Year 8 Assessment Without Levels

29th November 2016

Assessment Model - Principles

- Measure progress relative to each student's starting point
- No limit on what students can achieve – high aspirations
- Celebrate progress of all students, from all starting points
- Identify areas for improvement

KS2 Starting Point

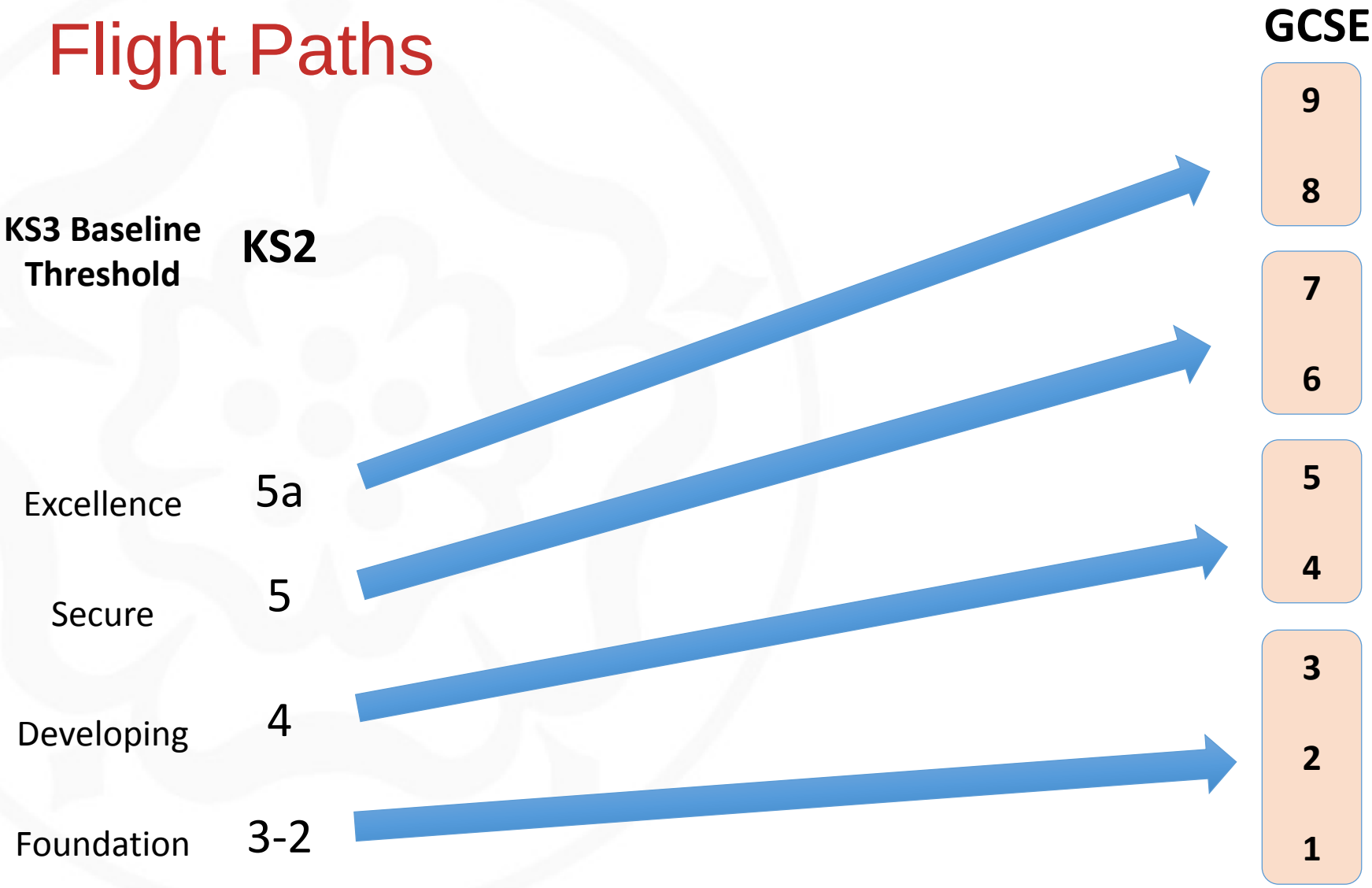
Prior ability (KS2 Level)	GCSE (New)	GCSE (Legacy)
5a+	9-8	A*
5	7-6	A-B
4	5-4	B-C
3-2	3-1	D-G

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
	E
2	
	F
1	
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Flight Paths



Queen Elizabeth's Girls' School Key Stage 3 Assessment sheet

Pupil's name:	Subject: Geography	Half term: 1 2 3 4 5 6
Unit Title:	Population and Migration	

Task description:

To produce a magazine article investigating China's One Child Policy. As you are completing your newspaper article you should consider the following:

- When and where was the policy introduced, including the scale?
- Why was the policy introduced?
- What strategies (no more than 3) were introduced to reduce population growth?
- What effect did the policy have – on people, the economy, and the environment? Positive and negative?
- How successful was the policy in meeting its aims?

