

KS3 Assessment from September 2016

Aims for the evening

- Explain the reasons for changing our assessment system at KS3.
- Give an overview of how the new system will work.

Why Change?

- National Curriculum at KS1, KS2 and KS3 has changed.
- Levels have been removed from the new curriculum and the level descriptors we have used are now out of date.
- Attainment targets have changed – there is no longer progression through levels, rather all pupils are expected to meet all the attainment strands by the end of the Key Stage.

Why Change?

- Levels have varied considerably between subjects e.g. Level 5 in Maths and Level 3 in French.
- Some subjects have felt constrained by the levels.
- It is not always clear from levels what likely GCSE attainment could be.
- GCSEs are being reformed to fit with the new national curriculum at KS3.

Changes to KS2 SATS/Teacher Assessments

- From 2016.....
 - A standardised (scaled) score for Reading, GPS and Maths.
 - Teacher assessment in the above and also in Writing and Science.
 - ‘Mastery standard’
 - ‘National standard’ (expected standards)
 - ‘Below national standard’

Changes to Primary School Assessment

Primary School Assessment:

Developing understanding of

Secure in understanding of

Extending beyond/showing a **mastery** of

... the curriculum for **your year**.

GCSE Reform

- Qualifications are becoming fully linear.
- All exams must be taken at the end of Year 11.
- The amount of coursework is being reduced.
- The government has stated these qualifications will be more rigorous.
- Grading will be from 9-1 rather than A*-G.

3 Year Phase In

September 2015-June 2017 - **English & Maths**

September 2016-June 2018 - **Most GCSEs (not Technology)**

September 2017-June 2019 - **All GCSEs**

iGCSEs

GCSE Grading

- In 2017...
 - Art C
 - French A*
 - Geography B
- In 2019...
 - Art 4
 - French 8
 - Geography 6
- Statistical awarding of grades will be used to ensure 'fairness' in the first few cohorts taking these new GCSE exams and achieving 9-1 grades.

Grading the New GCSEs in 2017

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
A*	A	B	C	D	E	F	G	U	
CURRENT GCSE GRADING STRUCTURE									

KS4 Grading

iGCSE/GCSE: From September 2015 a mixture of grades will be reported for KS4 subjects.

As of September 2016 the following subjects will be offered at iGCSE:

Maths

English

Science

History

PE

IT

iGCSEs are currently under review .

We wanted KS3 changes to...

- Remove level / grade confusion e.g. a grade 4 and a level 4 are different
- Fit with the new National Curriculum and GCSE/iGCSE specifications
- Link to GCSEs so we can consider **a 5 year curriculum and the skills we want students to have at KS4** rather than two distinct Key Stages.

Work Undertaken...

- Project undertaken by Mr Andy Halliday 2015-2016
- Research into other schools' assessment systems (some adopted new approaches in Sept 2014)
- Visits to schools
- Use of material provided by schools selected for the government's assessment innovation grant
- Discussions with every HoD
- Discussions/meetings with teachers
- Discussions at SMT, Governors Education Committee and HoFs meetings

What we have aimed for at KS3...

A system which:

- Links to the new format of KS2 Assessment in terms of mastery of the curriculum.
- Links to age related national expectations.
- Links to GCSE grades so we can consider the skills required for success at GCSE and assess these.
- Removes differences in levels due to different starting points.
- Can be understood by pupils, teachers and parents.
- Teaching staff have confidence in.
- Is built upon models currently in use in other schools.

Our New System...

- Draws many key themes from Durrington High School – a school funded by the DfE to publish its assessment system.
- Is based on assessing key skills and content required for success at GCSE.

Our New System

How does it work?

Scheme of assessment

- At the start of 1st Form, pupils will be assessed and placed in a **threshold** for each subject based on KS2 and Midyis data.
- teachers will monitor progress and decide at which point they progress to the next threshold.
- The table below shows these thresholds in descending order and their projected equivalents at GCSE level:

Thresholds

Threshold	Old GCSE (A*-E) equivalent	New GCSE (1-9) equivalent
Advanced	A-A*	8-9
Accomplished	B-A	6-7
Secure	C-B	4-5
Developing	D and below	3 and below

	Developing		Secure		Accomplished	
St. Martha's Grade equivalent	E	D	C	B	A	A*
Blooms Taxonomy links	Remembering & Understanding		Application & Analysing		Evaluation & Creating	

.....their knowledge/skills from the national curriculum

- Pupils working at grade D/E are **developing** their understanding of the core curriculum for that particular year.
- Pupils working at grade B/C are **secure** in their understanding of the core curriculum for that particular year (i.e. working at national expectations).
- Pupils working at grade A*/A are **accomplished** in their understanding beyond the core curriculum for that particular year.

