

# Reporting and Assessment 2016 and beyond...

## Life after Levels

### What does this mean?

Last year we piloted a new way of tracking and assessing students' progress in Years 7, 8 and 9 in response to the demise of KS3 National Curriculum levels... Students were placed on a Pathway and we reported whether they were under (-), on, (+) or above (++) this pathway. In the spring and summer terms, we spent some time reviewing this with staff as well as taking on board parental feedback.

In response to this, we have now moved to a Flightpath model where students are placed on a trajectory of what they are expected to achieve if they make good progress from KS2 to KS4. It has a direct correlation to new GCSE Grades. This is then broken down into end of year targets for each student (see table below).

KS2 score	Year 7	Year 8	Year 9	Year 10	Year 11	Rough Equiv grade	
100	9	9	9	9	9	C+/B-/B	
	8++	8++	8++	8++	8++		
	8+	8+	8+	8+	8+		
	8	8	8	8	8		
	7++	7++	7++	7++	7++		
	7+	7+	7+	7+	7+		
	7	7	7	7	7		
	6++	6++	6++	6++	6++		
	6+	6+	6+	6+	6+		
	6	6	6	6	6		
	5++	5++	5++	5++	5++	E	
	5+	5+	5+	5+	5+		
	5	5	5	5	5		
	4++	4++	4++	4++	4++		
	4+	4+	4+	4+	4+		
	4	4	4	4	4		
	3++	3++	3++	3++	3++		U
	3+	3+	3+	3+	3+		
	3	3	3	3	3		
	2++	2++	2++	2++	2++		
	2+	2+	2+	2+	2+		
	2	2	2	2	2		
	1++	1++	1++	1++	1++		
	1+	1+	1+	1+	1+		
	1	1	1	1	1		
	WT1++	WT1++	WT1++	WT1++	WT1++		
	WT1+	WT1+	WT1+	WT1+	WT1+		
WT1	WT1	WT1	WT1	WT1			

A general rule of thumb is to follow the colours of the flightpath. Please note that a Grade 5 at the end of Year 11 is roughly equivalent to the top third of a legacy Grade C and the bottom two-thirds of a legacy grade B.

<b>Blue Trajectory</b>	<b>Expected to achieve Grades 5 at the end of Year 11</b>
<b>Yellow Trajectory</b>	<b>Expected to achieve Grades 6 at the end of Year 11</b>
<b>Orange Trajectory</b>	<b>Expected to achieve Grades 7 at the end of Year 11</b>
<b>Green Trajectory</b>	<b>Expected to achieve Grades 8 &amp; 9 at the end of Year 11</b>

This amended system will still provide the following:

- **For students:**
  - Clearer assessment of strengths and areas for development
  - Clearer feedback on next steps
- **For teachers:**
  - The ability to track progress through the curriculum
  - The ability to identify areas of learning which need development
- **For parents and families:**
  - Clearer information about progress and attainment within the curriculum

### How does it work?

In Year 7, we create a starting point using information from KS2 SATs, Cognitive Ability Tests (CATs) and information from teacher assessments. CATs test general intelligence and assess a student's ability different areas: verbal (thinking and words); quantitative (thinking with numbers); and non-verbal (thinking with shape and space). We also use estimates created by The Fischer Family Trust (FFT Aspire) who use prior attainment data to predict potential outcomes for students by the end of Year 11. The FFT is a non-profit organisation that provides estimates for UK schools to support effective target setting.

For years 8 and 9, we use the above as well as information from end of year teacher assessments. Using this data, we place students in Years 7, 8 and 9 on an individual **Flightpath** for each subject.

For the academic year 2016/2017, students' pathways from 2015/2016 will be converted onto our flightpath model.

The targets are based on where we think a student will be by the end of Year 11 if she continues to make **good progress**.

Each student will be provided with an end of Year target, if she achieves this she will be demonstrating that she is making good progress towards her grades at GCSE. Students can move up on to the next flightpath as well as move down.

