



**APPLIED
LEARNING**

**Gifted &
Talented**
Lead school



Science



INVESTOR IN PEOPLE



The High Arcal School

A HIGH PERFORMING SPECIALIST SCHOOL

KEY STAGE 3 ASSESSMENT, RECORDING AND REPORTING



International
School Award
2011-2014



THE BIG IDEA

ESTIMATED THAT HALF of our workforce today is not qualified beyond level 2 – the equivalent of 5 good GCSEs

Government reforms regarding **KS3 assessment** and GCSE grades are about GLOBAL PRODUCTIVITY and aimed at giving your son or daughter the best chance to compete in our world.

NATIONAL CHANGES – 11-16

Ofqual

The reforms

GCSE

Linear + more demanding content



NATIONAL CHANGES

Ofqual

New GCSE grading structure

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

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

AWARDING
4 and above = bottom of C and above

GCSE grades have changed from letters to numbers!

Our KS3 curriculum prepares students for their GCSE examinations.

The numbers do not exactly align to the letters meaning it is difficult to compare.

KEY STAGE 3 – NATIONAL CHANGES

- National curriculum levels such as 5c, 4a, 4b etc no longer exist at KS3..... WHY?
- The accountability system led to a curriculum driven by attainment targets, levels and sub- levels, rather than the programmes of study.
- Schools have now been given the freedom to develop their own approaches to in-school assessment at KS3.
- Pupils should know, apply and understand the matters, skills and processes specified in the relevant programmes of study. (National Curriculum)
- KS3 should not be about limiting progress or talent but accelerating progress and gaining a deeper understanding.

Changes at High Arcal

- No more KS3 old National Curriculum levels will be reported to parents but a new criteria based on current attainment will be reported.
- In year 7 & 8 the use of grades may not be assigned to individual pieces of work. Specific progress language will be seen in books.
- We will inform students/parents of an annual target to aim for based on our new attainment grades.
- Targets will not be a limiting factor and constantly reviewed.
- We will also indicate current progress to parents. This grade is based on the child's progress from **KS2**.
- We will encourage parents to read books daily and attend all parents evenings so that you are clear on your child's next steps to secure more progress.
- Parents can see in books a Key Stage 3 progress tracker. Our KS3 progress tracker indicates what knowledge and skills will be covered during the half term.

YEAR GROUP	Current Performance	Anticipated Outcome (KAP 1-5)	Progress grade	ATL	Currency
7	✓ Attainment	X	✓	✓	New assessment system
8	✓ Attainment	X	✓	✓	New assessment system
9	✓	X	X	✓	GCSE grades 9-1
10	✓	From KAP 3 onwards	X	✓	GCSE grades 9-1 (Except DT)
11	✓	From KAP 3 onwards	X	✓	GCSE A*-C <u>Eng/Maths</u> = 9-1

A current guide to what is reported home

Current KS3 students will all leave High Arcal with GCSE grades 9-1.

PROGRESS IN BOOKS

- Parents, students and teachers need to be clear on.....
 - What has the student done well .. **You will see (WWW)**
 - You will see how your child can improve and what are the next steps to make more progress ... **you will see (EBI)**
 - This is documented in books regularly. You may see a marking TAB to make it clear for you.
 - The KS3 tracker indicates what your child will cover during the half term.

ATTAINMENT AT EACH KAP

Excelling



The student is excelling. Knowledge, skills and understanding is well beyond the standard expected for this stage of Key Stage 3.

Beyond Secure



The student is displaying enhanced knowledge, skills and understanding. KSU are secure but some aspects are above what is expected for this stage of Key Stage 3.

Secure



For this stage of development, Knowledge, Skills and Understanding are secure. The aim for all students is to maintain this position. Certain elements of the key stage will become more challenging during each milestone.

**Approaching
Secure**



The student is approaching the expected standard of knowledge, skills and understanding but is not yet secure. The student progress tracker identifies the aspects required to reach secure.

Emerging

The students' knowledge, skills and understanding is emerging. A basic standard of knowledge, skills and understanding has been achieved at this stage. The student progress tracker identifies the aspects required to reach target.

PROGRESS AT EACH KAP (PARENT GUIDANCE)

Teachers will award a progress grade based on progress from KS2 starting points. This is essential because it will give parents a guide to the level of progress being made based on their child's ability.

Rapid Progress



In the teacher's professional opinion, the student is on track to meet their aspirational target grades at the end of Key Stage 4. Target grades are very aspirational and we are delighted with progress.

Good Progress



In the teacher's professional opinion, the student is on track to make at least expected progress. If the child continues to make good progress the end of year 11 GCSE grades will reflect their ability.

