



## Year 9 (2016/17)

Now that the government have removed National Curriculum Levels at KS3 all schools need to adopt a new way of assessing students. Schools need to follow a model from the approved government-funded pilots and the one we have opted for is one of the most popular with schools that was developed at Durrington High School, West Sussex.

The principles behind the approach are as follows:

- It is important to let students and parents/carers know the progress being made, relative to students' starting points from the end of KS2.
- There should be no limit to what students think they can achieve – their aspirations should be high.
- The progress of all students, from all starting points, should be celebrated.
- The approach will support the home-school partnership to better understand where the focus on improvement lies.

### How do we assess students?

When students come to secondary school, we routinely make use of their KS2 Maths level and KS2 English (reading) level to determine their starting point from which to measure their progress. Alongside this our school looks at the results from the Cognitive Ability Tests, which highlight strengths and areas for development. Nationally, there is a strong correlation between this data and how students perform at GCSE, as shown in the table below:

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

Teachers use this information in their planning, teaching and assessment. When planning their lessons, teachers think about the topic the class will be doing, by breaking it down into four thresholds:

Threshold	Description	Should achieve
Excellence	Aimed at students with a starting point of a high level 5 in KS2	9-8 (A*) at GCSE
Secure	Aimed at students with a starting point of a level 5 in KS2	7-6 (A/B) at GCSE
Developing	Aimed at students with a starting point of level 4 in KS2	5-4 (B/C) at GCSE
Foundation	Aimed at students with a starting point of level 2-3 in KS2	3-1 (D-G) at GCSE

Teachers will use the information they have about the starting point of each student, to help each student move up through the thresholds – with the aspiration being that all students will aim towards excellence.

## Reporting to Parents/Carers in Year 9

A data report will be sent home four times a year. When making judgements on students' progress, teachers will use a variety of pieces of work. This may take the form of a test, an assessed piece of writing or other piece of work. At each assessment point, subject teachers will determine which of the four thresholds the student is currently performing within.

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)

In addition to the Current Threshold, teachers will make judgments on students' progress by comparing the Current Threshold to the KS2 starting point. Progress is measured individually for each student in relation to their starting point.

	Colour
Exceptional progress	Blue
Good progress	Dark green
Expected progress	Light green
Less than expected progress	Orange
Cause for concern	Red

Please note that students at each KS2 starting point can be judged to be making exceptional, good, expected or less than expected progress.

Exceptional progress does not necessarily mean that a student will achieve a top GCSE grade. The **Expected GCSE Band** gives an indication of likely outcome at GCSE.

Finally, teachers will make a judgment about students' Attitude to Learning.

## Assessment Feedback Sheets

These can be found in students' exercise books and give an overview of the unit or topic completed and the expectations in terms of core knowledge and skills. Feedback is given to each student as follows,

- **W**hat **W**orked **W**ell? (WWW)
- **E**ven **B**etter **I**f (EBI)

This is particularly important where a student is not making expected progress as it shows what action is required to support improvement.

You will find an example of a student report on page 3.

**Example**

Expected GCSE outcome based on Key Stage 2 starting point

Expected GCSE outcome based on current work

Key Stage 2 Levels (starting point)

**Attendance: 100%**      **No of Late**

KS2 Maths Test 5	KS2 English Test 5	KS2 Science Assessment 5
---------------------	-----------------------	-----------------------------

**Target GCSE Band based on KS2 Results**      7-6

Subject	Attitude to Learning	Expected GCSE band	Current Progress	Teacher
Art	1	5-4	Expected	NBS
Drama	2	5-4	Less than expected	CDY
English	2	7-6	Expected	MEN
French	1	7-6	Good	SBT
Geography	2	7-6	Expected	CSW
History	2	7-6	Expected	EFD
Mathematics	2	9-8	Exceptional	JPE
Music	2	7-6	Good	PNN
PHSCE	2		n/a	GNI
Physical Education	2	5-4	Less than expected	ABR
Religious Studies	2	7-6	Expected	JPR
Science	3	7-6	Expected	EWT
Spanish	2	5-4	Expected	RPE
Technology	2	7-6	Expected	RPE

GCSE Grades	
New 9 - 1	Old A* - G
9 - 8	A*
7 - 6	A - B
5 - 4	B - C
3 - 1	C - D

**Attitude to Learning**

- 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.
- 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.
- 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.
- Student is not committed to their learning and is often distracted in lessons. Class and home learning tasks are often incomplete.

**Expected GCSE Band** This is the expected GCSE outcome based on current work.

Conversion from new GCSE 9-1 grades to old GCSE A\*-C grades

Attitude to Learning scores with key

Progress in relation to each individual student's starting point

This student arrived with level 5 in KS2 English and Maths. Based on this information she is expected to achieve GCSE grades in the 7-6 (A-B) range in year 11. As can be seen she is making expected or good progress in most of her subjects. Drama and PE have been highlighted as areas to focus on where less progress has been made. The Expected GCSE band column shows that, based on her current work, she is on track to achieve GCSE grades in the range 7-4 (A-C) in most subjects at the end of Year 11 and 9-8 (A\*) in Maths.

## **Frequently Asked Questions (FAQs)**

### **1. My daughter achieved a level 5 in Maths at KS2 and in her first data report is making 'less than expected progress'. Why is she underachieving?**

There is a very strong link between teacher expectation of what students can achieve and then how they achieve. With this in mind, when we reviewed our KS3 curriculum, we raised the bar of expectation across the whole of KS3 as we wanted to stretch and challenge all students. This is in line with the new GCSE specifications that include the new grade 9 at the top end, more rigor and the removal of coursework in some subjects. Students with a high starting point at KS2, will then be assessed relative to this when they join us – so the criteria in the secure and excellence threshold will be deliberately challenging. As a result, you should not be alarmed that your daughter is not yet making expected progress in the first term. What is important is how she responds to the feedback given to her by her teachers and that she continues to progress.

### **2. When my daughter gets her data report and there is 'less than expected' in some subjects, it's not very motivational is it?**

We want to be honest with our assessment of students. For students to move on with their learning they need to know their areas for improvement, so they can address them. It would be unfair to give students a false impression of their performance, as that would not flag up to them what they need to do to improve their progress.

### **3. My daughter has Target GCSE Band 7-6 but in Maths her expected GCSE band is 5-4, which the report says is Expected Progress. Why is this?**

It will only show as Expected Progress if a student is at the top of the 5-4 range. Should they fall any lower in forthcoming assessments it will be flagged up as being 'less than expected progress' in a future report.

### **4. My daughter has mostly 1s for Attitude to Learning, but is still making 'less than expected progress' in some subjects. Why is this?**

For most students, there should be a correlation between Attitude to Learning and their progress i.e. if these are all strong (graded 1) we would expect them to be making at least expected progress. However, there may be exceptions to this. For example, a student with a high KS2 starting point in English and Maths may be making good progress in some subjects, but less than expected progress in others. This may be particularly so for practical subjects for example.

**If you have any queries/questions about your daughter's progress within a subject, please do not hesitate to contact their subject teacher. If your queries are more general i.e. across a number of subjects, please contact your daughter's Head of Year.**

**Please use the box below to give feedback about the new assessment model or ask questions.**

**Assessment Without Levels – Feedback and Questions**

**Student Name:**

**Form:**

*Please return to the school reception*