

## Year 9 Assessment & Reporting guide for Parents – September 2018

Students in Year 9 will receive 3 written reports each year as follows, the details of these grades are explained later in the document. The changes to our assessment system have necessitated some further changes to our reports which will incorporate the new assessment grades. If the staff notice a specific concern about the standard of a student's work this would be identified on the report in addition to the areas that have been included previously. In addition to the reports, students have regular feedback on how to improve their work when they have marked work returned, some of this feedback will be written, but it is often given verbally.

<b>Autumn Term</b>	<p>This report will contain</p> <ul style="list-style-type: none"> <li>• the current Standard of Attainment using the school's KS3 grading system for the majority of subjects and the new GCSE system for English, maths and the three science subjects. Nationally the new grades range from 1 – 9 with 9 being the highest grade, and a 7 being similar to the old A grade, fewer grade 9's will be awarded nationally than the proportion of A* that have been awarded in the past. A grade 5 is known as a "strong pass" and a grade 4 as a "standard pass". By the end of Year 11 we would expect the majority of our students to be gaining grades at 7 and above, however during Year 9 the students are only just starting their GCSE work and we would anticipate that their grades to be between 3 and 6.</li> <li>• information about focus in lessons, contribution in lessons and student homework.</li> <li>• a comment from the Form Tutor including comments relating to attendance &amp; punctuality, homework deadlines, organisation, achievements and contributions to extracurricular activities.</li> </ul>
<b>Spring Term</b>	<p>This is only a brief report containing</p> <ul style="list-style-type: none"> <li>• an updated Standard of Attainment grade.</li> </ul> <p>We would hope that students will be at a higher grade in the second term in at least some of their subjects, but as the nature of the assessments changes this is not necessarily the case.</p> <p>You will have the opportunity to discuss your child's progress at the Parents' Evening on 21<sup>st</sup> March 2019 from 4.15 – 7.15 pm. During this evening you will also have the opportunity to discuss GCSE subject choices with your child's teachers. In addition to the usual Parents' Evening in Year 9 there will be a separate event to introduce you to our Key Stage 4 Curriculum Offer which will take place on 26<sup>th</sup> February 2019.</p>
<b>Summer Term</b>	<p>This is the most detailed report of the year, containing:</p> <ul style="list-style-type: none"> <li>• the current Standard of Attainment grade which uses a wide range of data from throughout the year and is not just the examination grade.</li> <li>• information about focus in lessons, contribution in lessons and student homework</li> <li>• your child's end of year examination mark as a percentage..</li> <li>• the average end of year examination mark for the year group in each subject as a percentage.</li> <li>• a subject specific comment indicating what a student is doing well, what could be improved and some suggestions for improvement.</li> </ul> <p>The purpose of sharing of the average subject mark with parents is to provide you with some information about the different marks being achieved in each subject at the end of the year. Students who are achieving above the average mark are making good progress and doing well, however it should be remembered that there will always be a number of students who will gain marks which are lower than the average mark; this in itself is not an issue. A parent should only be concerned if there is a marked difference between a student's mark and the average.</p>

In 2014 the National Curriculum levels were removed by the Department for Education (DfE) and not replaced with an alternative national system. Individual schools are able to make their own decisions as to how to mark work and report progress. From September 2018 we are introducing new numerical summaries for reporting to parents which are relatively simple to understand and should enable students to demonstrate progress over time.

As a school we have developed a system of Key Stage 3 assessment grades (see below) that use subject specific criteria to indicate the skills, knowledge and understanding that students need to demonstrate to achieve each grade. The subject specific criteria are available for you in the parent section of the school website.

The majority of subjects in Year 9 will use the Key Stage 3 Assessment grades to summarise overall student performance in each subject. However, in Year 9 students start to work towards their GCSE's in English, Maths and the three science subjects – these subjects are reported on separately using the GCSE grade scale.

### CHG KS3 GRADES (1 - 6 + EP)

The KS3 assessment model highlights how students will be **working towards** learning skills and developing understanding in preparation for GCSE study. The **majority** of students will achieve end of year grades within the indicated range.

*(Please note: EP = Exceptional Performance, which is likely to be achieved in Year 9 only)*

KS3 1	KS3 2	KS3 3	KS3 4	KS3 5	KS3 6	KS3 EP
Year 7 students are <i>likely</i> to achieve between grades 1 & 4						
	Year 8 students are <i>likely</i> to achieve between grades 2 & 5					
	Year 9 students are <i>likely</i> to achieve between grades 3 and 6. A few will achieve EP					

### KS4 - NATIONAL GCSE GRADES (1 – 9)

The KS4 assessment model highlights how students will be **working towards** the achievement of national standards for GCSE qualifications.

The **majority** of students will achieve end of year grades within the indicated range.

GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	Yr. 9 students are <i>likely</i> to achieve between grades 3 and 6 <i>(English, Mathematics &amp; Science only)</i>							

## Aspects of Learning

Students can improve by aiming to move to comments which are higher in each list.

Column	Descriptors
<b>Focus in lessons</b>	<ul style="list-style-type: none"><li>• A thirst for learning; focused, on task and resilient.</li><li>• An engaged learner; focused and on task.</li><li>• Sometimes needs reminding to focus and stay on task.</li><li>• Frequently needs reminding to focus and stay on task.</li></ul>
<b>Contribution in lessons</b>	<ul style="list-style-type: none"><li>• Regularly makes positive contributions to lessons.</li><li>• Regularly makes contributions to lessons.</li><li>• Sometimes makes positive contributions to lessons.</li><li>• Needs to be more confident in articulating ideas in lessons.</li><li>• Needs to develop the confidence to contribute in lessons.</li></ul>
<b>Homework</b>	<ul style="list-style-type: none"><li>• Always completed on time and to a high standard.</li><li>• Usually completed on time and to a high standard.</li><li>• Always completed on time, but quality could be improved.</li><li>• Usually completed on time, but quality could be improved.</li><li>• Frequently late, although completed to a high standard.</li><li>• Frequently late and quality could be improved.</li></ul>

J Rose

Summer 2018

