

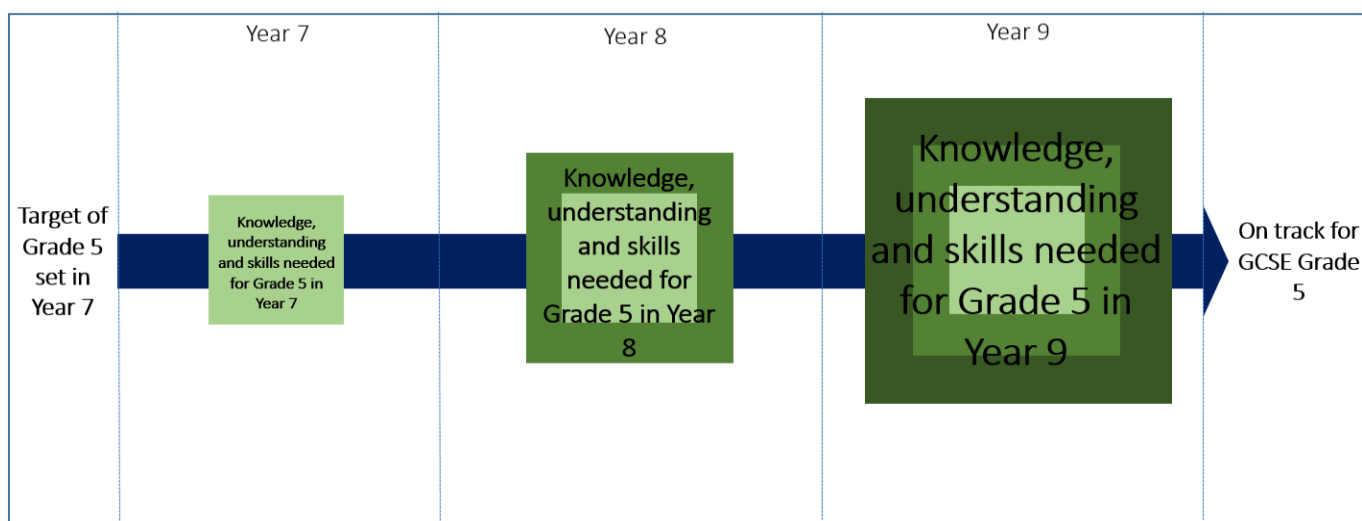
Assessment Procedures – Information for Parents/Guardians (Updated November 2022)

Introduction:

Over the last few years, since the abolishment of National Curriculum Levels, the model we have adopted attempts to ground assessment in the following basic principles:

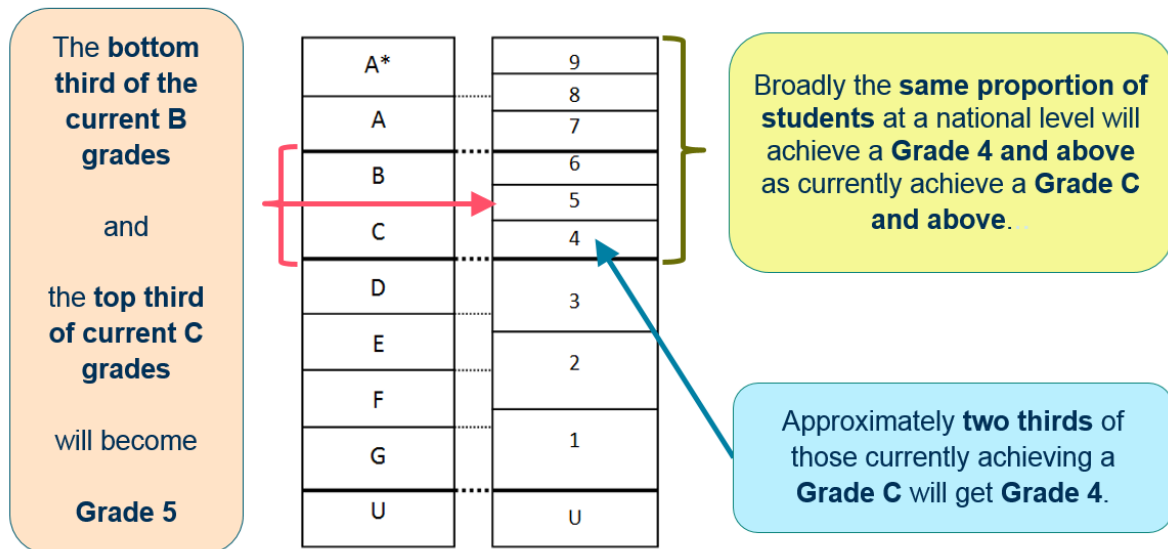
1. High quality teaching
2. Feedback and feed forward to enable pupils to understand fully “what went well” (WWW) and how to make their work “even better if” (EBI)
3. Robust GCSE-style assessments at mid-year and year end
4. Results of these assessments help to define pupil attainment and progress against GCSE targets, expressed in GCSE terms

We will define a pupil as making expected progress if they consistently achieve an attainment grade in line with their end-of-key stage target grade, regardless of the academic year. However, the requirements necessary to achieve expected progress increase with each successive year. This is illustrated in the diagram below:



GCSE grades:

GCSE grading schemes now extend from Grade 1 to Grade 9, and replaced Grade G to Grade A*. The scheme is best explained in a diagram, where the old scale is on the left, and the new one on the right.



- Ofqual announced in September 2016 that the awarding of Grade 9 will occur as follows: “A formula will be used that means that about 20% of all grades at 7 or above will be a Grade 9,” whilst “the grade 8 boundary will be equally spaced between the grade 7 and 9 boundaries”.

Target grades:

Following a research project during the autumn term of 2022, we no longer **share** target grades directly with pupils. Instead, we share them electronically with parents/carers who have the choice to share that data with their child if they **wish**, or if their child requests access to it.

This is to try and combat concerns we have about the negative impact target grades have on the mental health and well-being of a significant number of our pupils.

However, we continue to **set** subject targets using prior attainment outcomes, baseline test outcomes, and indicators of future performance. The objective is for all targets to be aspirational and to set high expectations for each pupil.

Current Grades:

1. In all Progress Reviews and Full Reports, the subject Current Grade will be a combination of:

- the outcome from the mid-year and/or end-of-year exam, moderated using teacher professional judgement against other assessed work
- homework records
- classwork records.

We continue to put great emphasis on exam technique and testing the effectiveness of revision strategies as well as a pupil's ability to demonstrate knowledge and understanding, as well as to apply skills in exam conditions.

Subject Standard Descriptors:

To help parents/carers understand the required standard for each grade in each of Years 7 to 9, all subjects taught under the National Curriculum have devised a Subject Standard Descriptor. Each Descriptor gives the following information:

- The core subject content to be covered in the year, shown term by term
- The key skills that pupils will be expected to master and use appropriately
- The standard of work teachers will expect pupils to produce

These have been devised using information about the revised Key Stage 2 National Curriculum, revised Key Stage 3 National Curriculum, and new GCSE examination specifications. This means that we understand what pupils should know, understand and be able to do upon arrival in Year 7 if they are 'secondary ready', and understand what pupils need to be able to know, understand and show they can do so that they are 'GCSE ready' at the end of Year 11. The intervening years are now all part of that five year journey within secondary education.

And finally:

If you have any queries or concerns about our assessment procedures, please do not hesitate to contact the relevant Head of Department (for subject specific enquiries) or myself (for general enquiries).

Mr. N. Parker

Deputy Head – Curriculum

Amended November 2022