JTB education

From data to information to improvement

A Guide to Key Stage 4 Flightpaths

Flight guides
The grey sloping bars show what outstanding progress would look like, first over the three years of KS3 and then over the five full years of secondary school. This is more than the national average progress. All students who begin with a level of 4b are expected to make at least 4 levels (12 sublevels) of progress and others to make at least 10 sublevels.

National Curriculum Levels
Although these are now optional, they continue to be used in many schools. The levels rise from 2 to 8 and are subdivided into sublevels of a, b, c with a being the highest.
The typical end of KS2 level is 4b.
The national average end of KS3 level is 5c/6a.

Baseline level
The first tracking point shown is the end of KS2 test level or the beginning of Y7 assessment, whichever is most appropriate.

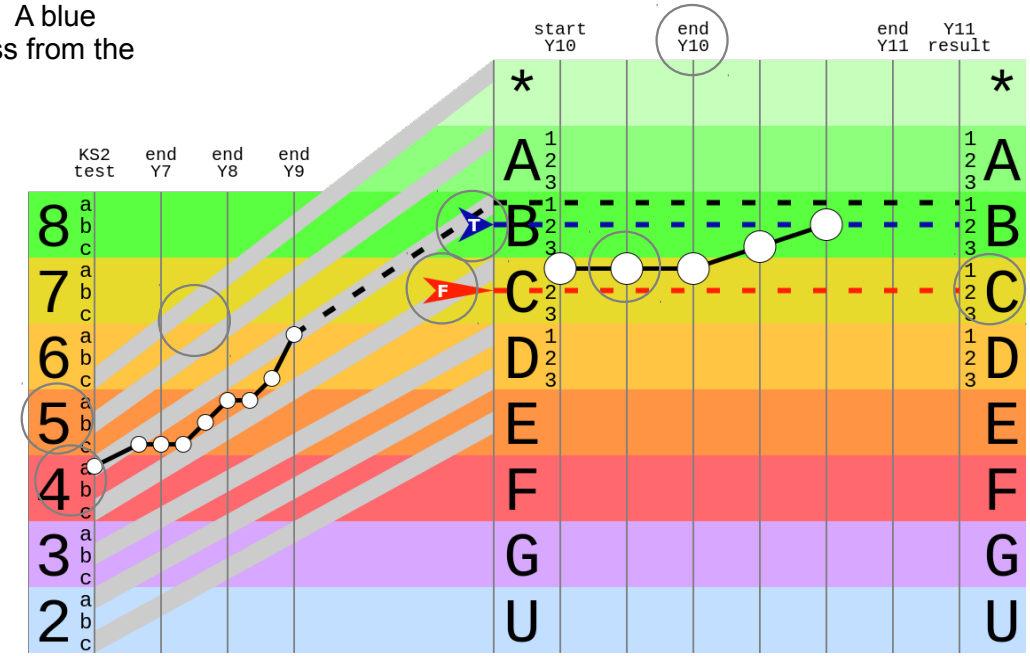
GCSE Grades
These run from U (ungraded) then from G up to A and finally A*, the best grade. C is the basic requirement for entry to post-16 education but B is recommended for many A-levels.

Time tracks
The vertical line represent ends of years in Key Stage 3 and tracking rounds in Key Stage 4.

Flight path
The white discs joined by black lines represent the flight path – this should mirror the grey lines in Key Stage 3 and sit close to the target in Key Stage 4. Tracking points are drawn three times a year.

School Target
The end of Year 11 target agreed with the student at the beginning of Year 10. A blue dotted line runs across from the school target.

Fischer Family Trust Estimate
The Fischer Family Trust is an educational charity that provides schools with estimates of students' likely performance based on Key Stage 2 scores. There is much uncertainty in this, but for many students they represent a reasonable first starting point for target-setting.

Advice for Parents

- Check that progress over time stays close to the grey flight guides. Progress is unlikely to be perfectly smooth, but the important thing is that over time there is improvement.
- Talk to your child about what their next steps are to improve – teachers should be sharing this with students.
- If you are concerned speak to your child's teacher. If there is an issue in several subjects speak to your child's form tutor who can advise.