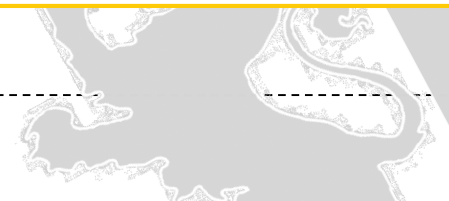


“As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed from September 2014 and will not be replaced.”

Department of Education, September 2014



Assessment and Reporting

Why are things changing?

How are things changing?

Where to start? Research!

“The harder you work, the luckier you get.”

Plato – 400BC (Greek Philosopher)

“Assessments are conducted in order to make conclusions... All assessment should be “assessment for learning”, lead to clear next steps, develop the ability to self-assess and be motivating.”

Dylan Wiliam – 2014 (University College, London)

“...our studies show that teaching people to have a “growth mind-set”, which encourages a focus on effort rather than intelligence or talent, helps make them into high achievers in school and life.”

Carol S. Dweck – 2011 (Stanford University)

Our Aims:

We aimed to produce an assessment and reporting system that:

- ▶ Reflected the development of a first class curriculum.
- ▶ Was clear for teachers, students and parents.
- ▶ Rewarded students no matter their starting point.
- ▶ Assessed the key skills needed for successful further study.
- ▶ Told teachers, students and parents what they needed to do next, in order to support further learning.



GCSE Reforms:

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
U	G
	U

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

AWARDING
4 and above = bottom of C and above

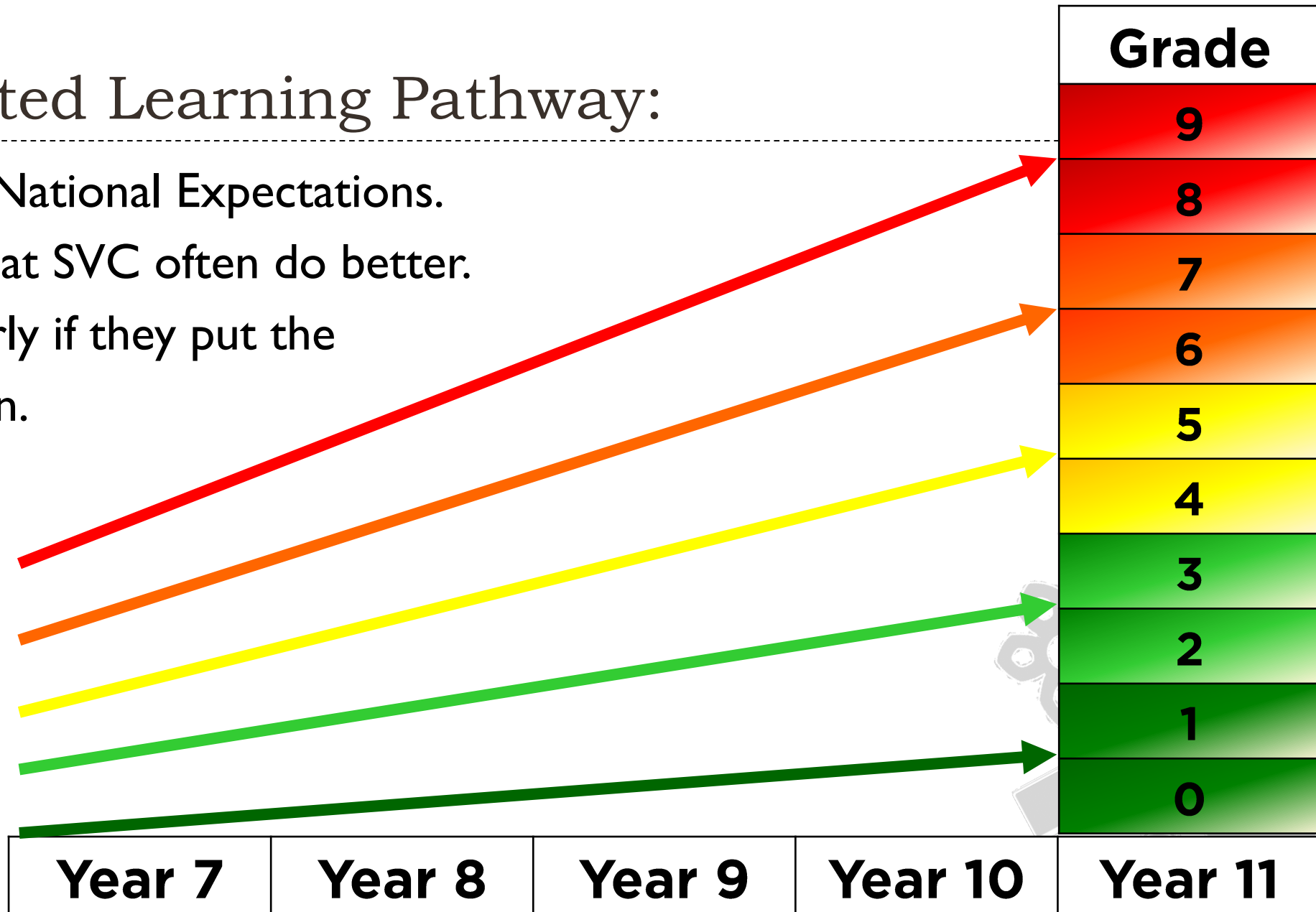
The new "Good Pass" will be Grade 5.
This is equal to a C+.

