

Year 8 Assessment and Progress

Rationale:

As you may be aware, there have been some major national changes to the school curriculum across all subjects and key stages. Since September 2014 schools have been in a transition period with the removal of National Curriculum levels at Key Stage 3.

As a consequence, all schools catering for Key Stage 3 students (including our feeder Middle Schools) have had to devise their own approaches to assessment and reporting progress to parents. At Persnore High School we try very hard to communicate accurate and informative information to parents and students. This document aims to explain our context for the enclosed Year 8 Autumn term Progress Check.

The key principle behind our Year 8 Assessment and Reporting of progress is the demonstration of preparedness for GCSE. The system works as follows:

Target Setting:

- All students have GCSE targets generated from their KS2 prior attainment data (Year 6 SAT) by the Fisher Family Trust (*a non-profit company who have been processing the National Pupil Database for the Department for Education since 2004 providing analyses to all schools and Local Authorities for the past 15 years*);
- From this data, relating to their expected GCSE achievement, students have been assigned one of three 'bands'. These bands have been used to assign students to their teaching group:

Advanced:	Aiming to achieve GCSE grades 9-7 Likely to follow the KS4 Level 2 GCSE/BTEC Ebacc pathway
Intermediate:	Aiming to achieve a minimum of GCSE grades 6-4 Encouraged to follow the KS4 Level 2 GCSE / BTEC Ebacc pathway
Core:	Aiming to achieve a minimum of GCSE grades 3-1 Likely to follow the KS4 Level 1 GCSE / BTEC or College pathway

- Within each Band, or target range, the student's target in each subject is refined using the following criteria:
 - Proficient – top third of the Band**
 - Secure – middle of the Band**
 - Competent – bottom third of the Band**

In addition, in the Core Band there is also a 'Developing' target to indicate students who are working towards the expectations of the 'Competent' target

This indicates that the student is aiming to produce work which should see them go on to achieve the particular outcome within GCSE grade range.

Assessment of Progress:

- Every term, each subject has a 'Big Idea' which links to the students' future GCSE studies and helps to prepare them for these. From this 'Big Idea', students are taught an identified body of knowledge and set of skills in which they are assessed;
- Teachers assess progress each term in two assessment strands identified by the department (AS1 & AS2). These represent 'Knowledge' (AS1) and 'Skills' (AS2).

What follows is the example for Art:

Subject	Assessment Strand 1 – Knowledge	Assessment Strand 2 - Skills
Art	Encounters: New Art from Old. Reinventing the Past	
	<ul style="list-style-type: none"> • Developing awareness of still life genre and the formal elements • Developing awareness of how Old Art has inspired New Art (Encounters concept) • Development of Art vocabulary to gradually build glossary 	<ul style="list-style-type: none"> • Observational drawing skills using the formal elements: line, tone, proportion, form and mark-making • Introduction to key words in Art to develop vocabulary to enable Art critical skills development

A full list of the knowledge and skills for each subject is included at the end of this document (Figure 1). Two subjects do not have 'Knowledge' and 'Skills' as their two assessment strands, with English and PE using 'Reading' (AS1) / 'Writing' (AS2) and 'Fitness' (AS1) / 'Games' (AS2) respectively.

Reporting Progress:

- Students are aiming to achieve their Target on a termly basis to be 'meeting expectations' and are not building up to this Target in a linear fashion over the course of the year (as we currently report in Years 9, 10 & 11 should your child have an older sibling);
- Students are making progress by meeting the expectations for their Target each term even though the Target remains the same. This is because the assessments completed in each term increase in difficulty (and expectation) for each Target, thus confirming that a student whose Target remains constant over a period of time is making progress;
- Therefore, in each subject student progress in both AS1 and AS2 is represented by a colour using the following criteria:

	Above expectations (<i>by one Target Grade or more</i>) – only possible where Target is 'Advanced Secure' or lower
	Meeting expectations (<i>working at the Target Grade</i>)
	Below expectations (<i>by one Target Grade</i>)
	Below expectations (<i>by two Target Grades or more</i>)

- Working at the Target indicates that the student is performing in a way which should see them go on to achieve this particular outcome within the GCSE grade range for their Band if they continue to work as they are;
- For each subject, students are awarded an 'Attitude to Learning' grade using the sliding scale of: *Outstanding / Very Good / Good / Inconsistent / Poor*.

Interpreting a Student Progress Check:

Example Student Progress Check:

Subject	Target	AS1		AS2		Attitude to Learning	
		Autumn	Spring	Autumn	Spring	Autumn	Spring
Art	Competent					Inconsistent	
Drama	Competent					Inconsistent	
English	Secure					Very Good	
French	Secure					Inconsistent	
German	Secure					Very Good	
Humanities	Proficient					Poor	
ICT	Competent					Good	
Maths	Secure					Good	
Music	Competent					Poor	
PE	Secure					Inconsistent	
Science	Competent					Outstanding	
Technology	Competent					Outstanding	

What is this Progress Check saying?

In Art, Drama, ICT, Maths, Music and Science the student has targets in the Advanced Band and will be aiming to achieve GCSE grades 9-7 in these subjects. They have a top-range 'Proficient' target in Science, mid-range 'Secure' target in Maths and lower-range 'Competent' targets in the other subjects

In English, French, German, Humanities and PE the student has targets in the Intermediate band and will be aiming to achieve a minimum of GCSE grades 6-4 in these subjects. They have a top-range 'Proficient' target in Humanities and mid-range 'Secure' targets in English, French, German and PE

In Technology the student is achieving beyond their Target in both Assessment Strands, possibly as a result of their 'Outstanding' Attitude to Learning

In German, ICT and Maths the student is achieving their Target in both Assessment Strands and their Attitude to Learning is at least 'Good'

In Drama, French and PE, the student is below their Target in both Assessment Strands, possibly a result of their 'Inconsistent' Attitude to Learning in all cases

In Art, the student's skills are in line with their Target; however their Knowledge is below Target, which could account for the 'Inconsistent' Attitude to Learning grade

In both Humanities and Music, the student's knowledge is closer to their Target than their skills, though neither is meeting the expectation, probably as a result of their 'Poor' Attitude to Learning

In English, the student's is achieving their Target in reading but their writing is below expectation, whilst overall they have a Good 'Attitude to Learning'

In Science, the student has an 'Advanced' target and despite having an outstanding Attitude to Learning is currently working below this level by more than two Target Grades, as they have not yet acquired the levels of knowledge and skills required after such a short time at High School.

The spring term data will subsequently allow for comparisons with the autumn term performance.