**What do these flightpaths look like?**

As a rough guide and starting point, we have linked the new flightpaths to existing GCSE grades. However, as with the introduction of any new system, we expect that there will be a period of adjustment and fluctuation where flightpaths will be refined as the system becomes embedded. It is also likely that these flightpaths will be adapted in line with new GCSE subject grade criteria as more assessment information becomes available.

We are continuing to use a 1-9 grading system but this is broken down into end of Year targets. Students will now receive number targets. Assessments and work will be recorded using these new numbers and symbols. Please see the tables below:

**Progress Expectations for Year 7**

<b>Average for Year Group</b>	<b>1, 1+, 1++</b>
<b>Above Average</b>	<b>2, 2+, 2++</b>
<b>Well Above</b>	<b>3, 3+, 3++</b>
<b>Exceptional</b>	<b>4, 4+, 4++</b>

**Progress Expectations for Year 8**

<b>Average for Year Group</b>	<b>2, 2+, 2++</b>
<b>Above Average</b>	<b>3, 3+, 3++</b>
<b>Well Above</b>	<b>4, 4+, 4++</b>
<b>Exceptional</b>	<b>5, 5+, 5++</b>

**Progress Expectations for Year 9**

<b>Average for Year Group</b>	<b>3, 3+, 3++</b>
<b>Above Average</b>	<b>4, 4+, 4++</b>
<b>Well Above</b>	<b>5, 5+, 5++</b>
<b>Exceptional</b>	<b>6, 6+, 6++</b>

### **KS3 Reports and Parent Consultation Evenings**

Reports will indicate the group that each student has been placed in for each individual subject.

### **Groupings**

The grouping of students varies according to the subject followed. Some subjects place students in groups numbered according to ability while others are taught in mixed ability groups. The following key can be used to identify the group in which your daughter is placed.

If a subject is blocked on the timetable - this means that all the students in the same year group are taught at the same time. The sets are likely to run from Set 1 to Set 9. For some subjects, it is not possible to do this. Therefore, students are taught in half yearly blocks. These populations are labelled X and Y and there are generally 4 sets in each population.

### **Key for Groups**

1 = Set 1 (Highest ability)  
 2 = Set 2  
 3 = Set 3  
 4 = Set 4 etc.

M/A = Mixed Ability Group  
 U = Upper Ability Group  
 M = Middle Ability Group  
 L = Lower Ability Group

### **Modern Languages (French, German, Italian and Spanish)**

In Year 7 French/German and Spanish are M/A i.e. Mixed Ability

In Year 8 – In Population X there are 4 groups in French and Spanish 1-4 where 1 is the highest

In Population Y there are 4 groups in German 1-4 and 2 groups of French and Italian 1-2

In year 9 - In population Y there are 4 groups in German 1-4 and 4 groups of Spanish

In population X there are 4 groups in French and 2 groups of Spanish and Italian 1 -2

### **Humanities**

In Years 7 and students are taught in mixed ability (MA) tutor groups. In year 8 students continue to be taught in mixed ability groupings.

In Year 9 Geography, History and RS have one upper ability group and 3 mixed ability groups in population X and Y. There are set changes once a year

### **Art, Drama, Music, Technology, PE, Home Economics and Information & Communications Technology**

All groups are mixed ability, labelled M/A with the exception of Year 8 and 9 Technology and Home Economics where there are 4 Upper Groups with the remaining 8 being mixed ability.

### **English**

In year 7, we have 8 groups, organised into upper, middle and lower ability sets.

In year 8, we have 8 groups, organised into upper, middle and lower ability sets.

In year 9, we have 8 groups, organised into upper, middle and lower ability sets.

### **Mathematics**

The year group is divided into eight classes, numbered 1 to 8, where 1 is the highest ability.

### **Science**

In year 7, we assess students in the first term and, using this data along with CAT scores, set students into 8 groups after half term, organised into upper, middle and lower ability sets.

