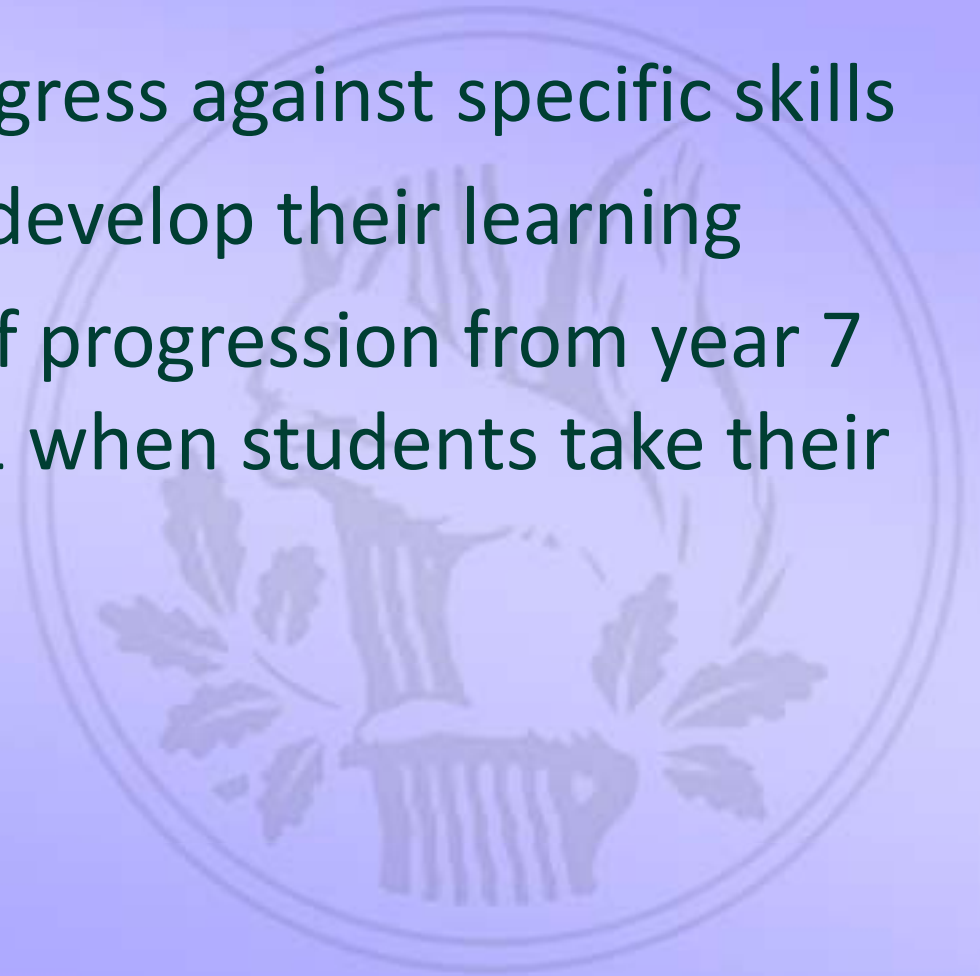


Assessment and Reporting 2016 onwards



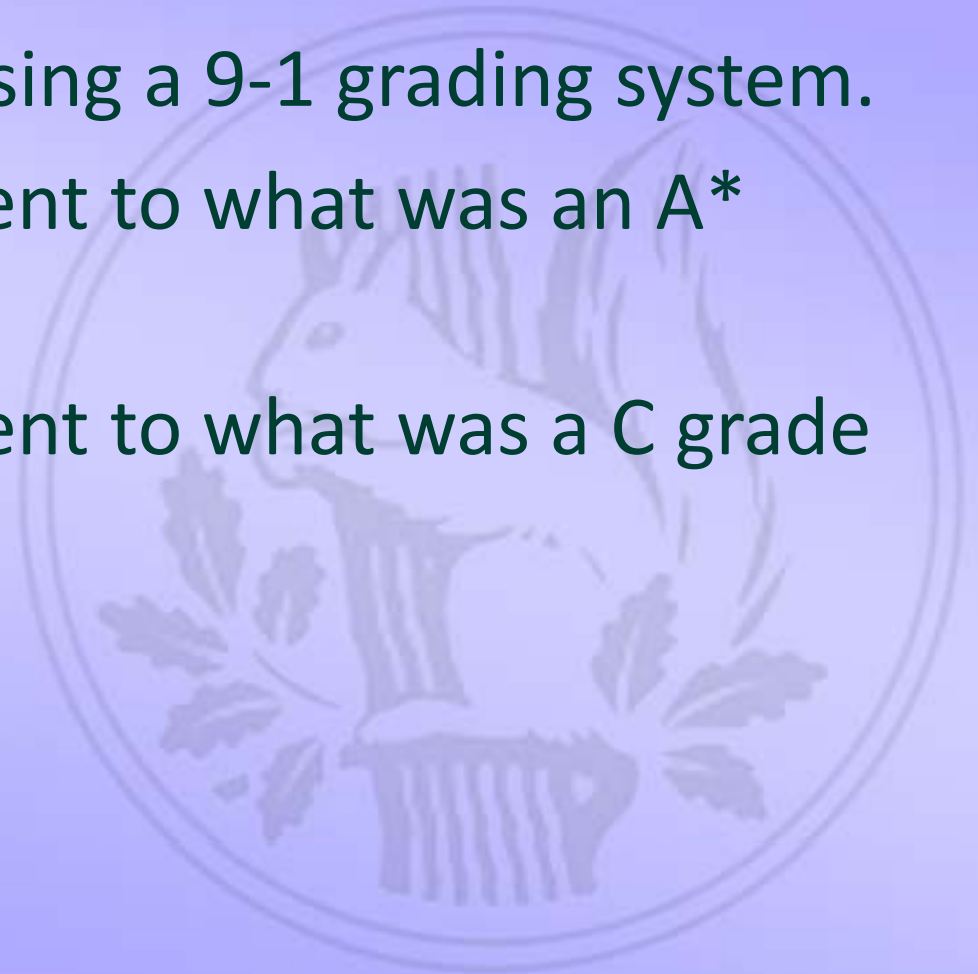
The New Model of Assessment : Aims

- Tracking student progress against specific skills
- Helping students to develop their learning
