PARENT'S CONSULTATION EVENING 19TH OCTOBER 2016

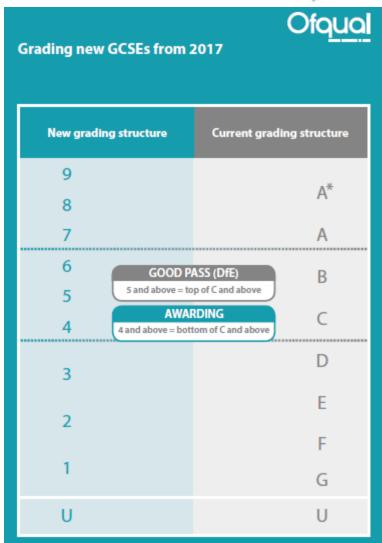Assessment and Reporting

Mrs S Warnock

As the new GCSE Grading structure (9-1) now applies to all year groups, we have adapted our internal assessment and grading systems to reflect this and ensure that we are fully preparing students for the rigours of the new GCSEs.

Why do we need to adapt our systems?

- A student currently in Year 10 or Year 11 will be working towards GCSEs which are a combination of traditional letter grades (A*-G), and the new numeric grades (9-1).

- Current Year 7-9 students are being assessed using a combination of Steps and 9-1 GCSE grades until the end of Year 9.

- Current Year 7-9 students will complete all GCSEs under the 9-1 Grading structure.

- This is a transition period while new grading systems come into full effect.

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
	F
1	G
U	U

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

AWARDING
4 and above = bottom of C and above

Targeting

- Aspirational end of Key Stage 4 (Year 11) targets have been set based upon each students' starting point (Key stage 2 SATs results)

- The end of year targets for Year 7 – 10 have been set based on subject flight paths to enable all students to develop towards this aspirational goal.

KS2	Step benchmark	End Y7	End Y8	End Y9	End Y10	End Y11
4a	S4+	S5-	S5+	S6	C	B
5c	S5-	S5	S6	S7-	B	A

- The minimum expected target in any subject is one grade below their aspirational target.

Tracking and Reporting

- A new reporting format has been developed to ensure the information received by parents is meaningful during this transition period.
- Within these reports teacher assessment of progress will use the following codes:

M – Mastered (securely working at **aspirational target** level, and beginning to work above target, challenge in place)

S – Securing (Working well at **minimum expected target** level with a few significant weaknesses, support in place)

D – Developing (Starting to work towards **minimum expected target** level but with a range of weaknesses or gaps in knowledge, interventions in place)

I – Insecure (below **minimum expected target**, with interventions in place to improve progress to target level).

Cherry Willingham Community School
Progress Report 1 2016/17

Name:				
Form:				

	Attendance	Year to date
	Target 97%	

Subject	Aspirational end of year Target	Report 1	Report 2	Report 3
English				
Maths				
Science				
History				
Geography				
RE				
French				
ICT				
Art				
Drama				
PE				
Technology				
Music				

Teacher assessment of progress towards these aspirational targets will be reported using the following codes:

M – Mastered (securely working at aspirational target level, and beginning to work above target, challenge in place)
S – Securing (Working well at minimum expected target level with a few significant weaknesses, support in place)
D – Developing (Starting to work towards minimum expected target level but with a range of weaknesses or gaps in knowledge, interventions in place)
I – Insecure (below minimum expected target, with interventions in place to improve progress to target level).

Why do we include attendance data?

10 days absence = 95% attendance = 50 lessons missed
20 days absence = 89% attendance = 100 lessons missed
29 days absence = 85% attendance = 145 lessons missed
38 days absence = 80% attendance = 190 lessons missed
47 days absence = 75% attendance = 235 lessons missed

Research states that having 20 days off school every year means that a student will probably obtain a whole grade lower in their exams than they are really capable of. Pupils with less than 85% attendance are unlikely to gain 5 A*-C GCSE qualifications.

Cherry Willingham Community School
Progress Report 1 2016/17

Name: Student A	Attendance	Year to date
Form: LSW	Target 97%	98%

Target grades will be a combination of Steps (S) and 9-1 grades for years 7-9

Subject	Aspirational end of year Target	Report 1	Report 2	Report 3
English	3	D		
Maths	3	I		
Science	S5	D		
History	S5+	D		
Geography	S5+	D		
RE	2+	D		
French	S5-	S		
ICT	S5	S		
Art	S5	I		
Drama	S5-	D		
PE	2+	D		
Technology	S5-	D		
Music	S5-	D		

Teacher assessment of progress towards these aspirational targets will be reported using the following codes:

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S – Securing (Working well at **minimum expected target** level with a few significant weaknesses, support in place)
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I – Insecure (below minimum expected target, with interventions in place to improve progress to target level).

In report 1 it would be reasonable to expect the majority of assessment grades to be **Developing**, with some Securing. You may see some Insecure grades, but the subject teacher will have interventions in place to support your child in improving their progress.

Cherry Willingham Community School
Progress Report 1 2016/17

Name: Student A		Attendance	Year to date
Form: LSW		Target 97%	98%

Report 1 and 2 indicate that the student is working below minimum expected with no progress. The Maths teacher is expected to have made contact with parents and put an intervention plan in place to help the student
By Report 3, the interventions are having a positive impact, and the student is working at minimum expected progress.

Progress as expected to achieve aspirational targets

Progress has dipped below minimum expected in the final Report. It is not too late for interventions, and the subject teacher is expected to have already made contact with parents to discuss these.

Report 1 and 2 indicate that the student is not performing as well in the second term. The teacher is expected to have made contact with parents and put an intervention plan in place to help the student.

Subject	Aspirational end of year Target	Report 1	Report 2	Report 3
English	3	D	S	M
Maths	3	I	I	S
Science	S5	D	S	S
History	S5+	D	S	D
Geography	S5+	D	D	S
RE	2+	D	D	S
French	S5-	S	M	M
ICT	S5	S	S	M
Art	S5	I	D	S
Drama	S5-	D	S	S
PE	2+	D	S	S
Technology	S5-	D	D	S
Music	S5-	D	I	D

Teacher assessment of progress towards these aspirational targets will be reported using the following codes:

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- Teacher assessments are of current progress, not a prediction for the end of the academic year or course.
- The current progress judgement takes into account a wide evidence base; from formal assessment, to classwork and homework, and practical performance.
- The assessment of work is based on agreed and moderated subject criteria to ensure that it is accurate and allows students to achieve their aspirational targets.
- At Key Stage 4, all assessment uses GCSE grading criteria.

Reporting of "Behaviour"

In place of the effort and behaviour grades previously awarded by each subject, the report will contain a summary of your child's PD record.

- This will include the number of positive stamps received as well as a breakdown of comments received.
- Each of the comment categories listed below are a barrier to learning, and could be preventing your child from making the progress they are capable of.

Positive Discipline Record	Year to date
PD Stamps for positive contributions (to self or school)	180
PD Stamps for "Recognition"	40

Positive Discipline Record	Year to date
PD Stamps for positive contributions (to self or school)	123
PD Stamps for "Recognition"	0

PD Behaviour comments	0
PD Progress comments	0
PD Homework comments	0
PD Equipment comments	0
PD Late comments	0

PD Behaviour comments	5
PD Progress comments	5
PD Homework comments	3
PD Equipment comments	0
PD Late comments	0