



Year 9 Assessment and Progress

Subjects following the GCSE Curriculum (Maths & Science):

Students have started GCSEs in Maths and Science this term and so students have been awarded a current GCSE grade, prefixed in this report with a G, based upon the new 9-1 grading scale.

Whilst not a straightforward comparison, this now roughly equates to:

New Grading System:	'Old' Grading System:
9	A* (top half)
8	A* (lower half)
7	A
6	B
5 (Good Pass)	B/C
4 (Standard Pass)	C
3	D
2	E
1	F/G

Students are not expected to be achieving their Target Grade at this stage as they have started the three-year journey towards achieving the Target Grade by the end of Year 11.

The colour of the grade indicates if they are where we would expect them to be at this stage, using the following scale:

	At or above target at this stage
	On track at this stage
	Off track at this stage

Current grades may also include a + or –

e.g. G5- indicates that the student is currently not yet secure at G5, whereas G5+ indicates that they are currently working securely at G5 and beginning to demonstrate aspects of G6 in their work.

In addition, an Attitude to Learning grade is awarded, using the following 5-point scale:

Outstanding
Very Good
Good
Inconsistent
Poor

Subjects following our KS3 Curriculum (all other subjects):

The key principle behind our Year 9 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);
- 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 reporting for Maths and Science (and all subjects in Years 10 & 11 should your child have an older sibling);
- Students are making progress by meeting the expectations for their Target each term. 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>) – <i>only possible where Target is 'Advanced Secure' or lower</i>
	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 also awarded an 'Attitude to Learning' grade using the sliding scale of: *Outstanding / Very Good / Good / Inconsistent / Poor*.

Interpreting a Student Progress Check for non-GCSE subjects:

- In essence, it is different to Maths and Science as students are aiming to achieve their Target Grades each term;
- The expectations for the Target increase in difficulty each term, demonstrating progress is being made where the same Target Grade is being achieved;
- We obviously expect all students' 'Attitude to Learning' (A to L) to be consistently high, irrespective of their Targets. An inconsistent or poor attitude to learning is unacceptable and an improvement will be expected;
- Progress indicators in the report may suggest that your son/daughter is working below expectations in some areas but please be assured that this is not an automatic concern where your son/daughter's 'Attitude to Learning' grades are very positive;
- Where progress is below expectation, it does indicate the very high levels of challenge required to achieve, irrespective of the Target.