to
- the support the school or college will be able to provide to support the student

In this way realistic minimum and challenge targets can be agreed which can be monitored throughout the two years of the course.

At the end of year 12 or start of year 13 targets should be reviewed to ensure they are still realistic and appropriate for the student.

5 Interventions

The School Improvement Partnership Project

Intervention Guide 1

1. Contributor Details
Institution: Learning Plus UK
Country: England
Position and role of contributor: Post-16 Improvement Consultant
Email address/Website: office@learningplusuk.org
2. Overview of Intervention practice
Title of intervention method: Minimum and Challenge Targets
Aim of intervention: To enable students to make the appropriate progress in a subject
<p>Short introduction:</p> <p>All students have a different starting point and so whilst two students may achieve the same grade eg Distinction, in a subject. One student will have made more progress than the other as their prior attainment was lower.</p> <p>To enable teachers to determine appropriate target grades, setting minimum and challenge target grades provides two benchmarks from which the teacher and those monitoring the progress of students can identify when a student requires “intervention strategies” to keep them on track and achieve the outcomes appropriate to their prior attainment.</p> <p>At the start of the academic year senior leaders eg Head of Sixth form or Head of Quality often determine what the minimum target grade should be across the school or college. There are several factors which may influence this including:</p> <ul style="list-style-type: none"> • previous school, college progress scores • previous subject progress scores <p>where a school or college has regularly had progress significantly below the national</p>

average they are likely to set a minimum grade at the 50th percentile (the national average) as they are on a journey towards positive progress. Whilst, a selective school or college may set the minimum grade higher eg 70th Percentile.

The challenge grade can then be agreed to support the student. This often includes a conversation between the student and teacher discussing:

- what the student wants to move onto after sixth form
- their motivation
- prior attainment in that particular subject
- other factors that might influence their attainment in the coming academic year

The benefits of this approach are:

- The challenge grade is “ owned” by the student and teacher rather than being imposed
- This means that within a class students may have challenge grades at different percentiles.

Many of the students will be on 2 year courses, It is beneficial to review these target grades at least annually.

Resources needed:

- Prior attainment scores for each student (Average GCSE points and/ or Average KS4 points) and the qualification and subjects a student is studying
- Time for data manager to create the minimum target grades
- Time for the challenge target grade conversation
- A tool that provides target grades at subject level at more than just the national average.
- A system to monitor progress against target grades during the academic year and record interventions etc

Duration:

Depends on the approach and number of students in the cohort but would suggest for each student there is a 5-10 minute conversation to agree the challenge target grade

3. National/regional & local level institutions		
Name of Institution	Type of Institution	Type of service provided
Learning Plus UK Data Ltd	Not for profit organisation providing support to education sector.	Working across the educations sector to improve performance and raise standards, including data analysis and consultancy http://www.learningplusuk.org/
CEM – Centre for Evaluation & Monitoring	Not for profit organisation	Diagnostic assessments that help inform teachers where interventions may be helpful to improve pupil outcomes https://www.cem.org/
Alis (CEM)	Not for profit organisation	Understand the progress students are making and set realistic targets and learning plans https://www.cem.org/alis
Family Fischer Trust (FFT)	Charity	Aspire includes a set of personalised target setting dashboards for pupils and schools https://fft.org.uk/fft/target-setting/
The Education Endowment Foundation (EEF)	An independent charity dedicated to breaking the link between family income and educational achievement	Practical Tools - Assessing and Monitoring Pupil Progress https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/

4. Strategic documents, studies, reports and scientific articles

Resource Name	Resource Type	Resource Link (where applicable)
Department for Education	Performance tables; student progress made	https://www.gov.uk/government/publications/school-performance-tables-how-we-report-the-data/school-performance-tables-how-we-report-the-data
Department for Education	16 to 18 accountability measures: technical guide	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819734/16-18 Accountability Measures Technical Guide July 2019.pdf
Using Data to Raise Achievement	Report	https://www.lambeth.gov.uk/rsu/sites/lambeth.gov.uk/rsu/files/Using_Data_to_Raise_Achievement-Good_Practice_in_Schools_2013.pdf
Great expectations: setting targets for students	Report, including self-assessment instrument	https://dera.ioe.ac.uk/11308/1/012040.pdf
Topic briefing: Raising attainment in schools and colleges to widen participation	Report	https://www.officeforstudents.org.uk/media/536f4e79-4e32-4db0-a8a2-66eb4e2b530b/raising-attainment-in-schools-and-colleges-to-widen-participation-ofs-topic-briefing.pdf
Improving attainment in the FE and adult learning sector	Research & Analysis Report	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859088/SMC_FE_evidence_review.pdf