- Giving a clear path of progression from year 7 to the end of Year 11 when students take their GCSEs



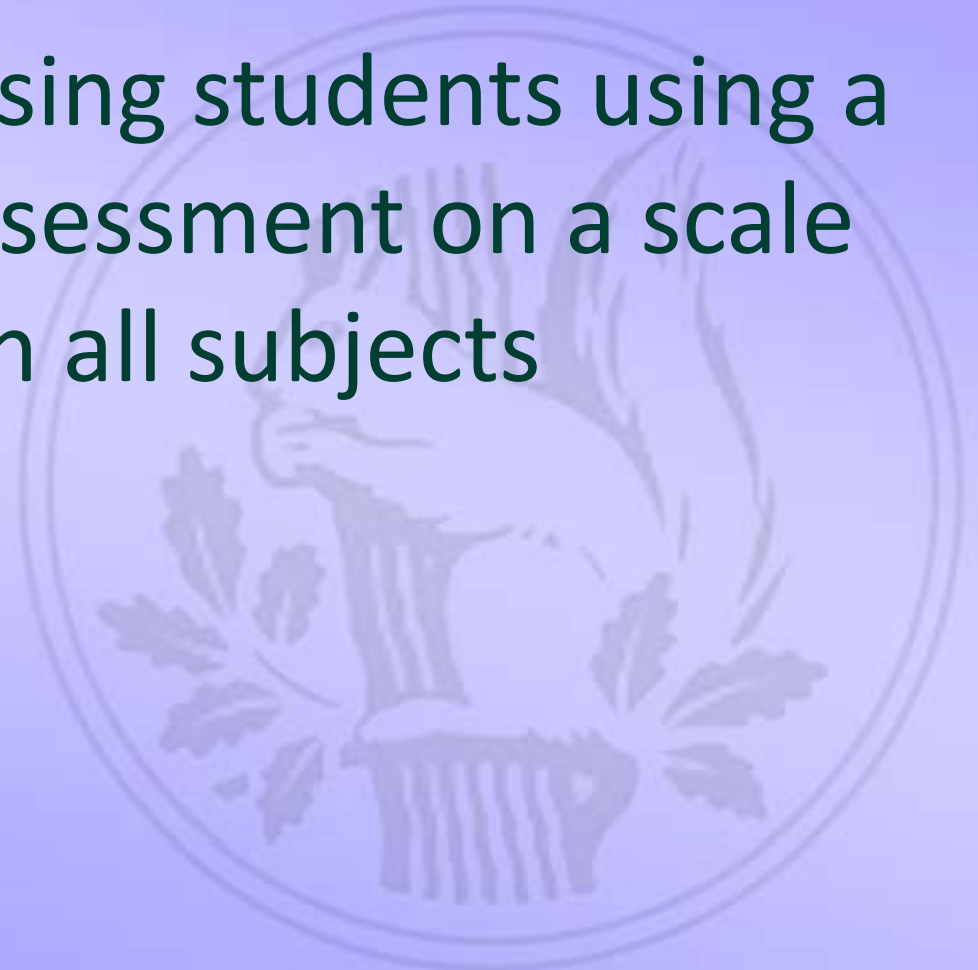
The New GCSE

- New GCSEs will be using a 9-1 grading system.
- Grade 8/9 is equivalent to what was an A* grade
- Grade 4/5 is equivalent to what was a C grade



