

**Granville
Sports College**



Assessment at Key Stage 3
A Guide for Parents

Context

In 2014 the Department for Education announced that they would abolish National Curriculum Levels and not replace them. Their reasoning was that the system of levels was too prescriptive and difficult to understand, especially for parents. Instead, schools would need to create their own assessment framework in order to track pupil progress and report this to parents.

Having trialled our own “Granville Grades” and having researched a number of alternatives, we have decided to change our approach slightly in a way that we think makes the date clearer for pupils and parents to understand. This approach tracks pupils’ progress toward achieving targets taking into account their prior attainment at Key Stage 2.

Between 2015 and 2019 all GCSE examination specifications are being replaced. All new GCSEs will be graded numerically instead of alphabetically, as illustrated on the conversion diagram below:

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

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

AWARDING
4 and above = bottom of C and above

The first GCSEs to be graded using numbers will be English and Mathematics in Summer 2017.

Rationale

At Granville we value and promote the self-esteem, progress and attainment of every pupil, and we aim to ensure that every pupil achieves their full potential through their learning over time. We believe that assessment and feedback are essential to this learning process and that feedback from staff should be regarded as a regular means of communication with pupils about their individual progress in a form that can be clearly understood by them and their parents/carers.

The Tracking Process

The table overleaf illustrates the tracking process. Each student at Key Stage 3 has been allocated a **Target Grade** based on their Key Stage 2 results. Each Target Grade is set against a series of grades that represent possible outcomes at the end of KS4, and each column is headed with a Tracking Code that will be used to report progress.

The grade in the **E** column represents the grade most likely to be achieved if the pupil makes excellent progress given their starting point and **exceeds** expectations.

The grade in the **O** column represents the outcome that is most likely for the pupil if they routinely complete the work to a good standard and remain **on track**.

The grade in the **A** column represents achievement that is **approaching** expectations, but which needs to improve if the pupil is to meet their potential. This sets high standards and keeps pupils focused on aiming high.

Grades in the **B** column represent those achieved by pupils making progress well **below** that expected of someone given the same starting point.

The starting points for pupils in English and Maths will be based on the KS2 results in these respective subjects. The starting points for all other subjects will be based on an average of the KS2 results in English and Maths. Where no KS2 data is available, baseline testing at the beginning of Year 7 will be used to allocate a starting point. At the end of each academic year, each pupil's target grade will be reviewed so that pupils can move up if their progress suggests they need greater challenge.

REPORTING

Each half-term in Key Stages 3 and 4 the progress each pupil is making towards their subject targets will be reported using one of the four 'performance indicators' (as described above).

Where pupils are not making the progress expected of them (see the explanation of “approaching” and “below”) class teachers will provide subject-specific advice on how they can get back “on track”.

Performance Indicators

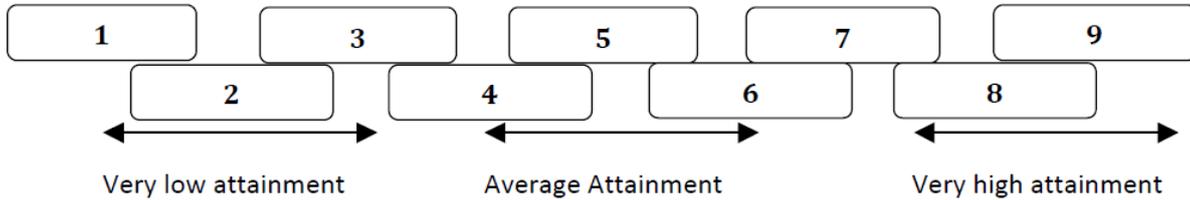
- “Exceeding” The pupil’s performance this half-term indicates that they are exceeding expectations and making substantial progress, meaning they may achieve at least one grade higher than their target.
- “On Track” If a pupil is “On Track” or “Above” they are meeting expectations and are making progress towards achieving their target grade.
- “Approaching ” Approaching” indicates that the pupil is still making progress and is still expected to achieve their target grade, but they need to consolidate some aspects of their knowledge, skills, and understanding for this grade to be secure.
- “Below” The pupil’s performance this half-term indicates that whilst they may be making some progress, they are not meeting expectations, meaning that they achieve at least one grade below their target.

If a pupil is judged to be consistently “Exceeding” or “Below” their target grade will be reviewed and possibly modified, as this would suggest that their current target grade is either too low or too challenging. This process will take into account a range of variables including attendance, behaviour, prior attainment, and current performance after each summative assessment.

Target Grade ↓	Tracking Code →	E	O	A	B
TG7	Tracking Code →	8	7	6	5
TG5	Tracking Code →	6	5	4	3

TG3	Tracking Code →	4	3	2	1
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Although discrete numbers are being used alongside Starting Point, each number represents a wide range of attainment:



Our tracking grades are based on a range of evidence. Teachers will use their day to day formative assessment of pupils in the classroom but also how they perform in assessment tasks, tests or trial examinations. As the new assessment systems at Key Stage 2 and Key Stage 4 become more established and we get to understand how they work in practice, our predictions will become more accurate. In the meantime, we may need to make further adjustments to our systems to ensure accuracy and rigour.