

## Key Stage 4 (KS4) Standards – An Overview

### Target setting in KS4 (Year 10 and 11)

- In year 10 students move to the GCSE grading scale (9-1)
- FFT targets (see below) are used as the basis on which we set GCSE target grades.
- FFT targets are issued in the Autumn term of year 10, ahead of Academic Review Day (ARD).
- In addition to the KS4 FFT target, students are given a year 10 target, also issued in the Autumn term of year 10, ahead of Academic Review Day (ARD).
- Students are not expected to achieve their FFT target grades in year 10 but should be meeting their 'year 10 target' by the summer assessments of Year 10.
- Students are expected to achieve their FFT target grades in Year 11.
- All our targets are aspirational. We want students to work hard to achieve their potential.
- Targets are a support guide; they are not limiting.

### Fischer Family Trust (FFT)

[FFT](#) is a nonprofit providing educational analysis and data to help schools make more effective use of pupil performance data, set targets and help students achieve their potential. FFT takes students' performance at primary (KS2)\* and uses this to set an appropriate target for KS3 and KS4. Please note when targets are set in year 10, we do consider students' performance in year 7-9 (KS3) so as not to limit students in areas where they have shown greater potential. \*Please note that due to Covid 19 restrictions, students sitting GCSEs in 2025 & 2026 have targets generated using only UHS's own internal data as primary school data was not collected by the DfE.

### Revised target setting

In some cases, students show aptitude and abilities that are greater than the targets they have been set. Individual teachers can set a revised target for their subject to show a student what they are capable of. Revised targets where appropriate will show from Year 10 Autumn B reports onwards.

### Standards of attainment

- Assessment results throughout Y10-11 are fine graded into the same subdivisions we used at KS3: Developing (lower end), Secure (mid-grade), Proficient (top end).
- Vocational L2 courses are equivalent for progression to 6th Form. So = one qualification in the students best 8 GCSEs.
- Vocational Courses are Graded with GCSE equivalencies:  
Distinction\*/Distinction/Merit/Pass/Fail
- GCSE grade scale is used for all GCSE subjects (9-1).

See page 2 for further information regarding Grading.

### **Grading**

- Vocational Courses are Graded with GCSE equivalencies:  
Distinction\*/Distinction/Merit/Pass/Fail
- GCSE courses are graded according to the GCSE Grading Scheme:
- Grade 1 is the bottom awarded grade above a U.
- Grade 4 is the standard national pass (old grade C).
- Grade 5 is the expected threshold for year 10 and 11 (Good Pass).
- Grade 5 equates to the top-grade C bottom-grade B of the old system.
- Grade 7 is an old grade A.
- Grade 8 is an old grade A\*.
- Top 20% of all grades at 7 or above nationally will receive a grade 9 (Elite Performers).
- A grade 9 is a statistical indicator and is therefore not awarded in internal assessments, as there is no equivalent published standard. If a student is awarded an 8p, this would indicate that they are working at or close to a 9 in the final public examination.

### **Effort Grades**

- Outstanding
- Good
- Requires improvement.
- Poor

### **Foundation Vs Higher**

In some subjects, the exam boards offer a two-tier assessment approach. Students who sit a Foundation paper can achieve a maximum of a 5 and can achieve a maximum of a 9 in the Higher paper. Final decisions regarding tier of entry are not made until the Spring Term of Year 11. Individual subject departments will discuss tier of entry with students and parents in the Spring Term in advance of GCSEs.

### **Assessment & Reporting**

Regular reporting regarding your daughter's academic progress and achievement is vital to your daughter's success at the Ursuline High School.

We encourage all parents to attend Parents Evening, and Academic Review Days and to contact the school outside of these times if there is a concern/information they wish to address or share with the school.

During the year, parents/carers will receive regular grade reports and one full report. There will be one parents evening where you will meet your daughter's subject teachers and two Academic Review Days where you will meet your daughter's form tutor and/or Head of Year.

See page 3 for further information.

**Academic Review Days (ARDs)**

This meeting is your opportunity to discuss your daughter's progress with your daughter's Form Tutor and/or Head of Year and will cover Progress / Revision, Positive Learning, **and** Wellbeing. Meetings take place in October and February, dates to be confirmed with parents/carers.

**Year 11 Friday Mocks**

In addition to regular classroom assessments, students in Year 11 will sit regular mocks on a Friday, primarily in English, Maths and Science. This is a valuable exercise that gives our students a realistic experience of sitting external exams. Also, the results support teaching staff to identify and close gaps and enables us to make sure that every student receives the right support in the build up to GCSEs. Attendance is an expectation. A full schedule will be shared with students and parents/carers at the start of year 11.

**Year 11 GCSE Mock Examinations**

In December, your daughter will sit a mock examination in each of her chosen GCSE subjects. These examinations are important as they may inform what tier paper your daughter will be entered for in her GCSE examinations in May (see above). Also, mock results are often used to enrol students onto Post 16 - A Level courses.

**Parents Evening**

This will take place for year 10 and 11 in the spring term.  
Full Report distributed.

**Year 10 End of Year Exams**

These will take place for all subjects in the summer term.

**Year 11 GCSE Examinations**

May/June, dates and schedule will be shared with year 11 students and parents/carers separately.

**Contact Us:** If you have any questions regarding our Standards, please contact Mrs Alexander, Deputy Headteacher Standards at [michelle.alexander@ursulinehigh.merton.sch.uk](mailto:michelle.alexander@ursulinehigh.merton.sch.uk).