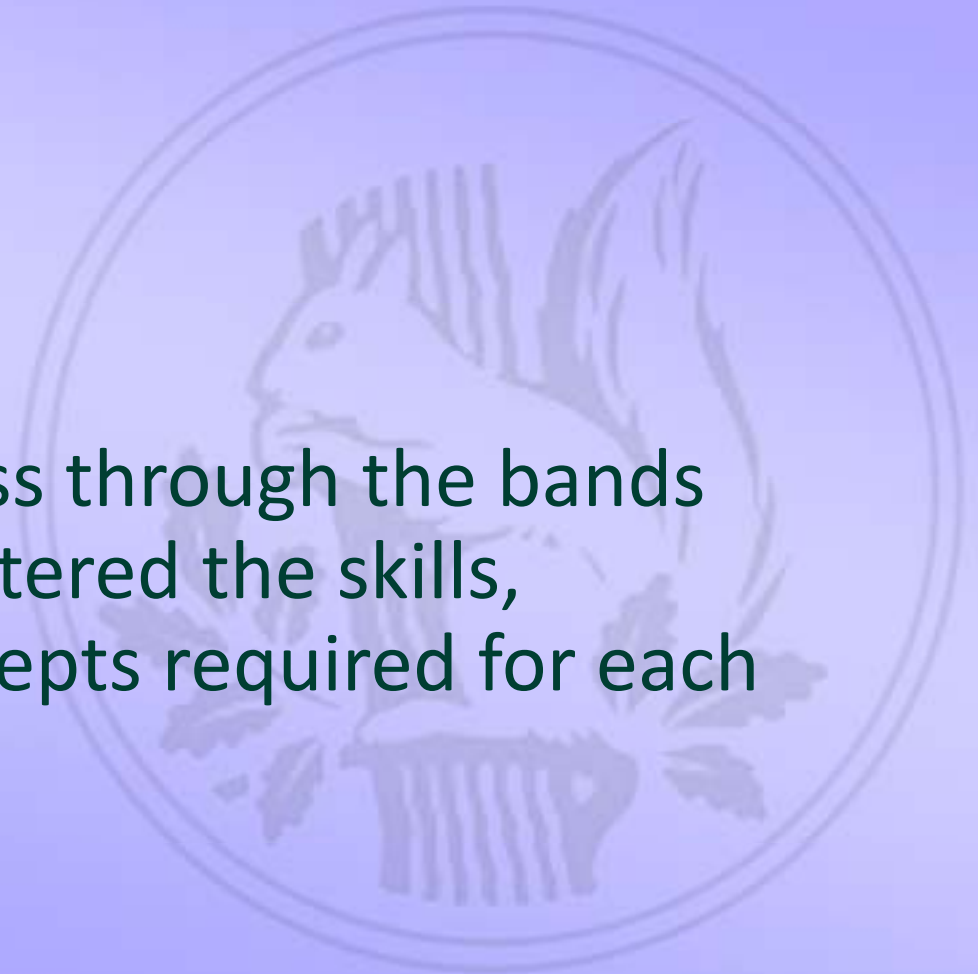
Current Working Score

We are now assessing students using a new system of assessment on a scale of 0-100 in all subjects



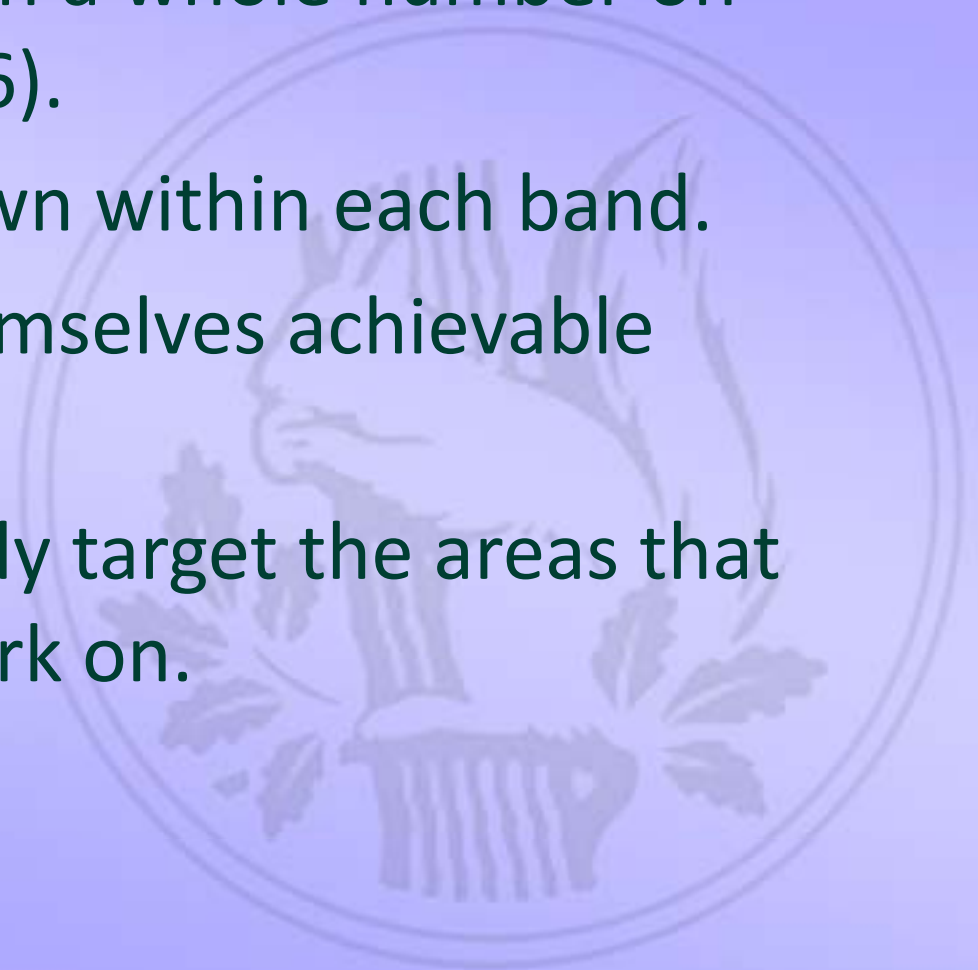
Current Working Score

- 0-100 Scale divided into 10 bands
 - 0-10
 - 11-20
 - 21-30
 - 31-40 etc
- Students will progress through the bands when they have mastered the skills, knowledge and concepts required for each band of learning.