The year 8 group is divided into eight classes, numbered 1 to 8, where 1 is the highest ability.

For each subject, a student is placed on an individual expected Flightpath. When reporting, the teacher will use the following symbols:

Old Pathway symbols	Example of new Flightpath number grade followed by symbol	Grades Confidence Level/Descriptor
++	3++	Excelling
+	3+	Established
-	3	Emerging

Student performance may vary over time as topics requiring different concepts and skills are covered.

However, a student's Flightpath may change if she consistently exceeds or is assessed as under Flightpath. Over time, this will be an indication that the student may need to be placed on a more appropriate Flightpath trajectory.

Where a student's progress is under her expected Flightpath, the teacher will include a **learning target** on the Report. This will identify what she needs to do in order to be on pathway.

### **Marks for Homework and Attitude to Learning**

**1 = Excellent, 2 = Good, 3 = Needs to Improve and 4 = Of Serious Concern**

Mark	Homework Key	Attitude to Learning Key
<b>1</b>	Completes all homework on time, frequently producing work of exceptional and exemplary quality to maximum ability.	Often exceeds expectations in class, highly motivated and seeks challenge. Actively listens and makes valuable contributions. An independent proactive learner. Works collaboratively supporting others.
<b>2</b>	Completes homework on time to a good standard, appropriate to ability.	Completes classwork to a high standard. Motivated and accepts challenge. Works with increasing independence. Works collaboratively.
<b>3</b>	Usually completes homework but not always on time. Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable.	Completes classwork, but often below expectations. Would benefit from greater motivation to learn. Listening skills need developing. Needs regular reminders to stay on task. Has difficulties working collaboratively.
<b>4</b>	Rarely completes homework on time or to the standard of which the student is capable.	Rarely completes classwork. Not motivated. Neither listens nor engages in learning. Does not stay on task. Disruptive to the learning of others.

**Achievement Points:** These are student rewards for example: commendations and postcards home.

**Behaviour Incidents:** These are incidents of poor behaviour in school, including detentions.

## **Year 7:**

Parents are invited to a parents' review meeting on Monday 7<sup>th</sup> December 2016 (4pm-7pm) at Bullers Wood School in order to discuss their daughter's progress with her subject teachers.

Parents will receive the first interim report in November 2016. This will include information about students' current progress, end of year target grade, homework and attitude to learning. A second report will be issued in March 2017. Students in Year 7 will receive a full school report including teachers' comments in June 2017.

## **Year 8:**

Parents are invited to a parents' review meeting on Tuesday 24<sup>th</sup> January 2017 (4pm-7pm) at Bullers Wood School in order to discuss their daughter's progress with her subject teachers.

Parents will receive the first interim report in November 2016. This will include information about students' current progress, end of year target grade, homework and attitude to learning. A full school report including teachers' comments will be issued in March 2017. Students in Year 8 will receive a third interim report in June 2017.

## **Year 9:**

Parents are invited to a parents' review meeting on Thursday 12<sup>th</sup> January 2017 (4pm-7pm) at Bullers Wood School in order to discuss their daughter's progress with her subject teachers.

Students in Year 9 start to make their option choices in February. An information evening regarding the GCSE curriculum and option choices will take place on Monday 2<sup>nd</sup> February 2017 at Bullers Wood School. After this, students will have an individual meeting with either the Head teacher or a Deputy Head teacher to discuss their option choices.

Parents will receive a full written report including teacher comments in January 2017. This information, along with teacher feedback at the Parents' Review Meeting in January, will inform decisions about students' GCSE option choices. Further interim reports highlighting students' progress will be issued in March and June 2017. These will include information about current progress and end of Year 9 target grade, homework and attitude to learning.