Core knowledge	Core skills
• Detailed use of place specific detail i.e. facts and figures • Explanation of each aspect of the task – students likely to use PEE to structure response • Balanced between different aspects of the task • A judgement is made on the overall success of the One Child Policy	• Students appropriately use case study information to answer the question and provide comparative data when possible. Explanations for differences given. There is an understanding of the scale of the case study (global, national, and local). There is a clear appreciation of positive and negative points linked to the case study with a balanced view.
• Explanation of different aspects of the task i.e. students explain why the government introduced the policy, how it as introduced, the positive and negative impacts, and begin to make an overall judgement of how successful the policy was. • Evidence of place specific detail i.e. facts and figures • Likely to be unbalanced between different aspects of the task	• Students use various pieces of case study information to link these and provide explanations for these facts. There is reference to the scale of the case study (global, national, and local). There is an appreciation of positive and negative points linked to the case study, but there is a bias to this.
• Descriptive information about the One Child Policy which begins to explain and links information together e.g. the government were concerned about the size of the population so made it illegal for couples to have more than one child. • Recognises that there are positive (birth rate has been reduced) and negative (unbalanced population structure) aspects of the case study	• Students provide case study information and begin to offer explanations and link information. There is a mention of positive and/or negative points linked to the case study.
• Descriptive information about the One Child Policy e.g. When it was introduced? / A reason why it was introduced / a success and / or failure of the policy	• Students provide various pieces of case study information but none are linked or explained.

The assessment box below is to be completed at the end of the unit by your teacher:				
Overall your progress for this unit of work has been:	**Exceptional progress**	**Good progress**	**Expected progress**	**Less than expected progress**

WWW:	
EBI:	
Date:	Teacher:
Date:	Parent/carer:

Core knowledge	Core skills
• Detailed use of place specific detail i.e. facts and figures • Explanation of each aspect of the task – students likely to use PEE to structure response • Balanced between different aspects of the task • A judgement is made on the overall success of the One Child Policy	• Students appropriately use case study information to answer the question and provide comparative data when possible. Explanations for differences given. There is an understanding of the scale of the case study (global, national, and local). There is a clear appreciation of positive and negative points linked to the case study with a balanced view.
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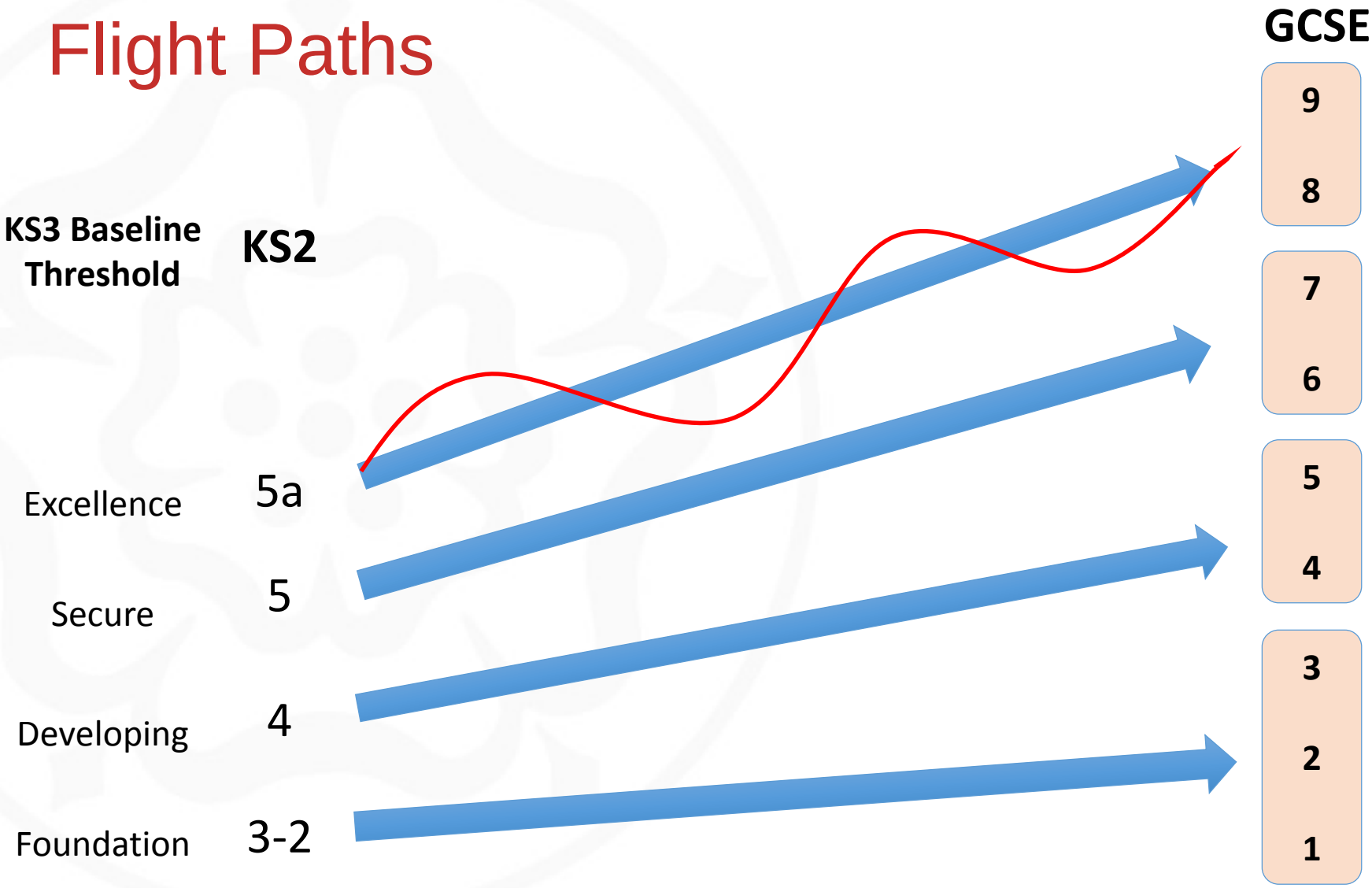
• Descriptive information about the One Child Policy e.g. When it was introduced? / A reason why it was introduced / a success and / or failure of the policy	• Students provide various pieces of case study information but none are linked or explained.