Why a 100 point scale?

- Students will be given a whole number on marked work (e.g. 36).
- Progress can be shown within each band.
- Students can set themselves achievable targets.
- Teachers can precisely target the areas that students need to work on.



Example of working towards band 40

Band
30-40
only!

**Band
30**

40

39

38

37

36

35

34

33

32

31

30

Mastering the skills, concepts and knowledge required in this band.

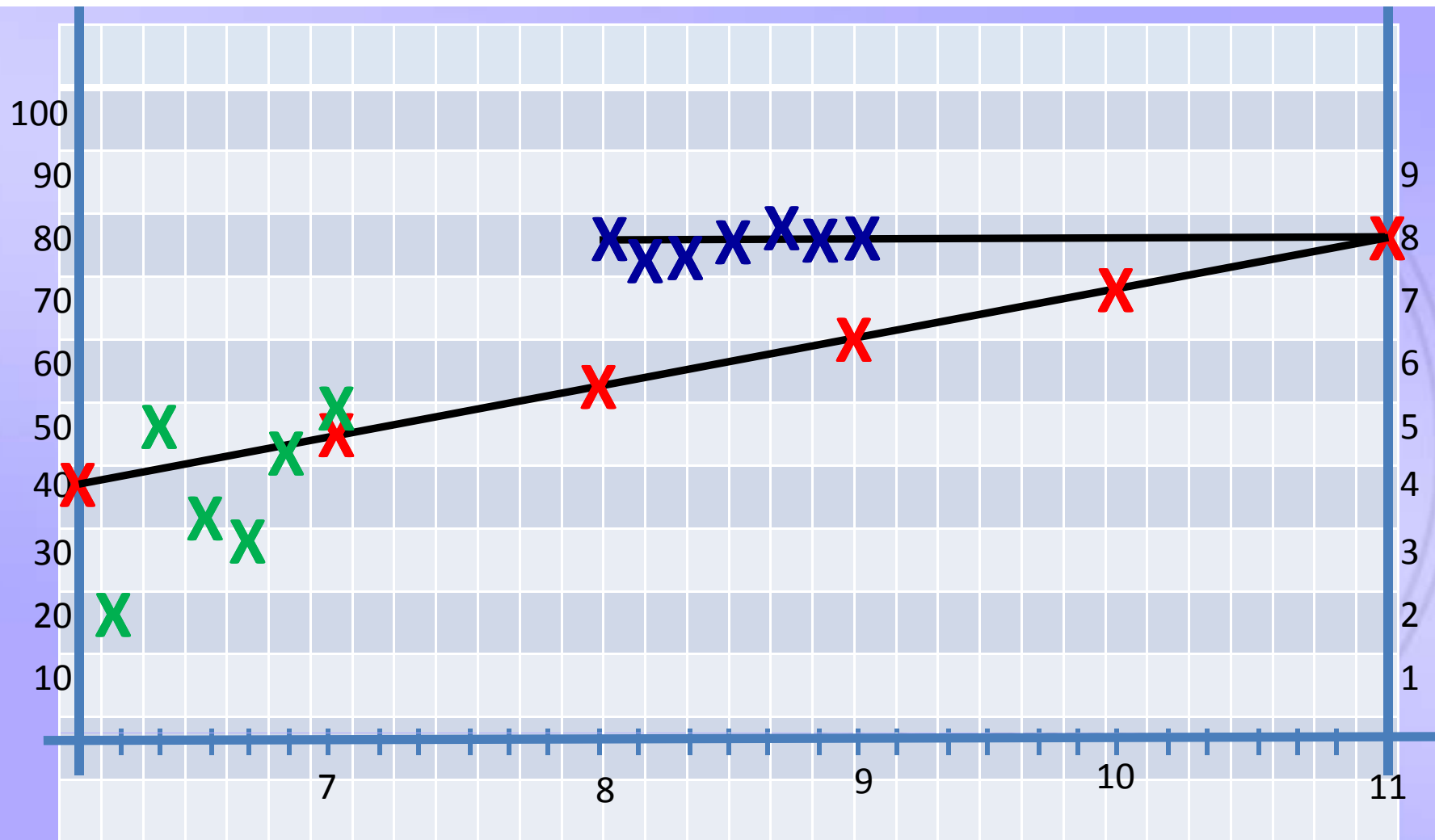
Becoming increasingly confident and consistent in demonstrating the skills, concepts and knowledge required at this band.

The skills, concepts and knowledge required in this band are not secure or are demonstrated inconsistently.

