

Parent guide to Year 7
assessment and reporting from
January 2017

How has assessment at Key Stage 3 changed?

- In September 2014, the government announced that National Curriculum Levels were to be abolished and not replaced.
- Instead, from September 2016, all secondary schools in England and Wales were required to develop their own assessment policies.

Why have National Curriculum Levels been abolished?

- Levels, which were in place from 1988 – 2016, were abolished for a number of reasons:

Accuracy and consistency:

Levels were originally intended to be used as broad, end-of-year descriptors, providing a best-fit summary of how well learners had mastered the knowledge, skills and understanding in a subject. The increasing use of Levels to assess individual tasks and assignments, distorted this purpose.

Clarity and coherence:

- The introduction of sub-Levels (e.g. 4a, 4b, 4c) further undermined the usefulness of Levels.

Fixed or growth mindset:

- Students focused more on Levels than on specific guidance and feedback. Removing Levels can accelerate learning and progress by focusing feedback on where knowledge, skills and understanding are secure and areas where there are gaps.
- Students developed a fixed mindset linked to the levels ('I am a level 4'). Growth Mindset emphasises to students that there is no ceiling on achievement.

How has assessment at Key Stage 2 changed?

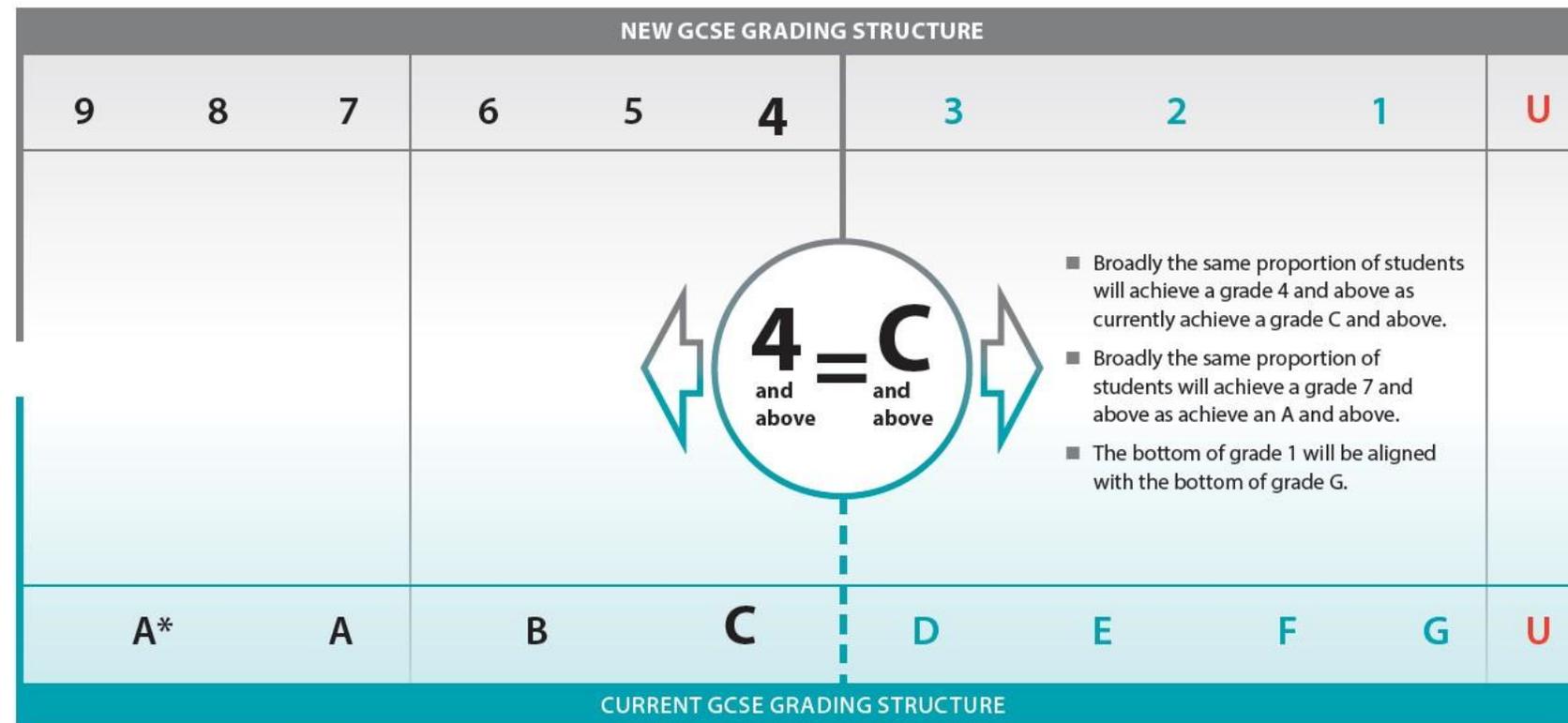
No more Levels

- Following the abolition of Levels, for the first time last summer, SATS results were reported as a scaled score in the range of 80-130. The new 'secondary ready' score on these was 100.
- Our current Year 7 are more used to talking about 'securing' knowledge or making 'expected' progress than using levels

How has assessment at Key Stage 4 changed?

New GCSEs

Grading the New GCSEs in 2017



Key changes to GCSE

- More demanding and require higher levels of literacy and numeracy to access the top grades.
- New grading scale that uses the numbers 1 to 9 to identify levels of performance, with grade 9 being awarded only to the top 10% of grade 8 students nationally
- Terminal assessments and 'closed book' exams
- More application of learning

Assessment principles

- Simple and easy to understand - for staff, students and parents
- Based on high expectations and challenge for all
- Links KS2, 3 & 4.
- Develops the knowledge, understanding and skills needed, for success at Key Stage 4, through high quality teaching and assessment.
- Assessments reliably identify what students have/have not understood and informs future teaching and learning, including intervention needs.