Threshold	Threshold knowledge	Threshold skills
Excellence **'Insightful'** **'Detailed'**	• Shows an insightful awareness of how the text is written. • Shows a detailed awareness of explicit and implied meanings within texts. • Demonstrates an insightful awareness of different interpretations of the text.	• Demonstrates a detailed engagement with language analysis. • Can embed quotes seamlessly within responses. • Engages in a detailed comparison between the content of two texts. • Shows insight when retrieving and inferring information from texts.
Secure **'Clear'** **'Consistent'** **'Confident'**	• Shows a clear awareness of how the text is written. • Shows a clear awareness of explicit and implied meanings within texts. • Consistently demonstrates an awareness of different interpretations of the text.	• Confidently engages in language analysis. • Consistently embeds quotes within responses. • Confidently engages in a comparison between the content of two texts. • Confidently retrieves and infers information from texts.
Developing **'Relevant'** **'Focussed'**	• Shows a focussed awareness of how the text is written. • Shows an awareness of relevant explicit and implied meanings within texts. • Demonstrates a focussed awareness of different interpretations of the text.	• Engages in focussed language analysis. • Uses relevant quotes within responses. • Engages in a focussed comparison between the content of two texts. • Can retrieve and infer relevant information from texts.
Foundation **'some' 'basic'**	• Shows some awareness of how the text is written. • Shows some awareness of basic explicit and implied meanings within texts. • Demonstrates a some awareness of different interpretations of the text.	• Engages in some basic language analysis. • Uses some quotes within responses. • Some basic comparisons are made between the texts. • Can retrieve and infer basic information from texts.

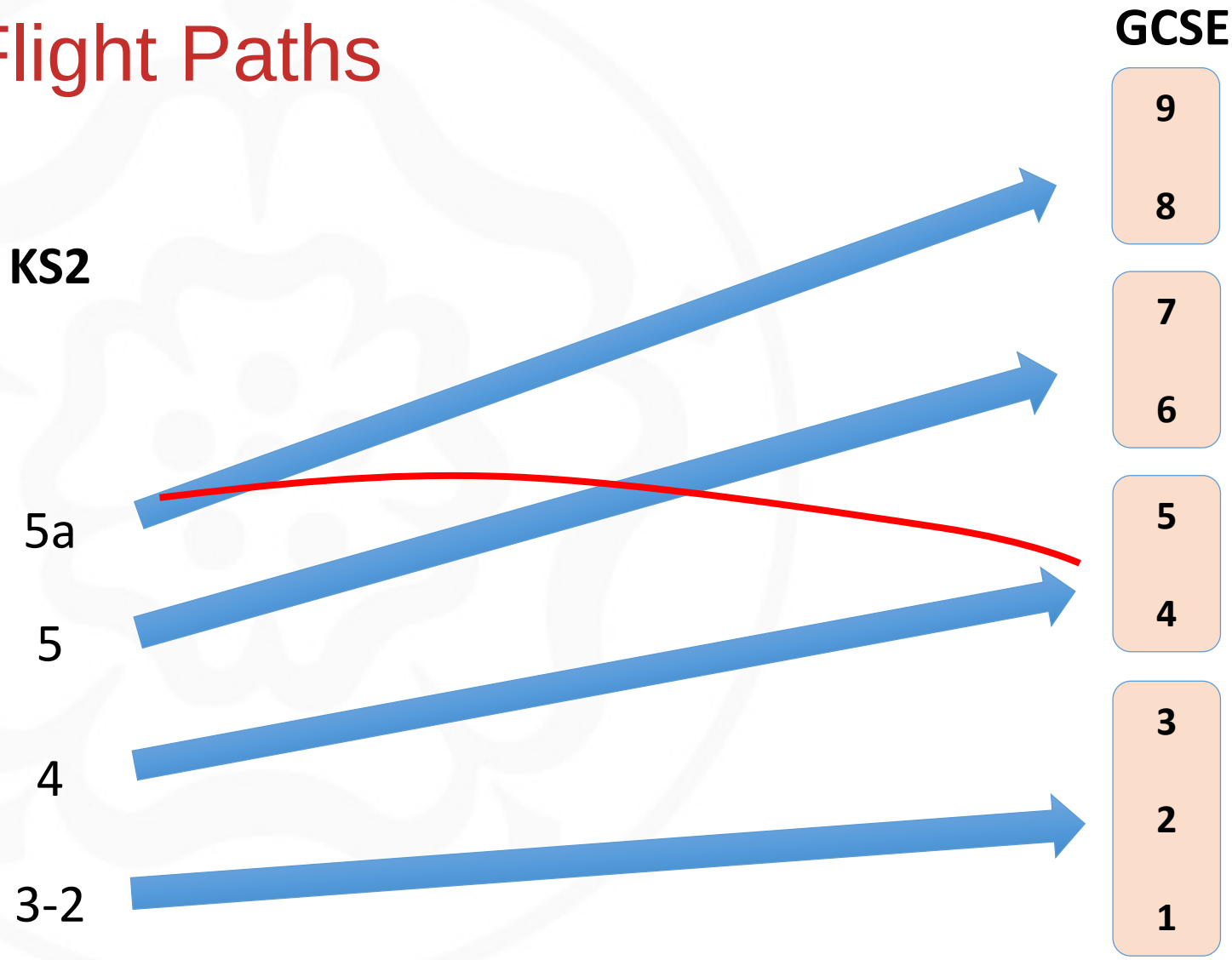
The assessment box below is to be completed at the end of the unit by your teacher:				
Overall your progress for this unit of work has been:	**Exceptional progress**	**Good progress**	**Expected progress**	**Less than expected progress**

