



# Aim of the session

- ▶ Provide you with information on National changes
- ▶ Inform you of 'Martin High Assessment' and how it will support your child's progress
- ▶ Indicate how we will report your child's progress to you and when
- ▶ Enable the opportunity to discuss assessment changes with staff

# Why have 'levels' been removed

- ▶ The DfE want to avoid a 'level race' where pupils are rushed from level to level without necessarily mastering the content and skills.
- ▶ Schools began to sub-divide the old National Curriculum levels creating 'steps' in between e.g. 4c,5a . This is not how levels were intended to be used and therefore they no longer served their original purpose.
- ▶ The consensus between DfE and Schools was that the old national curriculum and the levels system failed to adequately ensure that children had a breadth and depth of knowledge
- ▶ **Successful nations don't use them** - Nations with successful educational systems believe that children are capable of anything because of the effort they put in...not because they are level 4, 5 etc. This very much supports growth mind-set theory

# Every school has their own assessment system



- ▶ In 2015 the government removed national curriculum 'levels' from primary and secondary schools.
- ▶ New tougher GCSEs have also been introduced. The new GCSEs are graded on a 9-1 scale that does not match the old A\*-G scale.
- ▶ As there is no longer a national system of levels, and no government plan to replace them, it is now down to schools to have their own assessment system.
- ▶ Schools can produce a system that allows meaningful tracking of pupils towards end of key stage expectations, including regular feedback to parents.

## GRADING NEW GCSEs FROM 2017

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

# GRADING NEW GCSEs FROM 2017

New grading structure	Current grading structure
9	A*
8	A
7	B
6	C
5	D
4	E
3	F
2	G
1	
0	

# Consultation – a multi agency approach

- ▶ We have been working hard to develop a system that will enable us to track children's progress and report to parents.





# Year 7,8 and 9 assessment

- ▶ At Martin High School, all pupils will be assessed using the GCSE 9-1 criteria.
- ▶ The criteria will also include two 'Foundation' grades- F2 and F1.
- ▶ Aim to master the content, knowledge and skills in order to be successful at GCSE and make clear progress term by term.
- ▶ This journey is one of mastery and therefore pupils are not expected to move up the scale quickly, progress should be steady and secure over time





# Foundation grades

- ▶ For some pupils, being assessed on a 1-9 scale does create an element of challenge. The criteria sets a high standard, and a minority of students in Years 7 and 8 may not be working at a GCSE grade 1.
- ▶ To support these pupils, we have added 'foundation' grades to the scale. Therefore we can still accurately measure progress for each individual child.



# Mastery is about...

- ▶ “Study fewer things in greater depth, so a deeper understanding of central concepts and ideas can be developed. Assessment should focus on that “ -Tim Oates



# Benefit of Martin 'High School System'

- ▶ The new system allows for a personal approach to assessment with pupils receiving support or challenge in order to make the progress that we know they can.
- ▶ The 9-F2 scale is linked directly to the GCSE pathway and easy to understand. The same system will be used from Year 7-Year 11 and as a result parents, teachers and pupils will be able to see how every child is *progressing term by term, year by year.*
- ▶ As a school, we can easily identify where pupils are not making progress and provide timely and supportive intervention targeting what they need to do to move forward.
- ▶ As parents, pupil targets will help you be more actively involved in your child's learning.



The same assessment language is used across Martin High School, making it easier for students to understand what they need to do to move on, and for parents to be involved in their child's progress.



# Progress is a journey

- ▶ It is important that as a school, and as parents, we view your child's progress as a journey. Small steps every term, whilst building knowledge and developing skills, is the key to GCSE success.
- ▶ Pupils are not expected to move up the scale quickly; the average grade at the end of *Year 8 should be around a 2 or 3*.
- ▶ Progress should be steady and secure over time and not all pupils progress at the same rate.