Example : Maths-Algebra, Bands 10-30

GEP	Notation, vocabulary and manipulation	Solving equations	Sequences	Graph
Developing 30-39	<ul style="list-style-type: none"> from a problem given in words Recognise and understand the difference between an identity, expression, formulae and equation Expand a single bracket Form an expression given written information Use simple formulae using one or two operations Substitution values into simple expressions 	<ul style="list-style-type: none"> Solve two-step equations e.g. $2x + 5 = 9$ Solving equations with brackets 	<ul style="list-style-type: none"> Understand inverse operations and apply to rules for sequences. Use function machines to find input when given output 	<ul style="list-style-type: none"> Recognise that equations of the form $y = mx + c$ correspond to straight-line graphs Calculate the midpoint of line segment given coordinates Understand and interpret line graphs in real life contexts
Emerging 20-29	<ul style="list-style-type: none"> Collecting simple like terms involving negative integers Making and using word formulae 	<ul style="list-style-type: none"> Solve one step equations e.g. $x + 5 = 7$ 	<ul style="list-style-type: none"> Complete a mapping when rule known Generate terms of a sequence using term-to-term. Find a simple term to term rule to describe a sequence 	<ul style="list-style-type: none"> Understand how coordinates define straight lines Use and interpret coordinates in all four quadrants
Beginning 10-19	<ul style="list-style-type: none"> Collecting simple like terms (positive integers) 	<ul style="list-style-type: none"> Begin to understand the role of "=" (the 'equals' sign). 	<ul style="list-style-type: none"> Find output when you know an input to a function machine Find the next term in a sequence given a diagram or number pattern Know what a sequence is. 	<ul style="list-style-type: none"> Plot and identify coordinates in the first quadrant Recognise axes, horizontal being x-axis and vertical being y-axis
Foundation 0-9	<p><i>A student working at this band will be mastering the Foundation band number skills and working towards Beginning bands in all other strands.</i></p>			

7. Teachers will also provide a Forecast Grade, using fine grades, just as we have in the past. This will now be plotted on the graph



What reports will look like?



Example reports

Table of all subject results hyperlinked to more detailed graph

Graph for each subject accessible from table

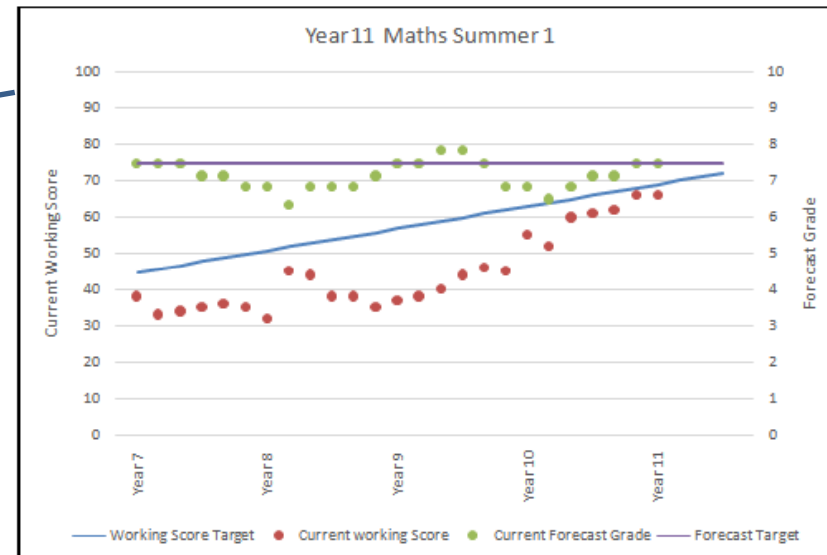
Fullbrook

Year 11 Report Summer 2015
Joe Bloggs Tutor Group



Report version 1

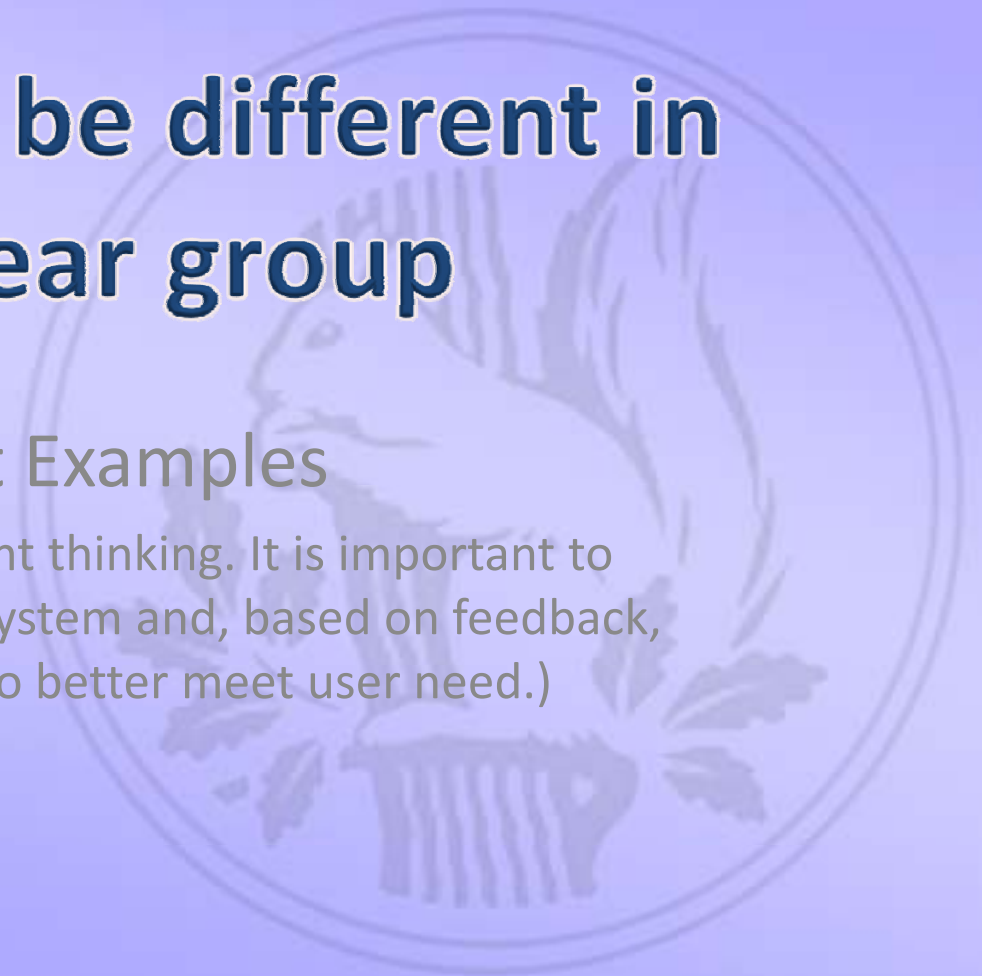
Subject	Current working grade Summer 1	GCSE Forecast grade Summer 1	GCSE Target grade	Behaviour for Learning
Art	56	6A	7	1
Drama	68	7C	7	3
French	68	6A	8	3
English	82	8B	6	3
Geography	70	7B	7	4
History	66	6A	7	1
ICT	62	6B	6	3
Mathematics	52	5C	7	2
Science	85	8A	8	4