WWW:	
EBI:	
Date:	**Teacher:**
Date:	**Parent/carer:**

Flight Paths



Flight Paths



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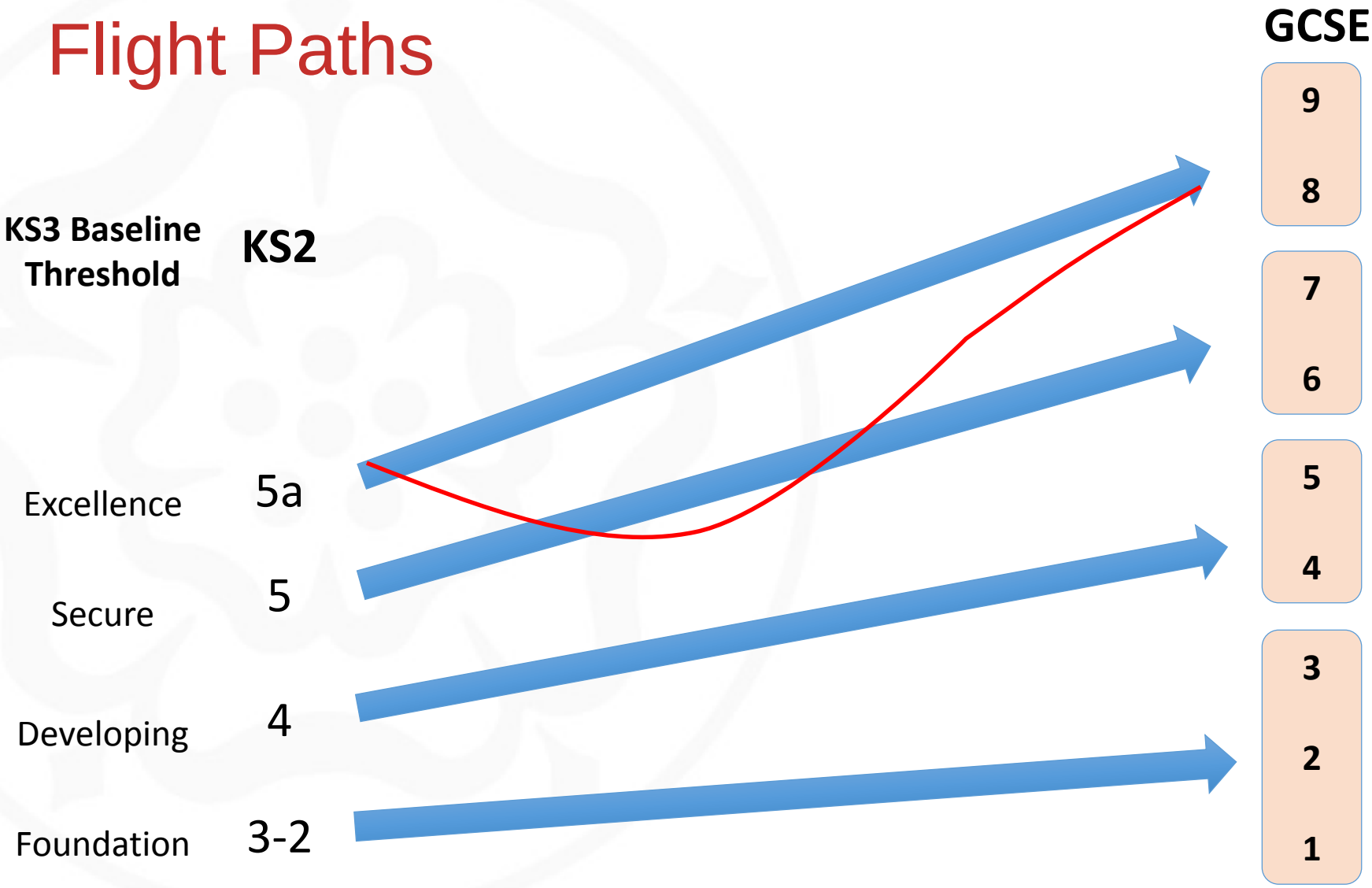