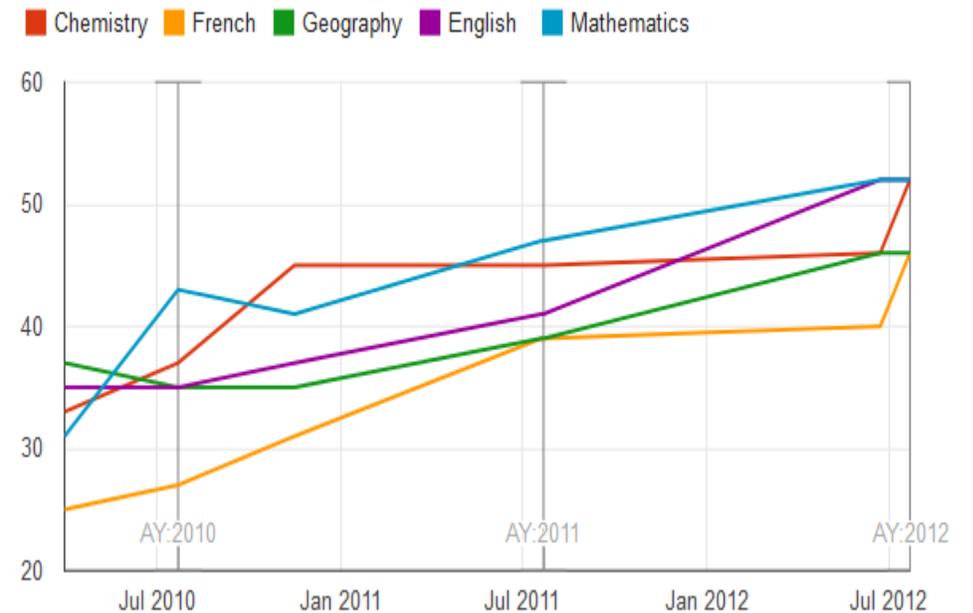




# How will I know if my child is progressing?

- ▶ From September 2017 the government will measure the performance of schools using 'Progress 8'.
- ▶ We use a combination of this system, primary school performance, as well as Martin High School baseline assessments, to arrive at a 'most likely' or 'estimated final GCSE grade range for your child.
- ▶ Your child's performance will be measured in relation to the progress they are making *towards* their estimated Year 11 grade range, coupled with a termly 'currently working at' grade. That will mean 'three grade' reports a year.
- ▶ We encourage our pupils to 'reach for the stars' - there is no limit to their progress and success.

Flight path for Alice Smith





# What's coming home?

- ▶ Each year we will officially track your child's progress at three key points.
- ▶ At these points the report home will include a reference to the progress your child is making, targets and your child's attitude to learning grade.
- ▶ As we get closer to the end of the year, your child will make progress towards an 'End of Year target grade'.
- ▶ Each report will include targets for your child, designed to help your child make progress in each of the subject areas.
- ▶ As a school we are encouraging the progress of all pupils throughout the academic year with a focus on meeting their end of year target.



## Martin High School Academic Progress Report

Pupil name	James Smith
Registration group	Discovery 7T

Pupil Pathway	Pathway two
Most likely EOYG range	F1-2

Subject	Previous Progress	Current Progress	Attitude To Learning	Homework	Behaviour	Targets
English (Mrs Sanchez)	Making less than expected Progress	Good Progress	1	1	1	•
Mathematics (Mr Dickinson)	Above Expected Progress	Above Expected Progress	1	2	1	•
PE (Mr Wickens)	Above Expected Progress	Good Progress	2	1	1	•
History (Mr Wilton)	Making less than expected Progress	Making Expected Progress	2	2	1	•
Geography (Mr Hackett)	Making less than expected Progress	Making less than expected Progress	2	2	2	•

### Attitude to Learning grade explained

1 Pupil displays an excellent attitude towards learning.	2 Pupil displays a good attitude towards learning.	3 Pupil displays a satisfactory attitude towards learning.	4 Pupil displays a less than satisfactory attitude towards learning.
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History (Mr Wilton)	Making less than expected Progress	Making Expected Progress	2	2	1	• •
Geography (Mr Hackett)	Making less than expected Progress	Making less than expected Progress	2	2	2	• •

Attitude to Learning grade explained			
1	2	3	4
Pupil displays an excellent attitude towards learning.	Pupil displays a good attitude towards learning.	Pupil displays a satisfactory attitude towards learning.	Pupil displays a less than satisfactory attitude towards learning.

Dream more, learn more, do more, become more



List of subjects and class teachers.



Attitude to learning key



Subject targets to help ensure your child is making progress



Homework and behaviour grade included to support progress

# What is next for my child?

- ▶ Pupils have been preparing for an assessment in every subject
- ▶ Monday 3<sup>rd</sup> July summative assessment in all subjects
- ▶ Authentic representation of the subject at GCSE
- ▶ Assessed outcomes will be on 9-f2 scale
- ▶ Will form a baseline in each subject for September 2017



# Growth mind-set

- ▶ At Martin High school, we have devised our assessment system with the needs of the pupils, the parents and the staff in mind. We aim to challenge and support our learners in their journey and encourage the growth mind-set of 'reaching for the stars'.