Reports will be different in each year group

Report Examples

(This reflects our current thinking. It is important to remember this is a new system and, based on feedback, things may change to better meet user need.)



B4L for all year groups

	FOCUS AND ENGAGEMENT 1	PRESENTATION 2	LISTENING SKILLS 3	WORKING WITH OTHERS 4	EQUIPMENT 5	QUESTIONS 6	ACTIONS TO IMPROVE 7	CLASSWORK 8	HOMEWORK 9	RESILIENCE 10
4 OUTSTANDING LEARNING Progress made is above teacher expectation	Is focused and engaged in learning during lessons and shows initiative.	Takes pride in their learning and presents their work to a high standard, in a clear and careful way.	Listens well to adults/ peers during lessons.	Supports peers by asking appropriate questions to help them to make progress.	Is well organised and always has the necessary equipment for lessons.	Is always willing to answer questions during lessons and asks appropriate questions of staff and peers to aid learning.	Responds well to and acts on teacher feedback. Writes relevant INTs which are acted upon.	Class work is correct and complete.	Always completes homework on time and to a high standard.	Frequently shows initiative and determination when attempting challenging tasks.
3 CONSISTENT LEARNING Progress made is in line with teacher expectation	Is focused and engaged in their learning.	Presents work clearly.	Usually listens well during lessons.	Supports peers by explaining the task.	Is organised and usually has the necessary equipment for lessons.	Is willing to answer questions during lessons.	Responds to teacher feedback. Writes INTs which are acted upon.	Class work is mostly correct and complete.	Usually completes homework on time and to a good standard.	Is willing to attempt tasks which are more challenging and tries hard to understand more difficult concepts.
2 INCONSISTENT LEARNING Progress made is sometimes in line with teacher expectation	Can be focused and engaged at times. Can be passive in their learning or show low motivation.	Work is sometimes presented clearly.	Occasionally listens well.	Sometimes supports peers by explaining the task.	At times has the necessary equipment for lessons.	Will occasionally answer questions when prompted by the teacher.	Usually responds well to teacher feedback. At times writes relevant INTs.	Class work is often incomplete.	Sometimes completes homework to a good / acceptable standard.	Occasionally works hard on challenging topics but often gives up quickly when the work is difficult.
1 UNSATISFACTORY LEARNING Progress made is below teacher expectation	Needs close supervision from adults in order to work well.	Work is incomplete, untidy and carelessly presented.	Often does not listen well which can cause disruption to the learning of others.	Relies on others to complete their tasks.	Does not bring the correct equipment to aid their learning.	Is reluctant to answer questions.	Student does not respond well to teacher feedback. INTs are often missing and/or incomplete.	Class work is incomplete.	Does not complete homework.	Does not attempt more difficult work.