The School Improvement Partnership Project

Intervention Guide 2

1. Contributor Details
Institution: Learning Plus UK
Country: England
Position and role of contributor: Post-16 Improvement Consultant
Email address/Website: office@learningplusuk.org
2. Overview of Intervention practice
Title of intervention method: choosing appropriate courses
Aim of intervention: To support students when choosing their Post-16 courses to enable them to choose appropriate courses and so enable them to complete the course and move on to a suitable destination.
<p>Short introduction:</p> <p>Students start to make their choices for their 16-19 study at different times, some will have a clear idea what they want to study others will be undecided until the day they start their study programme. Schools include careers advice and guidance throughout year 10 and 11. Knowing what their outcomes in a subject are likely to be maybe help the student in their decision making process.</p> <p>This intervention is suited to inclusion in the careers, advice and guidance one to one session a student may have.</p> <p>Firstly the student needs to have a realistic understanding of what their KS4 exam outcomes will be and how that translates into an average points score.</p> <p>Within the conversation will be the idea of where a student wants to move onto after sixth form.</p> <p>This will then provide a range of subjects and grades that the student will need to attain to achieve their goal.</p> <p>The tool enables these subjects to be analysed side by side so that the student can see where they may be more successful and so inform the subject choices they make.</p> <p>This information gives an additional dimension in the subject choice decision making</p>

process, providing realistic outcome information that will ultimately show whether that subject is an appropriate study choice for the individual student.

Resources needed:

An online tool that enables students/ careers guidance staff to input information and see what potential subject outcomes will be.

Duration:

**Part of the careers advice and guidance session a student will have during KS4.
Some preparation by the careers guidance staff /counsellor**



3. National/regional & local level institutions		
Name of Institution	Type of Institution	Type of service provided
CareerPilot	Careers information and tools for 11-19 year olds. On-line support and advice.	https://www.careerpilot.org.uk/information/your-choices-at-16/help-with-choosing-your-post-16-options
Informed Choices (Russell Group)	Use Informed Choices to help you understand which subjects open up different degrees	https://www.informedchoices.ac.uk/
UCAS	Further Education – Post-16 qualifications On-line support and advice.	https://www.ucas.com/further-education/post-16-qualifications
CareersOnline	Online Post-16 options	https://ckcareersonline.org.uk/young-people/options-after-y11
BBC Bitesize	Post-16: What next?	https://www.bbc.co.uk/bitesize/articles/z6ws47h
Unifrog	The complete destinations platform, to help students compare opportunities and apply successfully	https://www.unifrog.org/
SACU	SACU offers a great independent & impartial source of careers information to students, parents and teachers	https://sacu-student.com/
Help You Choose	The information, advice and careers guidance website	https://helpyouchoose.org/content/

4. Strategic documents, studies, reports and scientific articles

Resource Name	Resource Type	Resource Link (where applicable)
User insight research into post-16 choices	Report	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664227/User_insight_research_into_post-16_choices.pdf
Destinations Data	Report	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748165/Destinations_good_practice_guide_for_publishing.pdf
Studio school pupils three times more likely to leave post-16 destinations early	Study	https://www.tes.com/news/studio-school-pupils-three-times-more-likely-leave-post-16-destinations-early
Post-16 Skills Plan	Report	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf
Students Shaping the Post-16 Skills Plan	Report	https://www.nus.org.uk/PageFiles/12238/Students%20Shaping%20Post%2016%20Skills%20.pdf
Post-Compulsory Education in England: Choices and Implications	Report	http://cver.lse.ac.uk/textonly/cver/pubs/cverdp001.pdf

A number of Superb Intervention Videos have been produced to showcase Grade Predictor Tools and Interventions. These can be viewed [here](#) through a dedicated You Tube channel.

Resources

A full list of resources is available in Section 5.

For further information, contact office@learningplusuk.