- Improves learning and encourages a growth mindset by providing students and parents with high quality next-steps feedback focused on specific objectives
- Focuses on hard work and progress towards targets rather than focusing on grades, allowing all students to experience success.
- Tracks progress in relation to an aspirational target
- Recognises that students have different abilities and starting points, giving early recognition of those who are falling behind and those who are excelling

How did we develop our new way of assessing and reporting?

- Working with feeder primary schools to develop a common language
- Building on the 'age-related expectations' in KS2
- Working with other West Berkshire secondary schools to develop good practice and agree standards
- Researching best practice from schools funded by the government to develop post- level systems
- Working with our staff to develop criteria, the knowledge, skills and understanding we expect students to secure by the end of Year 7 in each subject
- Using GCSE criteria to ensure students develop the skills for exam success throughout KS3 and 4

Setting targets:

- Key Stage 2
- CAT4
- FFT 'Most Likely Outcomes'
- Baseline testing

Matched to same/ similar student where any 1 data set not available

Assessing progress:

- A range of assessments over the year
- Verbal and written
- Tests and end of unit assessments
- Overall picture
- Prediction based on knowledge, skills and understanding

Example Assessment:

History Common Assessment Feedback

Title: Why did William Win the Battle of Hastings?

This assessment was testing your ability to do all of the things below. Your teacher will have given you a mark depending on how well they think you did at each of these. Use this to help set yourself targets for next time.

Knowledge and understanding of the Battle of Hastings

Emerging	You make some reference to specific details or you use details in a generic way. You have a little knowledge of specific actions or events which led to William's victory. There may be inaccuracies in your knowledge.	
Developing	You have shown some knowledge of the tactics used by William or the failures of Harold. You may refer to things they did but in generalised ways – you are generally accurate however. There may be some inaccuracies in your knowledge.	
Secure	You show that you understand more than one of the following: William's specific tactics, Harold's mistakes, the context leading to the battle.	
Mastery	You have shown a clear understanding of: William's specific tactics, Harold's mistakes, and the context leading to the battle. You give specific evidence for all of these, helping to write a convincing answer.	