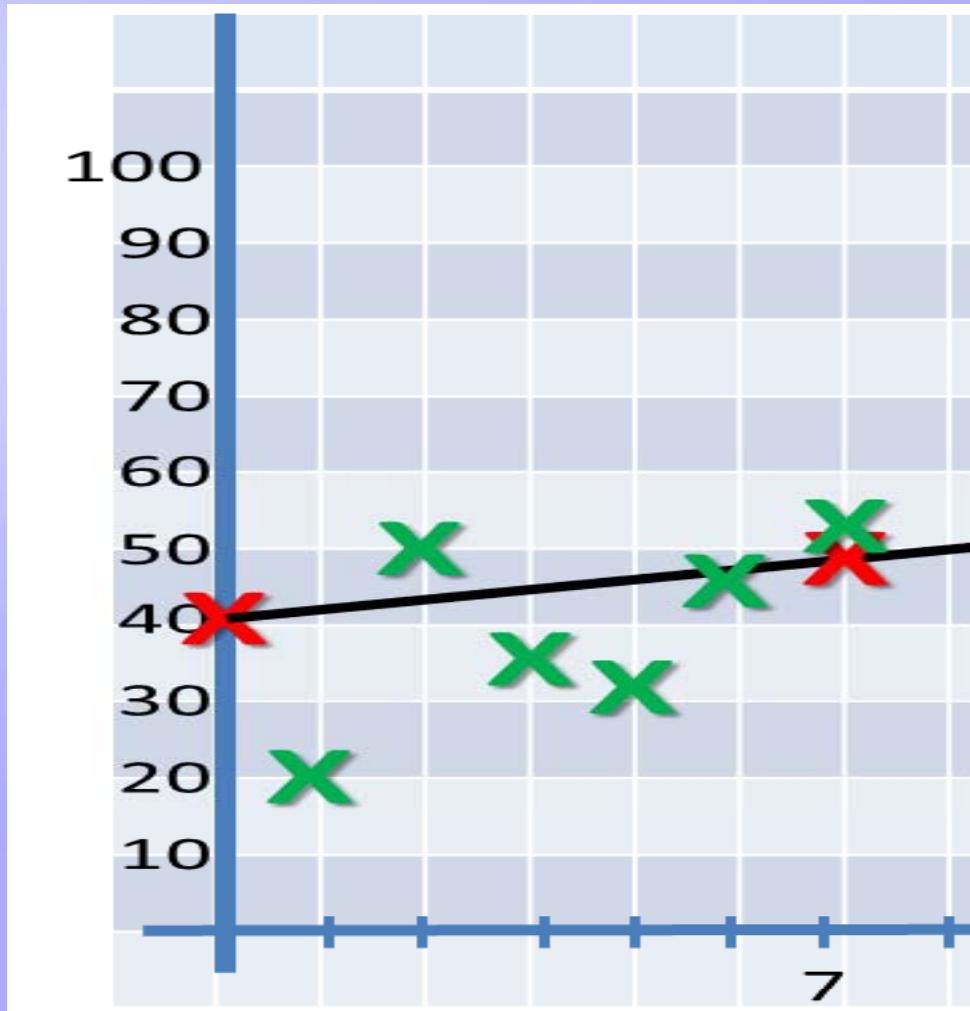
Year 7 Autumn 1 Report

Subject	Behaviour for Learning
Art	2
Drama	4
English	3
Geography	3
History	3
I.T.	3
Maths	4
Music	3
P.E.	3
Tech: Food	3

- Students will receive a **B4L** based on their learning in class.

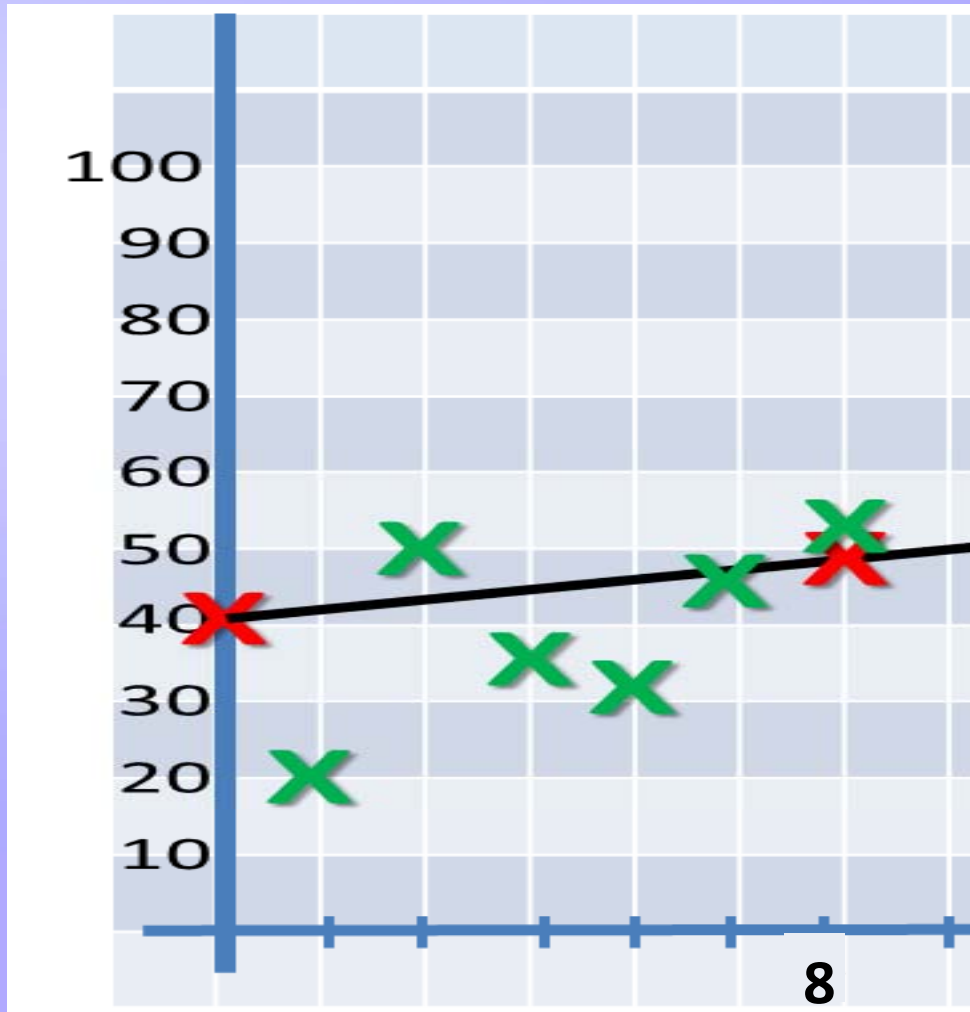


Year 7 Autumn 2 onwards



- Students will receive a **B4L** based on their learning in class.
- In the Autumn 2 report (at Christmas), students will see their end of year target for each subject. The black line is the **progress flight path** for this subject
- Students **Current Working Scores** will build up during the year.
- Core subjects will report Current Working Scores 5 or in Year 7. Other subject will report 3 times in Year 7.

