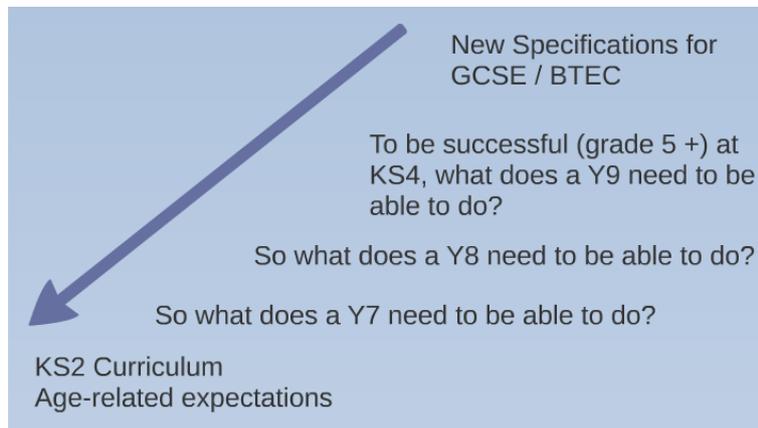


Assessment in Key Stage 3

Since 2015 there has been a number of changes that the government has brought about recently, including changes to the curriculum at all key stages, changes to the GCSE grading system and the removal of the requirement of schools to use National Curriculum levels (e.g. 4A, 5B etc.). We are continuing with a new assessment system in all subjects in years 7, 8 and 9. The requirements for a student in each of the new GCSEs have been carefully looked at. The skills and knowledge required are tracked backwards through each year to establish what each year group need to know in that subject (shown below). These form a set of criteria ('can do' statements) which are available on our website.

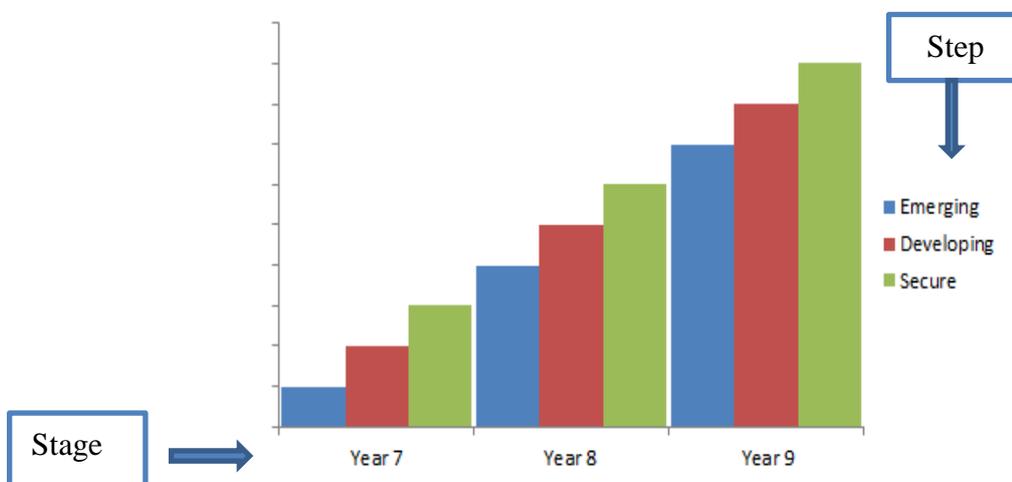


Students will be assessed using these criteria regularly through a variety of methods such as tests, written tasks and performances. The teacher will then judge how much knowledge and skill has been demonstrated towards being 'secure' in the knowledge and skills needed for that year.

The categories are:

- Working towards (working towards 'emerging' for that year – not likely to achieve a grade C/5 or above)
- Emerging
- Developing
- Secure
- Extending (deepening knowledge and understanding - likely to achieve the top GCSE grades)

Students may follow a path as suggested above, working from emerging, developing and secure by the end of the year. Most children's progress is not linear however, with lots of new knowledge and skills being acquired at times followed by a period of consolidation whilst that new understanding embeds.



Reporting

For the purposes of reporting, teachers will use the assessments to date and their professional judgement to decide what step they are likely to achieve by the end of that academic year. If they are predicted to be secure or extending it means that the student will be best placed to be successful next year and in their GCSEs. There will also be a statement regarding their progress. These categories will be:

- Not making expected progress
- Making expected progress
- Making accelerated progress

If your child is predicted to be 'developing' skills and knowledge in a subject, and is making expected or accelerated progress, it means that your child is doing well; they just started at an earlier point.

New GCSE grading

GCSE content and grading are in their second year of the process of being overhauled as directed by the government. New courses in English and Maths have already started for our current year 11s, with a second wave of new subject qualifications starting for current year 10s and the third and final wave of new qualifications to be introduced for the current year 9s. This means that current year 10s will study a mixture of current and new GCSEs. Current year 7, 8 and 9 students will study only new GCSEs.

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

GOOD PASS (DfE)
5 and above – top of C and above

AWARDING
4 and above – bottom of C and above

As the content of these subjects change, so does the grading system. It changes from A* to G grades to 9 to 1. How these grades relate to each other is shown to the left.

According to the DfE a good pass is currently considered to be a C or better. When the new grading structure comes in a good pass will be a grade 5 or better.

As a school we recognise that progress is as important as attainment. A grade 5 or C grade is not a good pass for a student who should have achieved an A; conversely a D grade or grade 3 may well represent good progress for some students. We are pleased that the government also recognises that and will be using student progress to measure schools' effectiveness from September 2016.