

# ASSESSMENT & REPORTING A GUIDE FOR PARENTS



The contents of this policy are being introduced throughout 2016-17.

December 2016

# ASSESSMENT & REPORTING

## A GUIDE FOR PARENTS

### Changes to National Curriculum levels and GCSE grades

The National Curriculum (NC) levels (eg 4a, 3c) you may be familiar with from primary schools and key stage 3 are no longer being used to assess students' progress.

From 2016 students will be completing tests in Reading, Maths and Grammar Punctuation and Spelling in year 6. Instead of being assessed at a NC level they now get a score between 80 and 120. Students who score 100 are judged to be at the expected level for the end of primary education (or about 4b in old National Curriculum levels). The more a student's score is above or below 100 gives an indication of how much above or below that expectation they are.

From 2017 GCSEs will start to change from the current letter grading system of A\*-G to a number grading system of 9-1. Roughly, a grade C currently will become a 4 or 5 on this new system, with A at 7 and G at 1. You can see the approximate equivalences in the table below.

| New GCSE number grade | Old GCSE letter grade |
|-----------------------|-----------------------|
| 9                     | High A*               |
| 8                     | High A – Low A*       |
| 7                     | Low A – Mid A         |
| 6                     | Mid B – High B        |
| 5                     | High C – Low B        |
| 4                     | Low C – Mid C         |
| 3                     | High E – D            |
| 2                     | Mid F – Mid E         |
| 1                     | G – Low F             |

As you can see there is not a simple conversion from the old system to the new.

Not all GCSEs are changing at the same time and this will affect different groups of students. The year exam subjects change to the 9-1 grades is as below:

| Exams in 2017                                   | Exams in 2018   | Exams in 2019                                    |
|---|---|--|
| Affects year 11                                 | Affects year 10   | Affects year 9 and below                         |
| English literature<br>English language<br>maths | art and design<br>biology<br>chemistry<br>computer science<br>dance<br>double science<br>drama<br>food preparation and nutrition<br>geography<br>history<br>modern foreign languages<br>music<br>physical education<br>physics<br>religious studies | design and technology<br>psychology<br>sociology |

During this changeover we shall still be using non-GCSE exams, often referred to as vocational course, for year 11 students (BTECs or City and Guilds qualifications). These exams use another letter grading system but their letters will remain the same.

| Vocational letter grade | Equivalent GCSE letter grade | Equivalent GCSE number grade from 2017 |
|-------------------------|------------------------------|--|
| D* - Distinction star   | A*                           | 8.5                                    |
| D - Distinction         | A                            | 7                                      |
| M - Merit               | B                            | 5.5                                    |
| P - Pass                | C                            | 4                                      |

## How we set targets if your child is in year 7, 8 or 9

There is no longer any nationally agreed way of describing how well your child is doing, unlike in the past when we would have given your child a National Curriculum level. We will look at how well your child has performed at the end of year 6 and set an approximate target band they should be aiming for when they sit their GCSEs in year 11 using the new number grading.

| Old National Curriculum Level | New key stage 2 scaled score* | Target GCSE band |
|-------------------------------|-------------------------------|------------------|
| 2 or less                     | 80-85                         | 1-2              |
| 3c, 3b                        | 86-91                         | 2-3              |
| 3a                            | 92-94                         | 3-4              |
| 4c, 4b                        | 95-100                        | 4-5              |
| 4a                            | 101-104                       | 5-6              |
| 5c, 5b                        | 105-111                       | 6-7              |
| 5a                            | 112-120                       | 7-8              |
| 6                             |                               | 8-9              |

\*The scaled scores are approximate; there is no equivalence to level 6

## How do you know your child is on target in year 7, 8 or 9?

When we send you a report (see page 6) to tell you how your child is performing we will tell you whether or not we think he/she is progressing towards that target band as below.

|                   |  |
|-------------------|--|
| <b>Excelling</b>  | We feel your child is consistently achieving the expectations of the work and sometimes working to a higher target band. |
| <b>Secure</b>     | We feel your child is usually achieving the expectations of the work and working towards their target band.              |
| <b>Developing</b> | We feel your child is sometimes achieving the expectations of the work and may be working below their target band.       |
| <b>Emerging</b>   | We feel your child is not yet achieving the expectations of the work and are working below their target band.            |



