

PROGRESS AND ASSESSMENT

Years 7 to 9

Prior to joining Northallerton School & Sixth Form College, students, in Year 10 and older, will have been assessed in KS2 using level at the end of Year 6. Current Year 7, 8 and 9 students have been assessed at the end of KS2 and have been given a standardised score in English and Maths.

Nationally, levels have been removed in KS3, so we have developed a way of assessing students in Years 7 to 9 without levels.

The principles behind the approach are as follows:

- We want to let students and parents know the progress they are making, relative to their starting points from the end of KS2.
- We don't want to limit what students think they can achieve, so don't set them 'targets' – we want to raise their aspirations.
- We want to celebrate the progress of all students, from all starting points.
- We want students to understand that if they are not currently making as much progress as might be expected, this shouldn't be seen as demotivating. An important aspect of learning anything is to know what we are good at, but also what we need to focus on specifically in order to improve further.

Each subject has looked at all the knowledge skills and understanding required for GCSE and has mapped out which skills build and develop throughout Years 7-9. This has given us 4 'goals' based on the mastery of knowledge, skills and understanding which will support all our students to maximise their progress.

Typically Expected Goals

Our four goals are **bronze, silver, gold and platinum** (with each goal having specific skills attached to and embedded within it relative to the year group). As you can see from the diagram below, each goal has been built incrementally so that the challenge within each increases as a student moves through Year 7, 8 and 9. The challenge of the skills mastered in each year group incrementally increases to ensure that your son or daughter continues to be stretched and is able to master the skills needed for future success in the subject

		Year 9	Increasing levels of challenge and application of skills, knowledge and understanding
	Year 8	Platinum	
Year 7	Platinum	Gold	
Platinum	Gold	Silver	
Gold	Silver	Bronze	
Silver	Bronze		
Bronze			

Students are informed of their typically expected goal based on prior attainment at KS2. Meeting the expectations of the goal would indicate that students are progressing in line with the national typical expectations of students of similar prior ability. This is by no means restricting. Students will always be given the opportunity and indeed encouraged to stretch and challenge themselves with the support of their teachers and base coach to meet the success criteria for higher goals.

How do we assess students?

When students come to us from primary school, we look at two key pieces of data – their KS2 Maths level and their KS2 English (reading) level. For Year 7 we will use their standardised scores in English and Maths. We use these two pieces of data because there is a very strong correlation between them and how students perform at GCSE, as shown in the following table which shows the expected progress of students based on their prior attainment at KS2.

In Science, Humanities and Languages we use an average of these two – as there is a high correlation between this and how students do generally at GCSE. Expressive and practical subjects also use the average KS2 scores but additionally take on board any clear affinity to the skills needed to their subjects

This information is used by teachers in their planning, teaching and assessment. When planning their lessons, teachers think about the learning individuals will be doing, by breaking it down into four goals:

Goals	Description
Platinum	Aimed at students based on their KS2 starting point who can typically be expected to go on to achieve the highest GCSE Grades 8 and 9
Gold	Aimed at students based on their KS2 starting point who can typically be expected to go on to achieve GCSE Grades 6 to 8
Silver	Aimed at students based on their KS2 starting point who can typically be expected to go on to achieve GCSE Grades 4 to 6
Bronze	Aimed at students based on their KS2 starting point who can typically be expected to go on to achieve GCSE Grades 2 to 4

Years 9 (English, Maths and Science) and Years 10 to 11 in all subjects

When students start their GCSE courses they are informed of their Typical Expected Grades which are expressed as dual grades eg 5/6. These are the GCSE grades that nationally a student of similar KS2 prior ability targets would be typically expected to achieve. There will always be a range of different grade outcomes from students with the same starting point with some students going on to achieve less well and others going on to achieve higher grades. These Typical Expected Grades act as a benchmark for teachers, parents and students to assess progress being made – they are **not** target grades, nor are they predictions of performance. Students will always be encouraged and stretched to achieve the highest grade possible, aspiring to achieve the best that they can.

How will you know how well your son or daughter is progressing?

Student progress (SP) data is collected and shared with parents at three points in the academic year, this includes information on students behaviour for learning and academic progress. Students are given 'currently on track to achieve' grades. These are evidence-based professional judgements by your child's teachers taking in to account work produced to date and an assessment of the likelihood of your child progressing to the next highest grade. Assessment of students' work is linked to the examination specification being followed in each subject and reflects the mode of assessment for the course. Elements of continuous teacher assessment of learning completed in the classroom, end of unit tests, controlled assessments, coursework, and formal internal examinations are considered when determining grades. The exact nature of the assessment depends on the courses being followed at both KS4 and KS5. Each faculty/department has developed an assessment rationale that details how grades for SP data are determined.

KEY STAGE 5

Target Setting

Aspirational targets are set for students each academic year based on their KS4 outcomes. Their KS4 outcome average points are compared against DfE data for the previous year to calculate the minimum full grade required to obtain a positive value added residual in their studies. This ensures if targets are met that the school, departments and individual learners can demonstrate progress throughout their time in KS5.

The Oxford Analytics minimum grade generator alongside the DfE 'ready reckoner' are used to generate the minimum grades and then agreed with both teachers and students.

Measuring Progress

During KS5 student progress (SP) data is collected and shared with parents at three points in the academic year, this includes information on students' behaviour for learning (linked to the post 16 progress document based on study skills) and academic progress. Students are given grades based on what they are currently on track to achieve at the end of KS5.

Assessment of students' work is linked to the examination specification being followed in each subject and reflects the mode of assessment for the course. Elements of continuous, teacher assessment of learning completed in the classroom, end of unit tests, controlled assessments, coursework, and formal internal examinations are considered when determining grades.

The exact nature of the assessment depends on the courses being followed at KS5. Each faculty/department has developed an assessment rationale that details how grades for SP data are determined. It is required that all faculties base their 'Current Prediction' grade on evidenced based outcomes received through summative and formative assessment in lessons.

At up to two points in the academic year students in KS5 will sit Trial Exams of which the grades achieved are communicated to parents and used to inform their 'Current Prediction' grade.