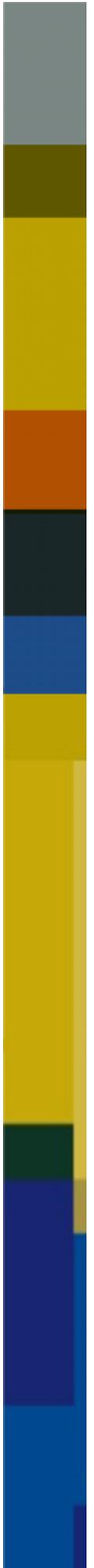


Assessment at Ark St Alban's

A guide to how assessment works and understanding the report

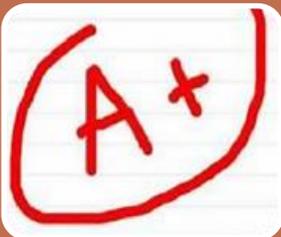


Assessment Guide



Assessments

- Assessments are tests that students take at certain points during the academic year which indicate their performance in each subject.
- Assessments are cumulative, meaning the knowledge and skills required increases over time. Formative assessments take place in lesson to assess on an ongoing basis.



Interim assessments

- At the end of every term and at the end of the year for Y7, 8, 9 and 10, 12 students sit interim assessments.
- These are tests are Ark Common Assessments, planning backwards from the requirements of national exams and testing knowledge and skills learnt up to that point in the year or key stage (as appropriate).



External assessments

- External assessments are normally national exams. For secondary students these include GCSEs which are taken in Year 11 and A Levels which are taken in Year 13.
- Students sit a variety of national/standardised assessments including Cognitive Ability Tests (CATs), NGRT (Reading Tests) and GL Progress Tests in English, Maths, Science (PTE/PTM/PTS) in KS3.



Baseline

- The grade the each students begins a Key Stage on, usually converted from their Primary School attainment in English and maths
- A student who **maintains** their baseline grade every year is **making progress in line with their age group**.



Current Grade

- This is an **age-related grade** taken from a student's most recent grade from an interim assessment e.g. their Autumn 2 exam
- **It is the grade we would expect the student to achieve if they continue to make good progress.**
- **It does not mean that you would get that grade at GCSE now!**
- This is the grade that is reported home to parents termly and is shared with students during review week.



Target

- The grade each student is expected to achieve by the end of the academic year or end of the key stage is communicated through each student's target.
- Target grades represents what a student could achieve if they reach this and make above nationally expected progress throughout secondary school.

Assessment Guide

What are the key features of the new national grading system?

- The new national grading system is from 9 (the highest grade) to 1 (the lowest grade)
- A **strong** pass in a GCSE subject is grade 5 - roughly equivalent to the old C1 / B grade
- A **standard** pass is grade 4 - roughly equivalent to the old C2 or C3 grade

The Ofqual diagram below demonstrates the equivalencies with the old A*- G system:

New grading structure	Current grading structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

How are students graded?

Students will be awarded an **age related grade**. This means their grade sums up their attainment to date and compares their performance to that of a **typical student** in that year. Their grade also indicates the grade **they have the potential to achieve** in Y11, based on the progress they are making in secondary school.

What are the benchmarks that determine expected progress and attainment?

Students' Key Stage 2 (Primary) results are converted into a **baseline grade** from 9 to 1 using approximate nationally projected attainment from levels in Key Stage 2 to GCSE grades. This baseline grade indicates the minimum grade each student is expected to achieve in every assessment. **Achieving their baseline grade** throughout the year or indeed the key stage, **indicates they are making good progress**.

Students are also set a **target** over their five years in secondary school – to surpass their baseline. Achieving a grade above their baseline indicates a student is making **above national average progress**.

We encourage every student to for a **grade 5** or higher in every subject in their GCSEs. As a result, some students who attained a low score in Primary school will be set regular stretch targets to push them towards this goal.



Assessment Guide

FAQs

How will my child be graded at secondary school?

Your child will receive a grade based on new GCSE grades. These will run from 1, which is the lowest grade, to 9, which is the top. The grade your child receives will be the grade that we would expect them to get at the end of year 11, if they continue to work hard and do the work required of them. A Grade 5 is the grade the government has said will be a good pass. Grade 4 is equivalent to the old Grade C.