The new "Top Pass" will be Grade 9.
This is more challenging than an A*.



Projected Learning Pathway:

Average National Expectations.
Students at SVC often do better.
Particularly if they put the
“effort” in.




Student Books:

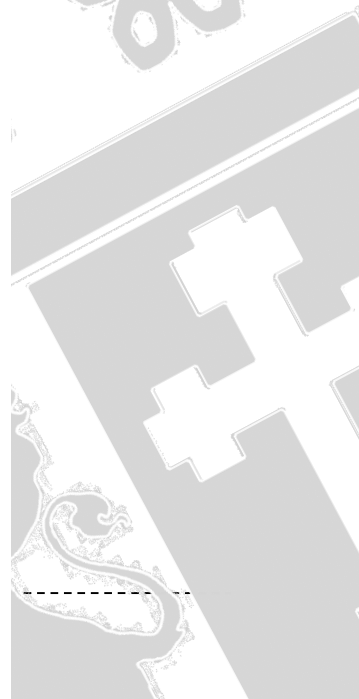
- ▶ **WWW:** Do this again.
- ▶ **EBI:** Next time (and every time after!) do this. Time can then be given to improve work based upon these comments. This helps to ensure gaps in learning are filled.
- ▶ **Effort:** Anything under a 5 means that more learning is possible in the time given.



School Reports (Year 7 and 8):



		Progress Check November 2015			
		Concerns			
		Effort	Progress	Homework	Behaviour
Subject					
English Ms. Shakespeare	2	Below		X	
Maths Ms. Pythagoras	4	On Track	X		
Science Mr. Bunsen	5	Above			



No “grades” in Year 7 and 8?

- ▶ **Dylan Wiliam (2012):** “When students receive both scores and comments, the first thing they look at is their score, and the second thing they look at is...someone else's score.”
- ▶ We want students to focus on their own journey. Grades tell you where you “are” not where you “*should or could be.*”
- ▶ We want students to think about the feedback and use it to improve.
- ▶ We want students in Year 7 and 8 to develop the reflective resilience to continue putting 100% in, particularly when things get tough,
- ▶ **Giving Grades is shown to not do this.**



Year 9 Reports:



Progress Check
November 2015

Concerns

Subject	Current Effort	Predicted grade	Homework
English Ms. Shakespeare	4	5	
Maths			

During Year 9, students will be making choices about their GCSE options.

We believe it important for students to make informed choices based upon as much information as possible.

What if my child is “below”?

- ▶ **Clearly we will be intervening in school.**

- ▶ Class Teacher
- ▶ Head of Department
- ▶ Head of Year

- ▶ **But there are things that you can do too.**

- ▶ Ask them if they have any difficulties in understanding. **How could they fix this?**
- ▶ Ask them if they have any trouble concentrating. **How could they fix this?**
- ▶ Are they doing their homework? Do they have a quiet space? **Show my homework.**
- ▶ Are they revising for tests or preparing for assessments? **Little and often.**
- ▶ Are they eating and drinking the right things at the right time? **Water, healthy breakfast.**



In Summary then...

- ▶ No more “Levels” AND new GCSE grades.
- ▶ We will now focus upon students being “above”, “on track” or “below” where they need to be to achieve their projected GCSE grade in Year 7 and 8.
- ▶ Research has proved that acting on feedback to make improvements, allied with effort is what makes the difference in education.
- ▶ If students are doing these things they will remain on track or above.
- ▶ If students do not do these things then they will fall “below” and this will allow us all to support them to get back “on track”.