## How we set targets if your child is in year 10 or 11

Your child will be following a range of examination courses over these two years and, as can be seen above, they may be entering exams that are graded in different ways, whether they are the new number grade, old letter grades or the vocational grades. It would be confusing for students if their exam was going to be graded in one way but their target was given using a different system. Therefore targets for students are in the same grading system as their exam will be, even though this means they have targets in a range of grading systems.

These targets will reflect how well a student performed at the end of primary school as well as their progress over years 7 to 9. Targets are reviewed by teachers and should be challenging and aspirational for students.

## How do you know your child is on target in year 10 or 11?

When we send you a report (see page 6) to tell you how your child is performing we will tell you our estimate of the grade they are currently **working** at as well as a **prediction** of what they may achieve in the final exam.

The **working** grade will give you some idea of how well your child may have done with some recent work and tests. At the start of the course this will only be based on a small amount of work and may be low to reflect this, but as the course progresses this will be based on a larger proportion of the work for the final exam and will become more indicative of the grade your child might achieve.

The **prediction** will also become more accurate as the course progresses. By comparing the prediction with the target you will have a good idea if your child will meet their target.

## When will you receive information about your child?

You will get information throughout each year in a variety of forms:

|         | Autumn Term                           | Spring Term  | Summer Term                        |
|---------|---------------------------------------|--|------------------------------------|
| Year 7  | Form tutor evening<br>Progress Report | Progress Report  | Parents' evening<br>Written Report |
| Year 8  | Progress Report                       | Parents' evening<br>Written Report                       | Progress Report                    |
| Year 9  | Progress Report                       | Parents' evening<br>Progress Report<br>Options evening   | Written Report                     |
| Year 10 | Progress Report                       | Parents' evening<br>Progress Report                      | Written Report                     |
| Year 11 | Parents' evening<br>Written Report    | 6 <sup>th</sup> form/ careers evening<br>Progress Report | Examinations                       |
| Year 12 | Progress Report                       | Parents' evening<br>Written Report                       | Examinations                       |
| Year 13 | Written Report                        | Parents' evening<br>Progress Report                      | Examinations                       |

**Progress report** is a short report showing you how your child is progressing relative to their targets in each subject.

**Written report** is a longer report showing you how your child is progressing relative to their targets in each subject, together with a comment from the teacher.

**Form tutor evening** is an opportunity early on for parents to come to school and discuss how your child has settled into year 7.

**Parents' evening** allows you to make appointments with each of your child's teacher to discuss progress in that subject.

**Options evening** allows you and your child to meet with teachers and discuss the courses available in year 10.

**6<sup>th</sup> form/ careers evening** allows you and your child to meet with teachers and discuss the courses available in year 12 as well as other education providers and employers

## What does a Progress Report look like?

In **years 7 to 9** you will see something like this for each subject:

| Subject | Target Band | Progress   | Attitude | Homework |
|---------|-------------|------------|----------|----------|
| English | 3-4         | Secure     | 1        | 2        |
| Maths   | 3-4         | Developing | 3        | 2        |

In English this student is making progress towards the upper end of his target, he/she works really well in lessons (attitude 1/3) and is doing all his/her homework. In maths he/she is not making such good progress, working towards the lower end of his/her target and has a poor attitude (3/3) in class, although he/she is doing his/her homework.

In **years 10 and 11** you will see something like this for each subject:

| Subject | Target | Working | Prediction | Attitude | Homework |
|---------|--------|---------|------------|----------|----------|
| Maths   | 5      | 4-      | 5-         | 2        | 2        |
| Art     | 5      | 4+      | 5+         | 1        | 2        |

In maths this student is currently working at the lower end of level 4, but the teacher thinks he/she may get to his/her target 5 but this is not certain as shown by the 5-. In art the student is working at the upper end of level 4 and the teacher thinks he/she will definitely get to his/her target.