Steady Progress



In the teacher's professional opinion, the student has made progress based on their KS2 start point. Overall progress is predicted to be below national expectations if it continues.

Slow progress

In the teacher's professional opinion progress has not been what we had expected based on the students KS2 ability. Progress is concerning at this stage and for future GCSE results.

Year 8 Key Assessment Point (KAP) 2 Report

January 2017



8JH

WIGHTWICK

Attendance: 95.8%



Subject	KS3 Expected Progress	Current Attainment	Current Progress	Attitude to Learning	KAP 1 Attainment	KAP 1 Progress
English	Beyond Secure	Secure	Steady	2	Approaching Secure	Slow
Mathematics	Beyond Secure	Beyond Secure	Good	2	Secure	Good
Science	Beyond Secure	Secure	Steady	2	Secure	Steady
Art	Beyond Secure	Approaching Secure	Steady	2	N/A	N/A
Drama	Beyond Secure	Secure	Steady	2	N/A	N/A

Attainment

Excelling - The student is excelling. Knowledge, skills and understanding are well beyond the standard expected for this stage of the year and key stage.

Beyond secure - The student is displaying enhanced knowledge, skills and understanding. Pleasingly, some aspects are above what we expected for this stage of the year and key stage.

Secure - For this stage of the academic year knowledge, skills and understanding are secure.

Approaching secure - The student is approaching the expected standard of knowledge, skills and understanding for this stage of the year and key stage.

Emerging - The students' knowledge, skills and understanding are emerging. A basic standard of knowledge, skills and understanding has been achieved at this stage.

Progress

Rapid - On track to meet their target grade at the end of KS4.

Good - On track to make at least expected progress at the end of KS4.

Steady - Progress is predicted to be below national expectations.

Slow - Progress is concerning.

Attitude to Learning

1 = Outstanding - Full commitment to learning both in class work and homework.

2 = Good - Commitment to learning both in class work and in homework is mainly good.

3 = Inconsistent - Commitment to learning both in class work and/or in homework is inconsistent.

4 = Cause for Concern - Commitment to learning both in class work and in homework is significantly impacting on progress.

ATL GRADES



The High Arcal School

Attitude to Learning descriptors

1 = Outstanding – classwork reflects work that is **on track** for target grade or even beyond. Work shows **commitment** and **engagement**. The student attempts to **challenge** him/herself. **Presentation of work is exemplary**. **Participation** shows a consistent willingness to build on and challenge the answers of others. **Leadership skills** are in evidence. This student responds fully to DIRT. **Homework is completed to all deadlines** and is of a standard which reflects the student's potential to reach his/ her target grade. The student sometimes goes beyond the task set and shows developing independence.

2 = Good – this student meets some of the criteria for outstanding but **may not be as consistent**. Perhaps their **lack of full independence** needs developing to allow them to become **outstanding**? This student **focusses well** in most lessons. The student may need a **specific focus** – presentation, building on questions, responses to DIRT. **Homework is generally good** and there is only very occasional late homework.

ATL GRADES



The High Arcal School

Attitude to Learning descriptors

3 = Inconsistent – this student can lack engagement at times in whole class or small group tasks. He/she may not complete all classwork to the best of his/her ability and may have **poor presentation which is due to poor effort** rather than a specific learning difficulty. This student may be involved in **some low level disruption** on a regular basis. **Faculty detentions** will probably have occurred. **Homework for this student is completed on a less than regular basis – green referrals** will have been completed for lack of homework and detentions will have been issued.

4 = Cause for Concern – this student is at **significant risk of not meeting his/her target grade. Low level disruption is more persistent and amber/red referrals** will have been completed with subsequent action being put in place. There is a consistent **lack of focus in class** and both oral and written work show a **lack of commitment. Homework has become a significant barrier to progress. Parents will have been spoken to** and regular detentions for lack of homework will have been issued alongside the appropriate amber or red referral.

SUPPORTING YOUR CHILD

- Check reports on every occasion – look for Attitude To Learning in particular.
- Speak to HOH if you have any questions – especially with the report e.g. SLOW progress.
- As we get closer to the end of the year it becomes more difficult to be “secure” so please.....
 - Attend parents evening.
 - Look at books/planners daily. Every time books are marked we offer advice on progress. This is our regular report home.
 - You can expect to see WWW & EBI – please check that your child is responding to suggestions.
 - Ensure that your child completes HW. Support them to do so..... Quiet area, check length, quality, check understanding.
 - Check planners daily – this will ensure you have an accurate picture of what is being set and what is being done.