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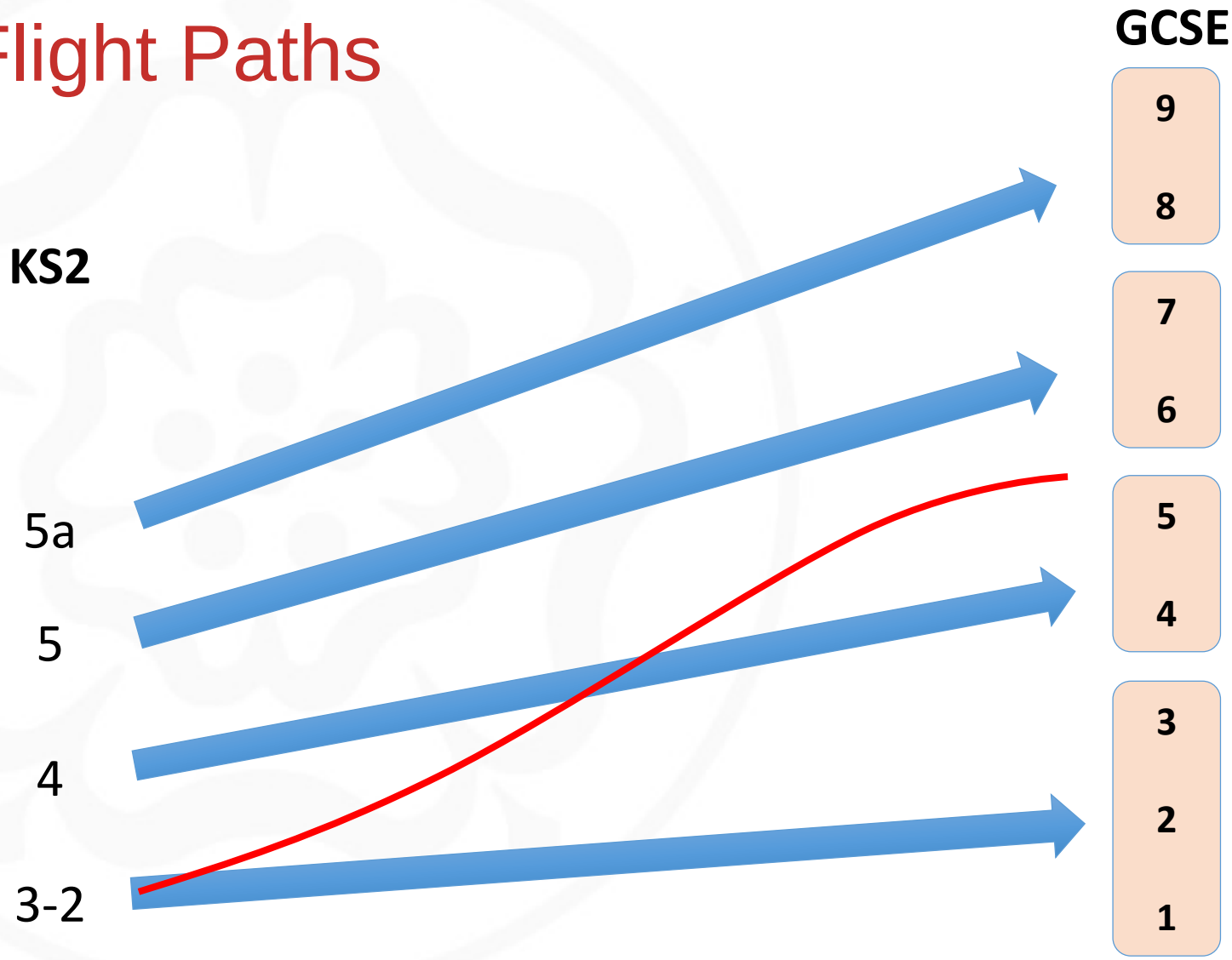


KS2 Maths Test	KS2 English Test	KS2 Science Assessment
5	5	4

Subject	Attitude to Learning	Current Threshold	Current Progress	Teacher
Art	2	Secure	**Expected**	RDS
Computing	2	Developing	**Less than expected**	NUY
Drama	1	Secure	**Good**	HWN
English	2	Secure	**Expected**	CDY
French	1	Excellence	**Exceptional**	AFZ
Geography	2	Secure	**Good**	MFR
History	2	Secure	**Expected**	MFR
Mathematics	1	Excellence	**Exceptional**	JPE
Music	2	Secure	**Expected**	SVA
PHSCE	2	n/a	**n/a**	GNI
Physical Education	1	Excellence	**Exceptional**	LPS
Religious Studies	2	Secure	**Expected**	JPR
Science	2	Secure	**Expected**	IBN
Spanish	2	Excellence	**Exceptional**	CTR
Technology	1	Secure	**Good**	CRY