Your Writing

Emerging	You have written briefly about some relevant things and have described some of the information you have found out.	
Developing	You have clearly tried to answer the question. Your answer is mostly a description of events but uses some good knowledge. You don't explain how your evidence links back to the question.	
Secure	You have used paragraphs to structure your answer and you have chosen key factors to write about. You use some evidence to back up the points you make in each paragraph. You have made links back to the question in the majority of your paragraphs and there is a developing PEEL/IDEA structure evident.	
Mastery	You have written a clearly analytical piece based on key factors. You have used evidence to back up your points clearly and you have very clear links back to the question. The PEEL/IDEA structure is used very well. In particular, you make clear links back to the question in each paragraph.	

Cause and Consequence

Emerging	You have identified some reasons why William won the Battle of Hastings but not always clearly explained how these helped him win.	
Developing	You have shown that some causes were more important in William winning but not really supported this with evidence or explained fully.	
Secure	You have identified at least 3 reasons why William won the Battle of Hastings and shown how these helped him to win	
Mastery	You have identified at least 3 different reasons why William won the Battle of Hasting and have shown how these link together to lead to William's victory	

Success

Challenge

In your own words try to explain why you got the mark you did...

In your own words, what target will you set yourself to improve your work next time?

Language of reports explained

Assessment	Explanation	GCSE MLO Grades
Mastered	Demonstrated a comprehensive understanding of the knowledge and skills taught in the Y7 curriculum.	9 8
Secured	Demonstrated a secure understanding of the main knowledge and skills taught in the Y7 curriculum and can apply these	7 6 5
Developing	Demonstrated an understanding of the majority of the knowledge and skills taught in the year 7 curriculum and is approaching 'Secure'.	4
Emerging	Demonstrated an understanding of some of the main ideas and skills in the Y7 curriculum, others require further development.	3 2 1

J. Preston

Attendance:

House Points:

Behaviour Points:

	<u>Att</u>	Org	Con	Teacher EOY Projection	EOY Target	Next steps	Subject Teacher
English				7S	7S	Offer a range of interpretations of texts, supported by precise use of quotations	
Mathematics				7S	7S	Manipulate algebraic terms, collect like terms, substitute real numbers and expand brackets	
Science				7E	7S	Use correct scientific language to communicate ideas. Use simple equations and the correct units	
French				7S	7S		
Spanish				7S	7S		
IT				7D	7S		
Art				7M	7S		
Drama				7S	7S		
Geography				7S	7S		
History				7S	7S		
Music				7S	7E		
Physical Education				7S	7S		
Religious Education				7S	7S		
Technology				7S	7S		

