

Ashfield School



SCHOOL ASSESSMENT AND REPORTING POLICY

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1.0 Principles and aims – Life after levels

To establish and maintain a common set of standards and procedures for the way that students' work is assessed, reported upon and monitored.

To have a student friendly and informative whole school approach to assessment that allows for recognition, motivation and progress.

To standardise assessment so that students across the school understand the system and see continuity across subjects and the school in terms of the key principles of assessment and reporting.

To ensure assessment that will help pupils to improve their work and will inform teacher planning and monitoring.

To ensure consistency across the Ashfield School has developed a consistent grading system based upon the new 9-1 GCSE levels. The full life after levels system can be found in the appendix.

1.1 Frequency – Key Stage 3/4

There will be two parental data collection points for both KS3 and KS4.

A minimum of one substantial piece of work per half term should contribute towards the standardised assessments within each faculty area. A system which benchmarks these tests is being used to provide grade boundaries to ensure year on year comparability.

Each student will have (in each faculty area) a best book or folder in which all standardised assessments and any other key pieces of assessed work which display progress will be kept. Feedback on these will depend on the policy of each particular faculty, some will use standard written feedback others will be using the Michaela method of whole class feedback.

In addition to the above English, Maths and Science will sit formal (internal) examinations at the end of KS3 to establish end of key stage working numerical grades in those subjects. Year 11 will sit formal mock examinations mid-way through the year. The results of these exams will always be reported to parents.

1.2 Frequency – Key Stage 5

There will be two data collection points per year for each year group. The assessments that feed into these will be standardised within each faculty. The data collection points will report on current attainment, current strengths and areas for improvement.

A minimum of one substantial piece of work per half term should contribute towards the standardised assessments. Staff should provide detailed written feedback on this work indicating the level achieved and what the student needs to address to improve the work and / or move onto the next level.

Students studying AS and A2 subjects will sit formal mock examinations each January. The results of which are reported to parents.

1.3 Key Stage 3 – Communicating Attainment

At Key Stage 3 students will be awarded a numerical grade that indicates their current progress towards their target grade. This will be fine graded with a + sign to determine students who are more secure in their grades than others, e.g.

4 – predicted to achieve the standard of a grade 4 student. (Probable grade 4)

4+ - predicted to achieve the securely achieve the standard of a grade 4 student and could with a little more work achieve a grade 5. (Certain grade 4)

1.4 Key Stage 4

At Key Stage 4 end of key stage predictions are used and are in the format of the course being delivered, so are either 9-1 for GCSE or use the grade sets for BTEC or other qualifications e.g. level 2 pass etc.

1.5 Key Stage 5

At Key Stage 5 attainment is reported using standard exam board grades or levels.

2.0 Faculty Marking Policies

Faculties will have their own marking policies to cover subject specific elements, however all areas of the school policy will be incorporated.

Appendix

Life after levels at Ashfield School

Rationale

From 2017 GCSE grades will cease to exist in their current format, and will instead be replaced by numbers in the range 1-9, with 1 being the lowest grade. In order to bring our assessment into line with this Ashfield school will be implementing a 5 year learning programme with consistent use of the numerical system from year 7. This will enable students, staff and parents to clearly identify which students are falling behind and which are doing well.

Rough letter grade vs number grade equivalence

As can be seen below there is no direct translation for a particular number equating to an exact letter, however it is thought that a grade 4 will be approximately a grade C. It can also be seen that the top grade of a 9 will be made up only of the very top of the old A* grade; this is projected to be around 3% of students nationally.

Grades awarded pre-2017		Grades awarded 2017 and after
A*		9
A		8
B		7
C		6
D	=	5
E		4
F		3
G		2
U		1
		U

Ofqual are proposing that the ceiling of a Grade 4/floor of a Grade 5 is "set in line with the performance of students from the higher performing countries in international tests".

How this will affect what (and how) students are taught is unclear.

Ashfield schools new system

Students will arrive in KS2 with a standardised test score from English and Maths. This score will determine the target grade (TAG) they will be set; this TAG will include both a final year 11 target and an end of year target. (see below). The TAG is highly aspirational in terms of progress 8 scores. In most cases if students hit their TAG they will be at least 0.5 grades above the national average.

	nurture	Well Below average	Below average	Just Below average	Age related average	above average	well above average	Exceptional		
KS2 points	80-84	85-89	90-94	95 -99	100 - 104	105- 110	111- 120	121+		
Ks2 level	Below 3C	3C	3b/3a	4C	4b/4a	5C	5B/5A	Level 6		
	Expected progress	Expected progress	Expected progress	Expected progress	Expected progress	Expected progress	Expected progress	Expected progress	New grade	Old Grade
									9+	A**
								EP 11	9	A*+ (9)
									8+	A*+ (8)
							EP 11		8	A*
								EP 10	7+	A+
									7	A
						EP 11	EP 10	EP 9	6+	A
									6	B+
						EP 10	EP 9	EP 8	5+	B

					EP 11				5	C+
				EP 11		EP 9	EP 8	EP 7	4+	C
					EP 10				4	D+
			EP11	EP 10	EP 9	EP 8	EP 7	entry point	3+	D
		EP 11	EP 10	EP 9	EP 8	EP 7	entry point		3	E+
	EP 11	EP 10	EP 9	EP 8	EP 7	entry point			2+	E
	EP 10	EP 9	EP 8	EP 7	entry point				2	F+
	EP 9	EP 8	EP 7	entry point					1+	F
	EP 8	EP 7	entry point						1	G+
	EP 7	entry point							1-	G
	entry point									

The blue, yellow and green columns identify the 3 distinct streams of students' ability on entry. As you can see we will also incorporate the + grade system for further refinement in both target setting and reporting.

What does a plus grade TAG mean?

The plus grade signifies that students are expected to get the said grade in most subject areas, however they should also be getting the grade above in 1 or more areas of their progress 8 curriculum.

What does a plus grade on a report card mean?

Within our reporting system the + grade indicates that staff are certain that the student will achieve the said level by the end of the year.

~~The new report card~~ — exemplar KS3

Student name	Year	KS2 score	TAG (Y8)	TA G
Ryan Taylor	8	108	3+	6+
-				
-				
-				
-				
Subject	Behaviour for learning score	predicted Y8 Grade	Progress difference from TAG	-
Maths	3	4	0.5	-
English	4	3+	0	-
Science	2	2+	-1	-
Humanities	4	3	-0.5	-
French	4	3+	0	-
Drama	4	4+	1	-
Music	4	4	0.5	-
-				
-				
Overall eback progress estimate	-0.2			-
-				

General Data Protection Regulation

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.