Attitude to Learning

1 Student is always motivated and takes the lead in their learning. Always engaged in lessons and makes valuable contributions throughout. Class and home learning tasks are always completed on time and to a high standard.
2 Student is motivated, always fully engaged in lessons and sometimes makes valuable contributions. Class and home learning tasks are usually completed on time and to a high standard.
3 Student can contribute well in lessons but is easily distracted. Class and home learning tasks are sometimes completed on time and to a reasonable standard.
4 Student is not committed to their learning and is often distracted in lessons. Class and home learning tasks are often incomplete.

Music	2	Secure	**Expected**	SVA
PHSCE	2	n/a	**n/a**	GNI
Physical Education	1	Excellence	**Exceptional**	LPS
Religious Studies	2	Secure	**Expected**	JPR
Science	2	Secure	**Expected**	IBN
Spanish	2	Excellence	**Exceptional**	CTR
Technology	1	Secure	**Good**	CRY

Attitude to Learning

1 Student is always motiv[illegible] and takes the lead in their learning. Always engaged in [illegible]s and makes valuable contributions [illegible]ughout. Class and home learning tasks are always complete[illegible] time and to a high standard.
2 Student is motivat[illegible] always fully engaged in lessons and sometimes makes valuable co[illegible]utions. Class and home learning ta[illegible]re usually completed on time and to a high standard.
3 Student can co[illegible]ute well in lessons but is easily distracted. Class and home learning tas[illegible]re sometimes completed on [illegible]e and to a reasonable standard.
4 Student is n[illegible]mmitted to their learning and is often distracted in lessons. Class and hom[illegible]rning tasks are often i[illegible]mplete.

Attitude to Learning scores with key

Progress in relation to each individual student's starting point

Tracking progress within school

KS2 Starting Point

Example

Current Threshold

See table on page 2 for definitions of the four thresholds

Key Stage 2 Levels

(starting point)

KS2 Maths Test	KS2 [illegible]ish Te[illegible]	KS2 Science Assessment
5	5	4

Subject	Attitude to Learning	Current Threshold	Current Progress	Teacher
Art	2	Secure	**Expected**	RDS
Computing	2	Developing	**Less than expected**	NUY
Drama	1	Secure	**Good**	HWN
English	2	Secure	**Expected**	CDY
French	1	Excellence	**Exceptional**	AFZ
Geography	2	Secure	**Good**	MFR
History	2	Secure	**Expected**	MFR
Mathematics	1	Excellence	**Exceptional**	JPE

Current Threshold

Current Threshold	Expected GCSE outcome based on current performance
Excellence	9-8 (A*)
Secure	7-6 (A/B)
Developing	5-4 (B/C)
Foundation	3-1 (D-G)