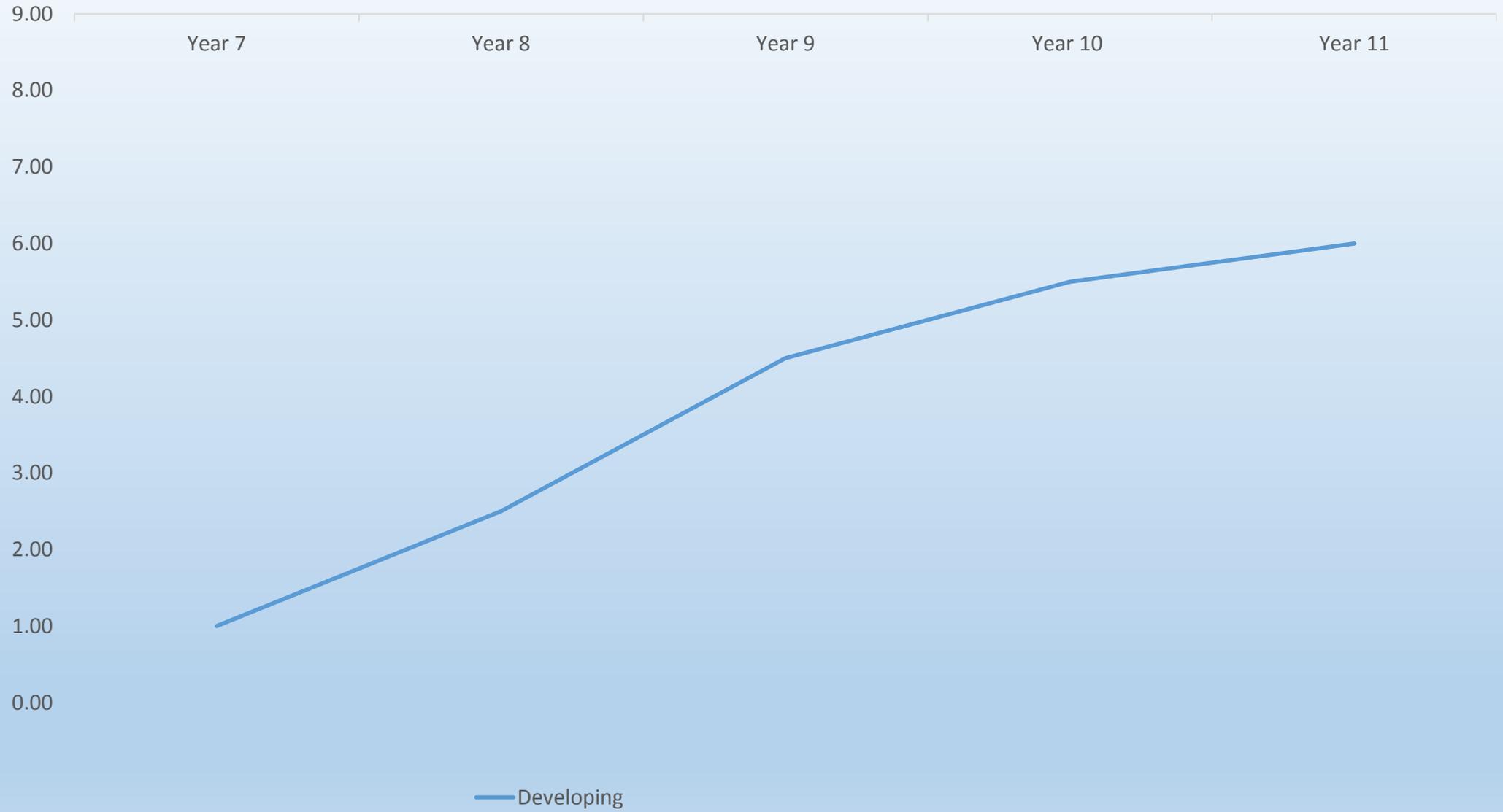
Colours explained

- Blue – above target
- Green – on target
- Yellow – below target
- Red – under target

Most Likely Outcomes at GCSE



Developing – potential outcome



SECURE...

- This fits in with our aim to develop a **secure** understanding of the key ideas needed for successful performance in KS4
- The goal will be to get as many students as possible to reach **secure** and beyond.
- It is important to note that assessments gradually become more challenging as students move from year to year, so students continuing to achieve 'Secure', for example, will be making expected progress.
- As in all target setting methods, prior attainment determines the expected outcomes, so a student who scored above 100 at KS2 would be expected to achieve a higher grade at GCSE level than a student who scored below 100. However, all students are expected to make a similar amount of progress from their starting points.

The future

- Using a KS4 estimated target range instead of a single target grade at KS3 emphasises that outcomes are not fixed or pre-determined. To reinforce the school's high expectations and the idea that there is no cap or limit on what students can achieve
- The new GCSEs and their examinations are still being developed, so there is limited information.
- Targets might change over the years as new data on GCSE exams etc is added, and will be phrased as GCSE grades at KS4.
- Staff can alter targets in practical subjects from end of Year 7

Thank you

Reports will be sent home on the 10th March

The presentation will be on the website.