

Assessment, Target Setting and Recording Student Progress in KS3 and KS4.

Some information that you may find helpful:

- Changes that have been made to the National Curriculum by the Government.
- How the new Grading structure at GCSE has changed
- How we set student targets and track student progress
- How we mark student work
- How we report to Parents

1) The Government has made a number of significant changes to the content that we teach and the way that we assess:

- Changed the content of the National Curriculum at Key Stage 2 (Primary School) and Key Stage 3 (Years 7-9). These changes have influenced the subject content of what is taught to our students at Lord Lawson of Beamish Academy.
- It has also made significant changes to the GCSE (and A level) syllabuses; not only revising subject content but also changing the way in which we assess students. At Key Stage 4 (Years 10 and 11), for example, most GCSE subjects will be linear (only assessing students at the end of the course) and have had substantial content added, making them much bigger courses.
- Another significant change has been the new grading structure introduced by the Department of Education, which will affect GCSE courses for students taking their exams in the summer of 2016.

For this reason existing National Curriculum levels, which we previously used at Key Stage 3 have become out-dated. You may have heard about 'Assessment without Levels'. This refers to **National Curriculum** levels (typically Levels 3c-8a used in Primary school and until the end of Year 9 in secondary school). This system of levels no longer exists and has been removed from all programmes of study within Key Stage 3.

The Department for Education will, however, continue to judge the progress students have made over 5 years, between the end of Primary school and the end of their GCSE studies.

The Department for Education has now given all schools the freedom to assess students' work in different ways.

2) The GCSE grading structure has changed

New GCSE grading structure

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | A* |
| 8 | |
| 7 | A |
| 6 | B |
| 5 | |
| 4 | C |
| 3 | |
| 2 | D |
| 1 | |
| U | U |

GOOD PASS (DfE)
 5 and above = top of C and above

AWARDING
 4 and above = bottom of C and above

The new grading system explained:

Grade 9: Top A* performers nationally

Grade 8: The rest of those who obtained A* but did not qualify for a 9

Grade 7: Equivalent to an A grade pass

Grade 6: Covering top of existing B grade

Grade 5: The International benchmark, showing the performance of students getting top-grade passes in high performing countries in international league tables. It is pitched at the top third of a current grade C and considered to be a good pass.

Grade 4: Equivalent to the bottom two thirds of C grade pass

Grade 3: Equivalent to a D grade pass

Grade 2: Equivalent to an E grade pass

Grade 1: Equivalent to grade F and G passes

3) Setting students challenging targets

At Lord Lawson, every student is given a “**destination**” grade based upon their **exam results in Mathematics and English taken at the end of Year 6** in Primary School. The “destination” grade is the grade students are expected to achieve in their GCSE exams at the end of Year 11.

The destination grade is deliberately aspirational, we want students to do their very best, and contains significant challenge. Students who achieve their destination grade and work at this standard throughout their school career are making very good progress.

4) Marking student work from half term onwards

This is best illustrated by the following example – the **table below** shows the destination grades of four different students in year 8.

In this example, the teacher has marked student work and has judged each student to be working at the standard of a (new GCSE) grade “6” (albeit for students in Year 8).

The number the student will see recorded on their work however is the difference between what the work has been graded at and the destination grade (the difference between what the work has been graded at and the standard they should be working at).

Subsequent actions are illustrated in the final column.

| | Destination Grade (end of Ks4) | Teacher Assesses work at grade... | Differential (appears on student work) | Actions and Feedback |
|-----------|---------------------------------------|--|---|---|
| Student A | 8 (old A*) | 6 (old B) | -2 | This work “ requires Improvement ”. Teacher provides focused feedback and student is required to redo the work and resubmit for grading. |

| | | | | |
|-----------|-----------|-----------|----|--|
| Student B | 7 (old A) | 6 (old B) | -1 | This work is “ working towards ” standard. Teacher provides focused feedback and student completes improvements in green pen. |
| Student C | 6 (old B) | 6 (old B) | 0 | This work is meeting the standard. Progress is therefore “ good ”. Teacher provides feedback on what student has done well. |
| Student D | 5 (old C) | 6 (old B) | +1 | This work is above standard. An “ Outstanding ” piece of work. Student will be congratulated and receive feedback on what they have done so well. |

5) Tracking Progress and Reporting to Parents

The work students complete will be assessed against the progress they are making towards their destination GCSE grade as follows:

- **(+1) Outstanding Progress** – Consistently working above their baseline threshold and on track to achieve one grade higher than their destination grade.
- **(0) Good Progress** – Working towards the top of their baseline threshold and are on track to achieve their destination grade. Students are consistently producing work within their baseline threshold.
- **(-1) Working Towards** – Working towards the lower end of their baseline threshold. Some of students assessed work has achieved their baseline threshold, however, they are yet to be consistently producing work at this level. At this level students are within one grade/level of the destination grade in order to make good progress.
- **(-2) Requires Improvement** – There are serious concerns about progress. Student is consistently producing work well below their destination grade.

Below is an example of what a student report will look like:

Student Report Card

| Subject | Current Progress | A2L | Homework | Classwork | Targets |
|-----------------------------|------------------|-----|----------|-----------|---|
| English Mr McCarthy | Good Progress | 1 | 1 | 2 | <ul style="list-style-type: none"> • Make more than one inference based on evidence to ensure you demonstrate deeper levels of understanding. • Complete 30 minutes independent reading daily to help improve basic spelling, punctuation and grammar skills. |
| Mathematics Miss Bedford | Outstanding | 1 | 1 | 1 | <ul style="list-style-type: none"> • Calculate mean, median and range from frequency tables. • Factorise quadratics |
| Science Miss Owen | Outstanding | 1 | 2 | 2 | <ul style="list-style-type: none"> • Describe and explain what bio accumulation is and the effect on food chains. • Describe and explain the effect of filters on seeing in colour. |
| Art Mrs Gray | Working | 2 | 2 | 2 | <ul style="list-style-type: none"> • Work effectively and cooperatively in your group to use the projector for the creation of larger-scale work. |

Student progress is judged in every subject against the destination GCSE grade (which is based on the relevant Key Stage 2 starting point). All subject teachers' will be reporting PROGRESS rather than giving a grade. In addition to this, formative comments will be given for every subject, alongside homework, classwork and "Attitude to Learning" (A2L) scores.