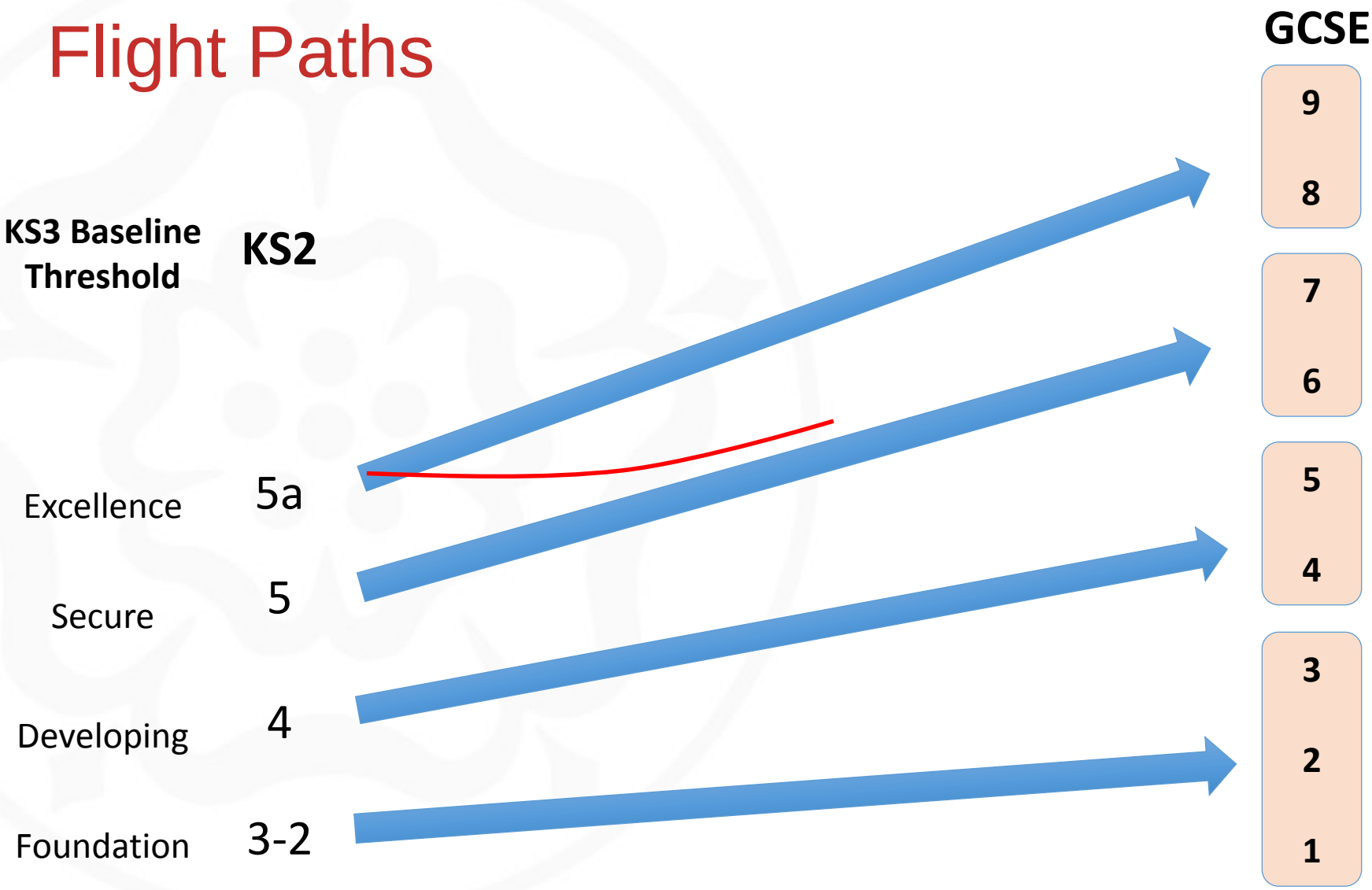
Example 1

Current Threshold	Expected GCSE outcome based on current performance
Excellence	9-8 (A*)
Secure	7-6 (A/B)
Developing	5-4 (B/C)
Foundation	3-1 (D-G)

Subject	Attitude to Learning	Current Threshold	Current Progress
Music	2	Secure	Less than expected

- Less than expected progress being made in relation to Key Stage 2 starting point
- Current threshold 'Secure' indicates expected GCSE outcome 7-6 (A/B) based on current performance

