



# Assessment and Reporting

September 2016

QUINTON HOUSE SCHOOL

## Why would we change?



- New National Curriculum
- “The old curriculum was not sufficiently challenging”
- Michael Gove decided that NC Levels were to be abolished
- Age related expectations introduced

The National Curriculum defines the programmes of study for key subjects in maintained/state primary and secondary schools in England (Scotland, Wales and Northern Ireland have their own equivalents). Fundamentally, it sets out what your child is supposed to learn and when.

A new version was introduced in September 2014. Academies, free schools and independent schools do not have to follow the curriculum – but we do (as a minimum) as it best prepares the pupils for the external examinations in the Seniors School.

The new curriculum has been developed partly by comparing England's curriculum to those in other countries. As the Department for Education puts it, it's all about trying to compete in the global economy and the forthcoming curriculum "combines the best elements of what is taught in the world's most successful school systems, including Hong Kong, Massachusetts, Singapore and Finland, with some of the most impressive [existing] practice from schools in England." Expectations are considerably higher for any given year group. Whilst some of the content is totally new, existing topics will be introduced a year or two earlier than would currently be the case for most children.

In June 2013, the DfE announced, “As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced.” This policy decision followed recommendations from the national curriculum Expert Panel (DfE: 2011) chaired by Tim Oates. The rationale was explained as “We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools”

Pupils will no longer be assessed against grades instead they will be assessed against age related learning goals for each year group. The focus is on widening and deepening the knowledge and skills pupils develop, not just jumping through hoops to reach the next sub level without mastering the previous one properly.

# Timetable of Reporting



	<b>Year 7</b>	<b>Year 8</b>
<b>Autumn 1</b>	Tutor Target Setting Evening Thurs 22 <sup>nd</sup> Sept	Tutor Target Setting Evening Thurs 22 <sup>nd</sup> Sept
<b>Autumn 2</b>	Monitoring Reports	Parents' Evening Thurs 8 <sup>th</sup> Dec
<b>Spring 1</b>	Parents' Evening Thurs 19 <sup>th</sup> Jan	Monitoring Reports
<b>Spring 2</b>	Monitoring Reports	Full Reports
<b>Summer 1</b>	Full Reports	Monitoring Reports
<b>Summer 2</b>	Monitoring Reports and Examination Results	Monitoring Reports and Examination Results

Once per half term

- 2 Face:Face meetings (1 x tutor evening and 1 x Parents' evening)
- 1 full written report
- 3 monitoring (data) reports

## Monitoring Reports



- All subjects included
- 3 times in the year – allowing for breadth and depth of study
- Attitude to Learning grades still given
- Progress measured against Age Related Expectations

# Age Related Expectations



6S	7E	7D	7S	7M	8E	8D	8S	8M	9E
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- Emerging
- Developing
- Secure
- Mastery

Our KS3 curriculum and Age Related Expectations have been created to ensure the pupils have a good foundation leading into the new, more demanding GCSEs. Subject leaders and their teams have used the GCSE as the end point to define what the pupils need to know by when. They have tracked back the skills, content and knowledge the pupils will need to develop each year in order to ensure they are fully prepared for the demands of the new GCSE courses.

At the beginning of the year – pupils may be emerging – this is OK.

To meet their age related expectation they should reach secure of their school year e.g. a child in Year 7 meeting age related expectations would progress from 7E in Term 1, to 7D in Term 2 and 7S in Term 3.

Only very able pupils will reach 7M (mastery). Mastery is infinite. You can always improve your ability to apply a new concept or skill.

Pupils cannot move above their age related expectations – they continue to mastery – deepen and develop rather than racing through the curriculum as fast as they can.

Pupils can be assessed as below their school year e.g. a child in Year 7 may be assessed as 6D. If this were the case then we would be in contact with you to agree how we could support your child to make accelerated progress to catch them up.

## Questions?



- This presentation will be available to download from the School's website at the end of the week.