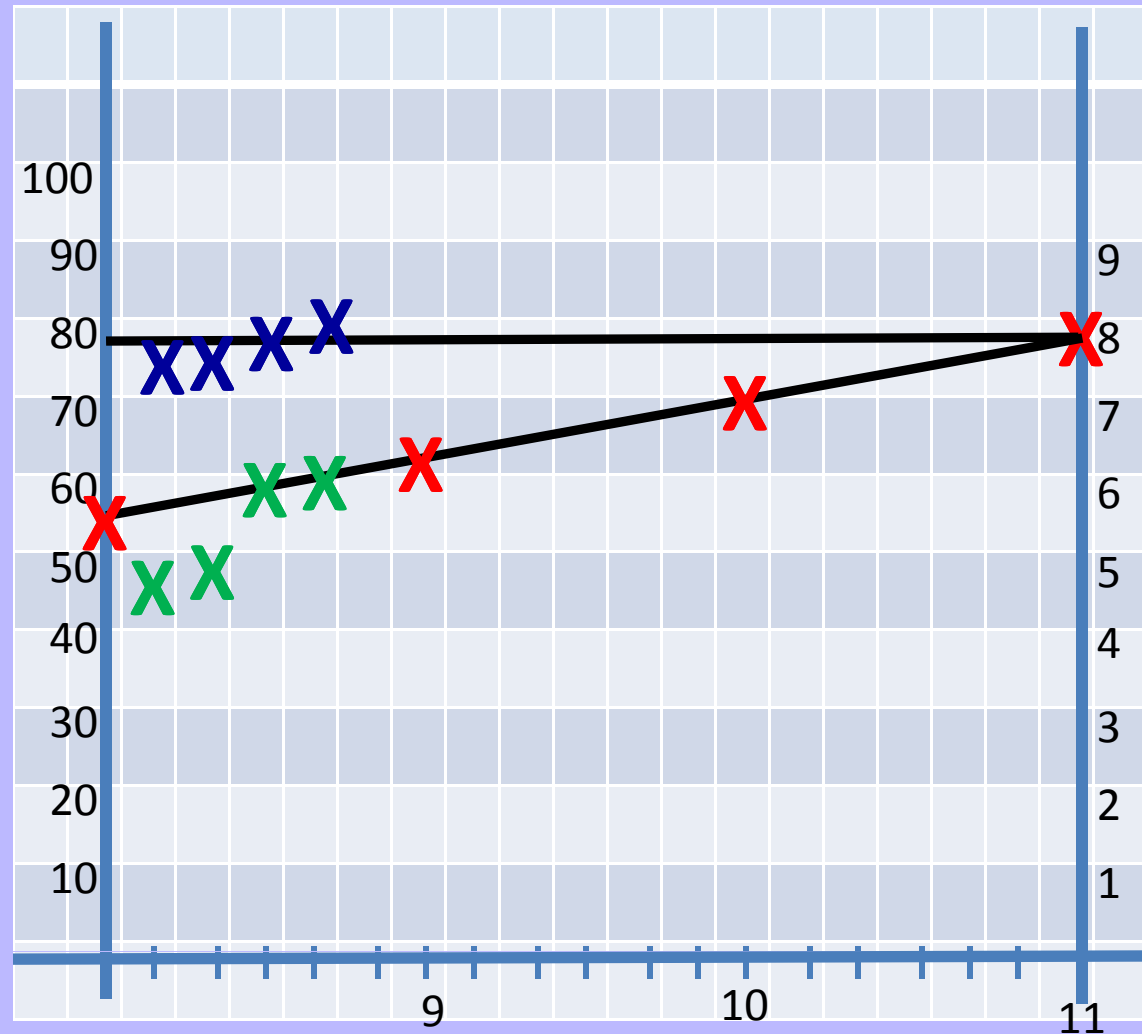
Year 8 Reports



- Students will receive a **B4L** based on their learning in class.
- Students will see their end of year target for each subject. The black line is the **progress flight path** for this subject
- Students **Current Working Scores** will build up during the year.
- Core subjects will report Current Working Scores 6 times Year 8. Other subject will report 3 times in Year 8

Year 9 and 10

- Students will receive a **B4L** based on their learning in class.
- A three year **Flight path** will be shown for all students in years 9 and 10. The flight path end point is their Target GCSE grade.
- **Current Working Score** is will show if a student is above or below their flight path for each report.
- Students **Targets** and the **Forecast Grades** are shown



Reports

- The reports are due to be published online early November.
- If required, reports will be printed out and sent home.
- Parents/carers will receive a letter with their username and password in the first week back after half-term.

