

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



	Year 9
Autumn 1	Tutor Target Setting Evening Thurs 22 nd September
Autumn 2	Monitoring Reports
Spring 1	Parents' Evening Thurs 9 th February
Spring 2	Options Evening Thurs 9 th March
Spring 2	Monitoring Reports
Summer 1	Full Reports
Summer 2	Monitoring Reports and Examination Results

Once per half term

2 Face:Face meetings (1 x tutor evening and 1 x Parents' evening)

1 Options 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



7M	8E	8D	8S	8M	9E	9D	9S	9M
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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 9 meeting age related expectations would progress from 9E in Term 1, to 9D in Term 2 and 9S in Term 3.

Only very able pupils will reach 9M (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 9 may be assessed as 8D. 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.

Changes to GCSEs



- A complete overhaul of GCSEs
- A*-G grading has been replaced by grades 9-1
- Modular exams have now been replaced by linear assessment
- More emphasis on terminal exams rather than controlled assessment or coursework
- Greater content so better preparation for A Level study

National Changes

New syllabi for all subjects by the time current Q9 take their GCSEs

We will be introducing a study skills programme for all Q9 pupils into the PSHE lesson (P5 Thursdays) after Christmas to focus on revision techniques and strategies. This will help the pupils prepare better for these examinations.

Core Subject Reporting



- English, Mathematics and Science will be covering GCSE content throughout Year 9.
- New GCSE Grading system (1-9)
- Progressive – pupils will move through the grades over the next 3 years.

New GCSEs will be introduced in three stages over the next three years.

Current Q9 pupils will be graded entirely using the new 1-9 system.

Course content will be more demanding across all subjects. For example, in English language candidates will be required to read a greater range of challenging texts from a variety of periods.

The majority of subjects will be assessed solely through exams taken at the end of two years of study (ie no controlled assessments or coursework).

'Tiering' will be dropped in most subjects. This means that for most courses, all candidates will sit the same paper, rather than opting for a foundation or higher paper according to their ability. The main exception to this is maths, although it is worth noting that a lot of content previously only included in the maths higher paper will now also be tested at foundation level.

Pupils may get a Grade 1 or 2 at the start of Q9.

This is OK – it is the grade the pupil might get if they sat the final GCSE examination now – they may not be able to get higher, not due to their ability but because they will not have covered enough content to gain any higher at this point. Please do not

panic!

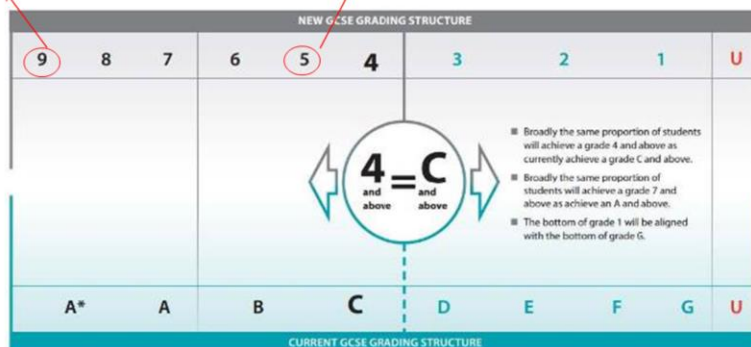
Targets will be set after Baseline testing at the beginning of Year 10. This will give you a clearer understanding of what your child is aiming in their GCSEs.

New GCSE Grading System



Top 3% of pupils nationally

A "Good" GCSE pass



A numerical grading system of 9-1 will replace the current system of A*-G, with 9 as the highest achievable grade and 1 as the lowest (although there will also be a grade U for those who fail to achieve the minimum requirements for grade 1).

Because the content in the new GCSEs is so different there is no simple and direct way to convert between the old GCSE A*-G grades and the new number grades. However, to ensure that the new system is fair to those students taking the new exams the government has fixed the percentages of students gaining particular grades against the old system. So for example the same proportion of students that gained an 'A' and above in the old GCSEs will now gain a grade 7 and above in the new GCSEs. However, this does not mean that a grade 7 is equal to an A grade as the content is so different.

Grade 5 will be considered a 'good pass', with performance tables focusing on students achieving grades 9-5.

The old system takes a grade C as a benchmark for a 'good pass', but the new grade 5 will be equivalent to a low B or high C - thus a 'good pass' mark will become harder to achieve than previously.

The new system has been designed to reveal differences between candidates at the top end of the spectrum. The current top two grades (A* and A) will be replaced with three top grades (9,8 and 7).

Grade 9 is being referred to by some as an A**, as it will only be awarded to approximately the top 3%.

Questions?



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