Flight Paths



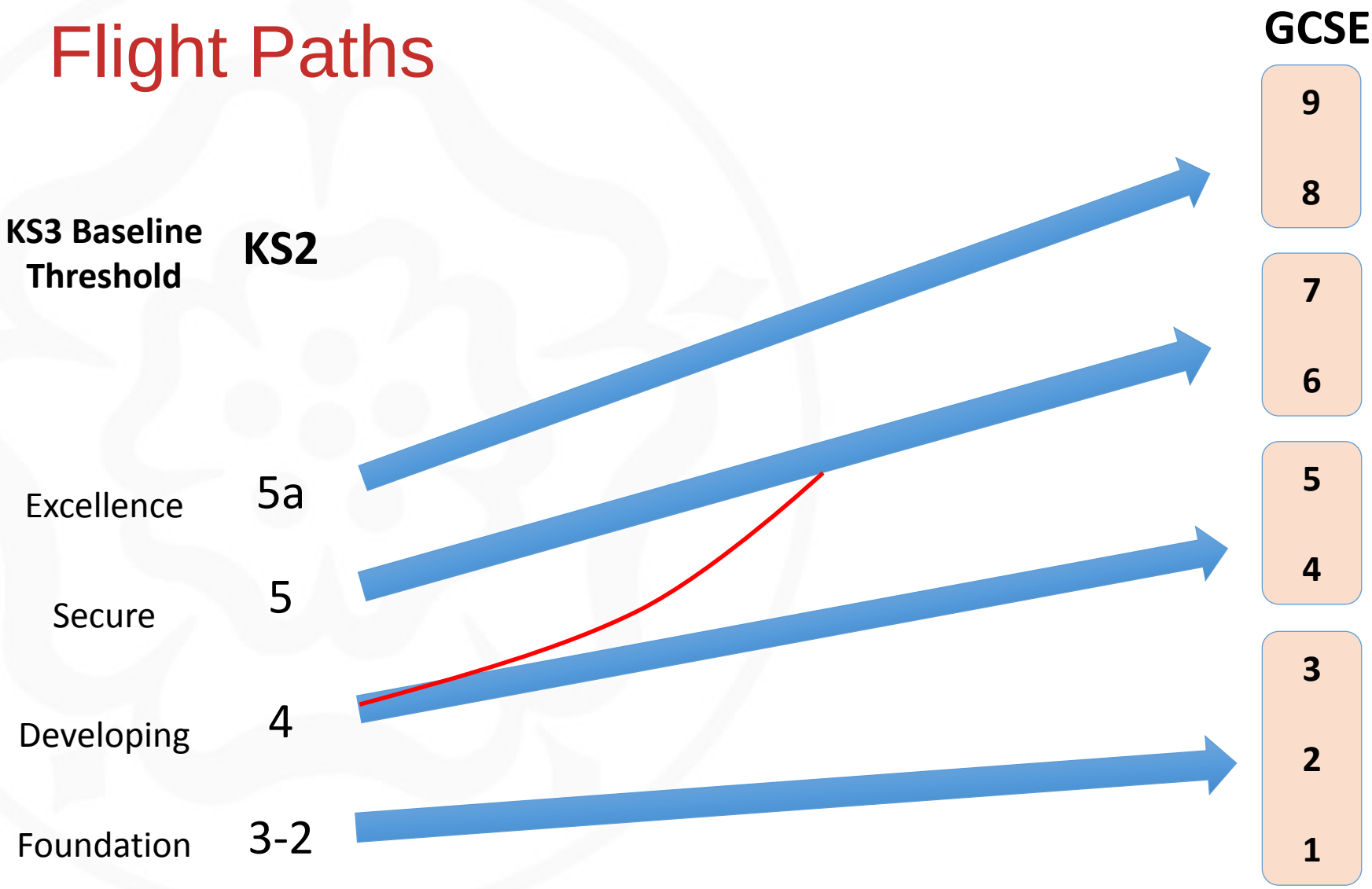
Example 2

Current Threshold	Expected GCSE outcome based on current performance
Excellence	9-8 (A*)
Secure	7-6 (A/B)
Developing	5-4 (B/C)
Foundation	3-1 (D-G)

Subject	Attitude to Learning	Current Threshold	Current Progress
Geography	1	Secure	Exceptional

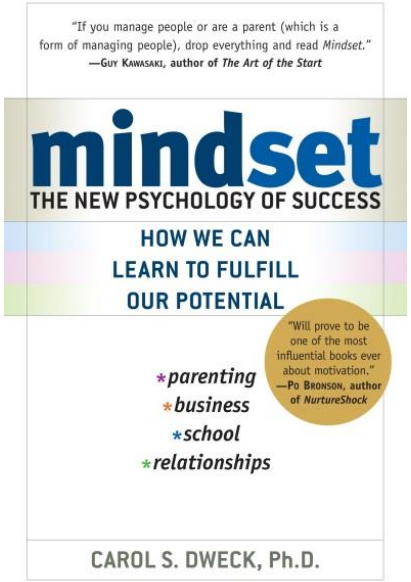
- Exceptional progress being made in relation to Key Stage 2 starting point
- Current threshold 'Secure' indicates expected GCSE outcome 7-6 (A/B) based on current performance

Flight Paths



Carol Dweck's Growth Mindset

- Carol Dweck has conducted research over the last 35 years with children and young adults
- She is particularly interested in how pupils view themselves as learners
- Their self-theory is likely to have a major effect on their self belief, motivation to learn and resilience
- Her research is world renowned and adopted by parents, teachers, business leaders, relationship experts and sports coaches



Fixed mind-set

Leads to a desire to look smart and therefore a tendency to:

AVOID CHALLENGES

↓

GIVE UP EASILY

↓

SEE EFFORT AS FRUITLESS OR WORSE

↓

IGNORE USEFUL FEEDBACK

↓

FEEL THREATENED BY THE SUCCESS OF OTHERS

VS

CHALLENGES

OBSTACLES

EFFORT

CRITICISM

SUCCESS OF OTHERS

Growth mind-set

Leads to a desire to learn and therefore a tendency to:

EMBRACE CHALLENGES

↓

PERSIST IN THE FACE OF SET BACKS

↓

SEE EFFORT AS A PATH TO MASTERY

↓

LEARN FROM CRITICISM

↓

FIND LESSONS AND INSPIRATION IN THE SUCCESS OF OTHERS

Mindset Rule 1

Fixed Mindset:

LOOK SMART AT ALL COSTS

Growth Mindset:

LEARN AT ALL COSTS

Mindset Rule 2

Fixed Mindset:

IT SHOULD COME NATURALLY

Growth Mindset:

WORK HARD, EFFORT IS KEY

Mindset Rule 3

Fixed Mindset: 'It's about me'

HIDE MISTAKES
CONCEAL DEFICIENCIES

Growth Mindset: 'It's about learning'

CAPITALISE ON MISTAKES
CONFRONT DEFICIENCIES

Growth mind-set in action

- Reading regularly
- Arriving to lessons well-prepared
- Maintaining excellent attendance
- Home learning completed on time and to a high standard
- Asking questions to improve understanding

Growth mind-set in action

- Respond to teacher's feedback in books and lessons
- Never waste time talking in lessons
- Find out how other people have achieved high marks
- Reflect on success: What was it that made you succeed?

0208 449 2984 qegschool.org.uk office@qegschool.org.uk

General Queries:

Behaviour
Attitude
Home learning
Student wellbeing

Make initial contact with your daughter's form tutor:

Email: office@qegschool.org.uk
FAO: Form Tutor

If query not resolved, contact your daughter's Head of Year:

Email: office@qegschool.org.uk
FAO: Head of Year 7

General Queries:

Progress in Lessons
Subject Specific Concerns

Make initial contact with your daughter's Head of Department:

Email: office@qegschool.org.uk
FAO: Head of Department

If query not resolved, contact your daughter's Head of Department SLT Link:

Email: office@qegschool.org.uk
FAO: Head of Department SLT Link