

## ALPs (Advanced Level Performance System) Key Stage 2 to 4 Target Setting 2017/18

[www.alps-va.co.uk](http://www.alps-va.co.uk)

**This new target setting programme will support the school's in-house assessment framework of 'Developing', 'Securing' and 'Extending' students' progress at each numerical grading level.**

Alps was developed by teachers for teachers. The reports have always presented student, department and institutional analysis in a way which is most useful for interpretation by all teaching staff. As systems have become further embedded in schools and colleges this target audience has grown to encompass senior leaders, local authorities and boards of governors. Moving into Key Stage 4 is the logical next step in bringing powerful Alps analysis to everyone who needs it.

ALPs understands that schools already have a wealth of data analysis services available to them at this level. Even with this in mind, Alps has something both new and necessary to offer. Alps is more than a data analysis tool. It is a powerful educational philosophy, supported by both reports and training, designed to help all students reach their aspirational targets.

Alps reports have several unique features that help to deliver this aim:

### **Timeliness**

All Alps reports are based on benchmarks, produced using the complete national dataset supplied to Alps by the Department for Education.

### **Trend Analysis**

With Alps, they include both the current year's results and three years' historical data in the same report. This allows schools to view trends over time. The simple, clear layout of the reports makes this data easy to view and to understand at a glance.

### **Transparency**

The reports are simple enough to understand immediately, but there is also a real depth to the analysis offered.

The importance of rapid progress...

- 2015 was the final time that the headline measure (and KS4 floor standards) were generated by a school's performance in terms of raw grades: 5+A\*-C including English & Maths.
- For all schools, ensuring students are making at least expected – and preferably '*rapid*' - progress from KS2 to KS4 is of crucial importance.
- From 2016 the key accountability measure at KS4 is based on student progress:
  - KS4 – Progress 8
- The Floor standard for schools is based on student progress: **-0.5** in 2016.
- Schools need to be able to evaluate progress in August / early September in order to make the right strategic decisions to improve provision – whole school, subjects, student groups / gaps.
- Alps is solely based on value-added progress.

### **Target setting**

- Students in each KS2 band are set minimum expected KS4 points and **minimum expected** <sup>th</sup> **grades** based on the performance of students at the **75 %** nationally.
- The strong recommendation is that these are set in all subjects as **minimum expectations** and **never** considered as '**ceilings**'.

**Minimum expected target grades  
GCSE –ALPs National Minimum Expected Grades**

<b>KS2 Fine Grade</b>	<b>KS2 Band</b>	<b>GCSE Minimum Expected Grade by the end of Year 11</b>	<b>GCSE Aspirational Grade by the end of Year 11</b>
5.67+	6/5a	8	8/9
5.33 – 5.66	5b	7	8
5.00 – 5.32	5c	6	7
4.67 – 4.99	4a	6/5	6
4.33 – 4.66	4b	5	5/6
4.00 – 4.32	4c	4	4/5
3.67 – 3.99	3a	3	4
3.33 – 3.66	3b	3	3 / 4
3.00 – 3.32	3c	2	3
2.00 – 2.99	2	2	2/3
0.00 – 1.99	N	2	2/3

The table above shows each KS2 band along with the minimum expected grades and points for GCSE courses. At KS2 decimalised fine grade KS2 scores are used and students are banded using the sub-levels. Once national KS2 data is available for current Y6 students ALPs will issue a Briefing Paper showing equivalencies.