THESE ARE NOT CURRENT GCSE GRADES

How will Pupils be graded?

- Pupils will be graded on formal assessments as follows:

	Progress	Progress Grade
	Exceptional	+2
	Exceeding	+1
	Expected	=
	Emerging	-1
	Much less than expected	-2

- These will be based on their understanding of the curriculum in that year.

Why -2 to +2?

- Easily recognised by pupils, staff and parents
- Removes the confusion of numerical grades, levels, GCSE (A*-E), iGCSE (A*-E) and GCSE 1-9 alongside each other.
- We have 5 points of reference meaning we can more easily differentiate between pupil attainment.
- Uncertainty over 9-1 gradings until results have been achieved in all subjects (2019).

Grade Descriptors

- Descriptors have been produced for each subject (alongside course content and skills) for each Year group.
- These are available for parents, pupils and staff.

Grade Descriptors

- INSERT SUBJECT EXAMPLE HERE

Grade Descriptors

- Descriptors will be used by teachers to inform pupils how to improve.
- They are available for parents to help you to support your daughter.

How will I know if my daughter is making progress?

Progress Grades link to national expectations so you will know your daughter's attainment relative to them e.g. Yr 8 (=) is meeting national expectations

- Maintaining a grade shows good progress e.g. 2nd Form (+2) to 3rd Form (+2)
- **Key Point:** A 3rd Form (+2) is better than a 2nd Form (+2) since new content and skills have been learnt.

How will I know if my daughter is making progress?

2 nd Form	3 rd Form	Progress
2 nd Form (+2)	3 rd Form (+2)	Expected Progress
2 nd Form (-1)	3 rd Form (+1)	Exceeding Progress
2 nd Form (-2)	3 rd Form (-1)	Less than expected Progress

Even within a year maintaining the Progress grade (e.g. 1st Form (+1) to 1st Form (+1) implies good progress as new skills and content are being learnt.

Possible Future Outcomes

1st Form Assessments	2 nd Form Assessments	3 rd Form Assessemnts	Likely old GCSE Outcome	Likely (?) New GCSE Outcome
			A*	8/9
		+2	A*	7
	+2	+1	B	5/6
+2	+1	=	C	4/5
+1	=	-1	D	3
=	-1	-2	E	2
-1	-2	-3	F	1
-2	-3	-4	G	1
-3	-4	-5	U	U

Possible Future Outcomes

- The grades are NOT forecasts – so many things can contribute towards GCSE results in the future.
- However, some indication is however given about possible future attainment.
- Progress is NOT always linear so grades may vary.
- We are not fixing a pupil into an achievement bracket.

Tracking Progress

- Internally we will compare Midyis baselines with current progress grades in each subject
- We can then intervene if a pupil's attainment is lower than their baseline assessment.
- The aspiration is that pupils will exceed their baseline.
- Pupils will not be told their baseline bandings – only current grades and formative feedback on how to improve.

Targets

- Pupils will no longer have an end of year target grade.
- We wish to remove what has become a ceiling to attainment in some cases and encourage a culture of *I can't do yet rather than I can't do*
- Pupils will be told to aim for the highest grade they can.
- This doesn't mean teachers will not challenge pupils on underachievement. Effort grades given by teachers and formative feedback will tell pupils how to improve their work.

Reaching full potential

- Progress grades will give parents a measure of whether their daughter is reaching her full potential
- Application scores? 1-5 (1 reaching potential to 5 underachieving)
- Written feedback when exercise books are marked and comments on school reports will also give important information

Progress Reports

- Reports will be similar to our current reports
- 4 Progress Reports and 1 Full Report during the year
- Application scores / HW concerns? / summer exam information / teacher comments
 - Key differences:

NC level e.g. 6b will be replaced with Current Progress
Grade e.g. +2,+1 etc

No target grade provided

Culture Change

This is a big culture change but...

- the aim is that it will improve information to parents about what their daughter needs to do to improve.
- aspirations are set high so **all** pupils aim to reach the highest standard they can.