



HALL GREEN SCHOOL

ASSESSING WITHOUT LEVELS APPENDIX TO ASSESSMENT POLICY October 2015

Adopted:

October 2015

Next Review:

October 2017

Governing Committee:

Full Governing Body

Responsibility:

Mr D Adams - Headteacher

Mrs J Owen - Chair of Governors

Appendix to Assessment Policy

Key Stage 3 Grading Structure – Assessing Without Levels

At Hall Green we have spent significant time over the last 12 months developing a new grading system and this is detailed below. We have worked with other schools and used nationally funded research to inform our planning. Our new system indicates how well the pupils have understood a particular unit of work, based on their performance in a final assessment. This system has been developed with a view to developing pupils' skills, knowledge and understanding of the KS4 curriculum.

The system is based upon four Thresholds of expected performance, which are given below:

<p>Mastering: A Mastering learner would be expected to achieve a Grade A* at GCSE level (Grades 9 or 8 in the new grading structure). This child will have demonstrated a comprehensive understanding of all concepts and skills in a unit of work. This will be seen in pupils books as M1 or M2 depending upon the pupil's level of attainment.</p>
<p>Securing: A Secure learner would be expected to achieve a Grade A or B at GCSE level (Grades 7 or 6 in the new grading structure). This child will be able to grasp the main concepts and skills in a unit of work and can apply them to new contexts. This will be seen in pupils books as S1 or S2 depending upon the pupil's level of attainment.</p>
<p>Developing: A Developing learner would be expected to achieve a Grade B or C at GCSE level (Grades 5 or 4 in the new grading structure). This child will be able to grasp most of the main concepts and skills in a unit of work. This will be seen in pupils books as D1 or D2 depending upon the pupil's level of attainment.</p>
<p>Entering: An Entering learner would be expected to achieve a Grade D-G at GCSE level (Grades 3-1 in the new grading structure). This child will be able to grasp some of the main ideas and skills in a unit of work but other ideas may require development. This will be seen in pupils books as E1, E2 or E3 depending upon the pupil's level of attainment.</p>

In each subject there are clearly defined skills or knowledge within each Threshold and following an assessment, these will be used to assign a Threshold grading for each pupil.

How will Targets be set?

Pupils will be expected to perform at an assessment grade which is consistent with their prior attainment band and Threshold Assessment. Pupils will still bring with them final attainment scores from primary school. These are currently: KS2 Reading Score, KS2 GPS (Grammar, Punctuation and Spelling Score) and KS2 Maths Score.

Pupils will be assessed during the first term of Year 7 and, following a review of their progress and taking into account their prior attainment scores, the teaching staff will place them into one of the Thresholds detailed above. This Threshold will indicate to staff, pupils and parents what the expected outcomes at Key Stage 4 are for each pupil. Once a pupil is placed within a Threshold we would not expect them to be placed in a lower one as they move through the key stage.

However, we would expect pupils to aspire to move up a Threshold through hard work and commitment to improvement.

Tracking within individual subjects

Specific GCSE targets will not be given to pupils until Year 9. The aim of the work carried out in Years 7 & 8 will be to enable the pupils to demonstrate their ability to make expected progress through their baseline threshold. At the beginning of Year 9, staff will have sufficient knowledge of each pupil to set a more precise GCSE target. This target will then be based on the new GCSE grading scale of 1 to 9.

Pupils will find that assessments will gradually become more challenging as they move from year to year, so they are likely to continue to achieve within their Threshold. For example, a pupil may remain in 'Developing' throughout key stage 3, and be judged to be making expected progress. Their progress will be reported upon via regular 'progress returns' during the year.

Teaching staff for each subject will enter assessment data into subject spreadsheets and the data regarding progress for each pupil will then be imported into our data tracking system.

Reporting to Parents

In line with our current system we would report 2 or 3 times a year whether pupils are 'making expected progress'. A more formal written report would follow a similar format to the current one, but would use the new assessment criteria for each subject, stating what the child can do and what needs to be done to move forward.

The terminology we will use is given below:

- Working below their threshold– 'Making less than expected progress'
- Working at the lower end of their threshold – 'Making expected progress'
- Working at the upper end of their threshold – 'Making good progress'
- Working above their threshold or at the top of Mastering – 'Making exceptional progress'

Much of this change is set by central government. At Hall Green School, we are using this as an opportunity to design a system that is informative to both pupils and families, and genuinely assists pupils in their learning.