

## Parents' Guide to Assessment in Keystage 3.

### Introduction

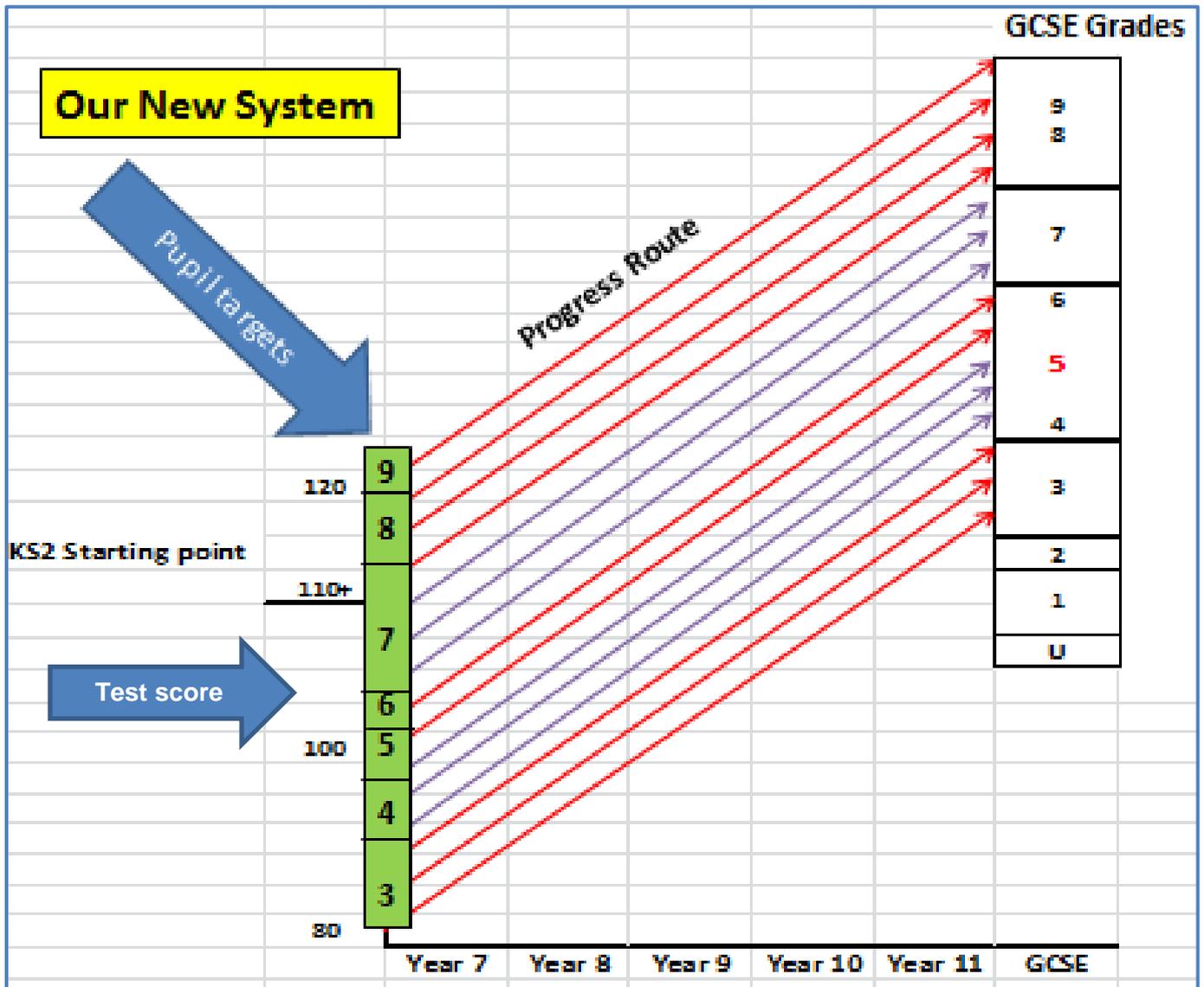
Over the last few years there have been many changes to the way that the Government measures pupils' progress in school, including:

- Removal of National Curriculum levels
- Re-designed SAT tests in Year 6 with a new method of scoring pupils
- New GCSE exams with a new grading system

Schools have been given the opportunity to design their own assessment schemes and, because of the recent changes, we introduced a new method of monitoring our pupils' progress that we have updated this year.

### Measuring Progress

We start by looking at the pupil's SAT score from Year 6 – this gives us an idea of their level of ability. We then work out what a child with a similar starting point would achieve by the end of Year 11 in terms of GCSE grade (1-9 using information provided to us by the Government). We add in some challenge to stretch pupils to try to achieve the best that they are able to and we give each child a number target – this is called their **Progress Route**.



Every time we check your son or daughter's progress we compare it to where we expect them to be at each stage of their 'progress route'. At this point the new GCSE assessment is quite new – as more information comes out about the new GCSE grades and we have more national results we may make some changes to the progress routes to make sure that they stay as accurate as possible.

### Example

Based on his SATs, Peter starts with a KS2 score of 98. We assign him to progress route 5. If Peter is on target in Autumn of Year 7 his report will say that he is working at a 5.

If Peter carries on working at the level expected for him to go on and get a 5 by the end of Year 11 his reports will continue to say **5. If he is making good progress the grade will always be a 5 but the expected level of work to achieve the 5 will be different** depending to what time of year it is and which year group he is in.

### Moving routes

We appreciate that the learning journey is not always completely linear and there may be occasions when a pupil is above or below their progress route grade, but this doesn't mean that we need to change the progress route.

However, if we find that a pupil is consistently getting a higher grade than their progress route grade we will review their work and if appropriate move them to a higher progress route – this will bring them back on target, but at a higher level showing that they will likely achieve a better than predicted grade at GCSE.

For pupils operating consistently below target we do not want to let them achieve less than they may be capable of so we will review their progress and look at what intervention we can put in place to get them back on track. In a small number of cases it may be better to change their progress route to a less demanding one, but we will always try first to make sure the pupil can get back on track.

### Being on Target

Each department has published a scheme showing what they expect of pupils at various points along their progress route. These schemes are based around the new descriptors for GCSE. Pupils will also normally be given a set of success criteria for assessed activities in lessons. When teachers grade work they will give a grade of 1-9 as well as the normal feedback to show if, for that particular piece of work, the pupil is meeting their progress route grade. Sometimes teachers will also add a +/- to show if pupils are only just hitting the grade or are doing really well and at the top end of that progress route.