## **KS4 – Parents' Evenings and Reports**

### **GCSE targets**

GCSE targets are set based on FFT Aspire targets – these are a comprehensive and consistent set of estimates based on the progress of similar pupils in similar schools across the country, alongside our professional knowledge of your daughter. Target grades are ambitious, but achievable with consistent hard work and commitment.

In addition to statutory GCSEs and option subjects, all KS4 students have to follow national curriculum subjects in PE, religious education and computing. Students are not automatically selected to complete GCSEs in these subjects unless they have chosen them as part of their GCSE options.

## Year 10

Parents are invited to a parents’ review meeting on Tuesday 28<sup>th</sup> March 2017 (4pm – 7pm) at Bullers Wood School in order to discuss their daughter’s progress with her subject teachers. Parents are also invited to a GCSE Exam Information Evening on Thursday 20<sup>th</sup> October 2016. Parents will receive the first interim report in November 2016 and a second interim report in July 2017. Students in year 10 will receive a full school report with teachers’ comments and progress grades in March 2017.

Each report will contain a professional prediction - this is the grade that we expect a student to achieve if she continues to work in the way that she is currently working and will be compared to her target grade, the grade that she could potentially achieve.

All subjects, with the exception of Business Studies, Media and Technology have moved onto a 1 – 9 grading system. Below is the new Ofqual GCSE Grading Structure and rough conversion table.



### New GCSE Grading Structure

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

Annotations for the new grading structure:

- GOOD PASS (D/E)**: 5 and above = top of C and above
- AWARDING**: 4 and above = bottom of C and above

## **Year 11**

Parents are invited to a GCSE Exam Information Evening on Thursday 20<sup>th</sup> October 2016 where the first interim report will be issued. Mock Exams begin on Thursday 5<sup>th</sup> January 2017 and Mock results are issued to students on Friday 23<sup>rd</sup> January 2017. Students in year 11 will receive a full school report with teachers' comments and progress grades in February 2017. Parents are invited to a parents' review meeting on Thursday 23<sup>rd</sup> February 2017 (4pm – 7pm) at Bullers Wood School in order to discuss their daughter's progress with her subject teachers. A final interim report will be issued at the end of March 2017.

For the first time this Year, students will receive a combination of grades and numbers on their reports. This is because of the introduction of new GCSE courses in English, English Literature and Mathematics. Students will receive a number from 1 to 9 at the end of Year 11 and A\* to G grades in other subjects. 4 is roughly equivalent to a C-/C grade and a 5 is on a par with a C+/B-/B. It is likely that a 5 in both English and mathematics will be the new threshold requirements for accessing level 3 courses (A levels) in sixth forms and colleges.

## **KS5 Parents Evenings and Reports**

### **Target Setting in Year 12**

Targets are based on a student's performance at GCSE set against A Level/BTEC results, achieved nationally from students with the same GCSE results.

The target grades have been generated from Advanced Level Performance Systems (Alps). Alps is a simple, student focused system designed to support schools in ensuring their students make the best possible progress. They provide easy to use yet powerful value added analytical reports, enabling the school to set ambitious, but achievable targets for Year 12 and 13 students.

The targets will be used to monitor progress throughout the sixth form. In December parents' will receive a report which will include an effort grade and a current grade for each subject studied. This will give an indication of how each student is performing in line with their target grade.

## **Year 12**

Parents are invited to a Parents' review meeting on Monday 8<sup>th</sup> November 2016 (4pm – 7pm) at Bullers Wood in order to discuss their son's/daughter's progress with her/his subject teachers. Parents will receive the first report in November 2016 and the second report highlighting their son's/daughter's progress in January 2017. Students in year

12 will receive a full school report with teachers' comments and progress grades in July 2017.

### **Year 13**

Parents are invited to a parents' review meeting on Wednesday 14<sup>th</sup> December 2016 (4pm – 7pm) at Bullers Wood School in order to discuss their son's/daughter's progress with her/his subject teachers. Parents will receive the first interim report in December 2016 and a full school report with teacher's comments and progress grades in March 2016.