How will I know if my child is making good progress in all their subjects?

Your child will be given a personalised target in each subject. If they meet this they will be making good progress.

How often will my child get a grade?

Your child will get a grade three times a year in each subject.

If my child gets a certain grade, does that mean that they could sit a GCSE tomorrow and get that grade?

No! These grades are based on long-term predictions. The grade your child gets is the grade we would expect them to get at the end of year 11 if they continue to work hard and do the work required of them. It does not mean that they could get that grade in a GCSE if they took the exam tomorrow.

Why are the government abolishing national curriculum levels?

The government felt that national curriculum levels were not appropriate for all schools, and wanted to give schools the freedom to use a system that suited their pupils. You can read more about why the government abolished levels here: <http://goo.gl/nvW6u4>

How does this system match up to the scaled score my child got at primary? (2016 Y7s)

We have used your child's score in their Year 6 SATs to create their baseline grade.

End of primary SATs scaled score and GCSE grade conversion

Grade	2016 SATs scaled score (maths and reading average)
9	116
8	113
7	110
6	108
5	104
4	100
3	95
2	91
1	82

Assessment Guide

Understanding my report



	% Present	Number of Lates(days):	Number of Absences (days):	Number of Positive Events	Number of Negative Events:
Attendance:	96.1	1	2	Discipline: 8	61

Progress Summary:

	Autumn 2 Present	Autumn 2	Year 7 Target	Habits for Learning - Autonomy	Habits for Learning - Discipline	Habits for Learning - Mastery
		Below target	4	5	6	6
		On target	4	7	7	7
		Below target	4	2	2	2
		Below target	4	5	5	6
Geography	4	3	4	5	5	5
		On target	4	5	5	5
		On target	4	4	3	4
		On target	4	5	5	5
		Below target	4	4	5	6
		Above target	4	6	6	6
		On target	4	5	4	5
Spanish	4	6	4	5		

Red indicates you are **Below Target** making less progress than expected. You are risk of falling behind. Ensure you address gaps in your knowledge and understanding through study.

Green indicates **On Target** and you making expected progress. Well done! Ensure you are aware of how to maintain or improve your progress.

Blue indicates you are **Above Target** and making better than expected progress. Congratulations! You are working hard towards reaching your target. Continue to work hard, revise to sustain this rate of progress.

Autonomy, Discipline and Mastery are our Habits for Learning. They are scored from 7 (highest) – 1 (lowest) with grade descriptors on the reverse of this document

Assessment Guide

Habits for Learning:

Discipline	
7	A self-disciplined student who habitually follows all instructions, without question and is a role model to others .
6	Frequently practises self-discipline , following all instructions, without question .
5	Shows the intention to practise self-discipline , warnings are rarely needed
4	Frequently shows the intention to practise self-discipline , as although warnings are sometimes needed, this generally rectifies behaviour
3	Is not yet in the habit of practising self-discipline , warnings are often needed and sometimes lead to detention
2	Shows little value of his/her learning community , often choosing to ignore instructions, leading to frequent detentions
1	Does not yet value his/her learning community , often choosing to ignore instructions, causing disruption, leading to regular removal from the classroom

Mastery	
7	Is driven to aspire for excellence , relentlessly choosing to master skills
6	Is determined to achieve excellence and regularly aspires to mastery
5	Is trying hard most of the time to master skills and improve
4	Wants to improve skills but only sometimes puts in the effort required for mastery
3	Doesn't always demonstrate the drive to improve skills , which will be limiting mastery
2	Often lacks the drive to improve , which is hindering learning
1	Lacks the drive to improve , which is preventing him/her from learning

Autonomy	
7	Is hungry to know more . Fully understands the need for independent practice , autonomously utilising and seeking out resources to complete to the highest standard
6	Understands the need for independent practice , habitually utilising resources to complete to the best of his/her ability
5	Independent practice is completed, but he/she needs to develop the habit of utilising resources and support in order to complete to the best of his/her ability
4	Independent practice is always done, but he/she is not in the habit of investing the required time , resulting in rushed work, often with gaps remaining
3	Rarely shows value for independent practice , work is either attempted to a basic standard or sometimes not even attempted
2	Shows minimal commitment to homework and often it is not attempted
1	Homework is rarely, if ever, attempted