



Lealands
High School
A Specialist Sports College

Assessment and Reporting Information for Parents

Wayne Cullum Sept. 2018

Introduction

For many years, schools assessed the work and achievement of students using National Curriculum Levels. Criteria was nationally produced for each level for each National Curriculum subject.

In September 2014 the Government ceased the expectation and requirement to assess students using National Curriculum Levels.

All schools are now expected to implement their own assessment system to suit their own circumstances and requirements.

In 2014 Lealands implemented a system of assessment called 'Growth and Threshold' which had been piloted and shared through support from the Department for Education. At the time this was felt to be the most appropriate of all the models that were reviewed for our school.

Now that we have run the system for a few years and following feedback from our parents, students and staff, we have decided to move to a different assessment system. We believe that this system will provide greater clarity to parents about their child's current attainment and potential expected outcomes, allowing parents to support and help their child reach their 'summit range'. Although the previous system focused, rightly, on individual progress, its main limitation was that parents and students found it difficult to judge likely future GCSE outcomes and progress towards these.

This new system will use the new GCSE grades that were first introduced in the summer of 2017. GCSEs are now graded on a scale from 1-9: grade 9 being the highest, grade 1 being the lowest.

Figure 1 shows the new grades and their equivalences compared to the old A* - G grading system.

Old grades	New grades
A*	9
A	8
B	7
C	6 5 STRONG PASS 4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

Grade 9 is the highest grade available and has no equivalent grade in the old grading system.

Grade 7 is aligned to the old GCSE grade A, and the same proportion of students in each subject will achieve the grade 7 each year as achieved the grade A.

Grade 5 is a new grading and sits above an old grade C and at the bottom end of an old grade B. **This is known as a strong pass and is the Government's new national expectation.**

Grade 4 is aligned to the old GCSE grade C, and the same proportion of students in each subject will achieve the grade 4 each year as achieved the grade C. This grade 4 is now classed as a **standard pass**.

Rationale

The GCSE assessment model:

- One system throughout the whole school to provide a coherent and continuous assessment model from Year 7 to Year 11
- Simple and easy to understand – for staff, parents and students
- Based on developing the key knowledge, understanding and skills required for success in Key Stage 4 and beyond

- Based heavily on formative feedback, supporting all students to succeed – and so develops a “growth mindset” (belief that they can improve)
- Incorporates periodic summative assessment to support this ongoing formative feedback
- Has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects

Principles

- Your child will be assigned a ‘Summit Step’ for Years 7 to 10 and a final Summit Range in Year 11. The summit steps ensure that your child maintains the correct trajectory towards their final Summit Range.
- We aspire for your child to achieve excellence at Lealands and any grade within the Summit Range will ensure that your child’s outcomes place them in the top 20% of similar students nationally.
- Grades reported to you are to be compared to your child’s individual Summit Steps but you will also have an overview of their progress towards the key grades of 4, 5 and 7.
- Your child will know their Summit Steps and final Summit Range, but feedback within class and homework will predominately concentrate on formative feedback that makes students think about how to develop their understanding, knowledge and skills to progress further.
- GCSE rubrics (criteria) developed within the school by the subject departments will clearly demonstrate the knowledge and skills needed at each grade. Examples of the expectations required for grades 4, 5, 7 and 9 will be readily available for your child.
- The GCSE rubrics will be used internally to track and monitor your child’s progress. The same GCSE criteria will be used for all year groups. This will ensure that your child is assessed against the same standards throughout their time at the school.
- Three times a year, you will receive a report from the school that shows you where your child’s current attainment is and how this compares to their Summit Step and final Summit Range.

Formative Assessment

Your child will be continually assessed during lessons and homework tasks through the use of appropriate formative assessment methods. These assessments will allow the staff to make professional judgements about your child’s acquisition of the knowledge and skills outlined in the GCSE rubrics. In order to support a “growth mindset”, the feedback will be aimed at moving students through the key knowledge and skills required for the GCSE rubric and not grade based. Students are encouraged in lessons to reflect on their learning and continually improve this through ‘fix it’ time. Marking will focus on the key learning in lessons known as ‘Journey Questions’ so that it is highly focused on the most crucial aspect of learning.

Summative Assessment

Summative assessments will be used to assess how well your child is doing towards the end of a unit or learning period. These summative assessments will also feed into the professional judgements of the staff and be used in conjunction with the formative information they have gathered to allow the staff to allocate a ‘currently working at’ grade for the reporting component of the assessment system.

Reporting to parents

You will receive a report, at the end of each term, with a current 'working at grade' from each subject. The final report will also include a report from your child's form tutor and pastoral team. These reports will highlight your child's current attainment in relation to their Summit Step and Summit Range. You will also receive an attitude to learning grade from each of your child's teachers as well as your child's cumulative attendance and punctuality to school to date. In addition you will receive information in relation to their uniform and equipment. Achievement (positive rewards) and behaviour (concerns) point totals will also be provided.

Example of interim report issued in the autumn term.

Autumn Term Report 2018/19

'NAME' 'FORM'

Attendance Summary			
% Attendance to date	97.2%	Late to school occurrences	2
Rank in Year Group	16/203	Rank in Year Group	17/203
Standards Summary			
Uniform	Outstanding	Equipment	Outstanding
Behaviour concerns	12	Achievement points	179
Rank in Year Group	13/203	Rank in Year Group	2/203

Summary of Achievement

Staff Member	Currently working at	End of Year 7 Summit Step	Year 11 Summit Range	Attitude to Learning	To maintain or improve attitude learning:
Miss D Duge English	2	1	9 to 4	Good	Complete more independent study
Mr W Cullum Mathematics	WTa	1	9 to 4	Good	Complete more independent study
Mr D Smith Science	1	1	9 to 4	Good	Complete all independent study tasks set
Mrs J Mann History	1	1	9 to 4	Outstanding	Always respond appropriately to feedback
Miss S Murtagh Geography	1	1	9 to 4	Good	Ensure that homework is completed to a higher standard
Mr I McCracken French	WTb	WT	9 to 3	Good	Ensure all homework tasks are completed
Miss E Reason Art	2	3	9 to 7	Outstanding	Maintain current effort

Attitude to learning criteria

Attitude to Learning Summary Criteria	
Outstanding	An outstanding learner takes full responsibility for their academic progress at all times, ensuring they complete all work to the highest of standards. They show respect to their peers and staff at all times and their behaviour never negatively affects the learning within the classroom. They are fully engaged in participate in all activities with enthusiasm.
Good	A good learner takes responsibility for their academic progress, ensuring they complete all work to a good standard. They show respect to their peers and staff almost all of the time and their behaviour either never or rarely negatively affects the learning within the classroom. They are engaged in lessons and participate well.
Requires Improvement	A requires improvement learner may sometimes, but does not consistently, take responsibility for their academic progress. They do not always ensure that their work is to the required standard. They show respect, but not consistently to their peers or staff and their behaviour sometimes affects the learning of others within the classroom. They participate in some aspects of learning effectively, but this is not yet consistent enough.
Disappointing	A disappointing learner takes very little responsibility for their academic progress. Work completed is usually well below the expected standard. They may show a lack of respect towards their peers and staff, and their behaviour often affects the learning of others within the classroom. They show little interest in participating positively in lessons and activities.

For further information regarding assessment and reporting at Lealands High School, please contact Mr W Cullum (Assistant Headteacher).