

Year 9 Key Stage 4 Assessment Information 2018/19

Key Dates

Autumn Learning Review: November 2018

Parents' Evening: 21st March 2019

Spring Learning Review: March 2019

Summer Learning Review: June 2019

Year 9 Learning Reviews provide the following information:

Autumn Term	Spring Term	Summer Term
External Target	External Target	External Target
HERO scores	HERO scores	HERO scores
Attendance Summary	Attendance Summary	Attendance Summary
		Form Tutor Comment

How will my child be assessed?

Pupils in Year 9 will be formally assessed through a combination of end-of-term, end-of-unit or end-of-year tests. These take place during lesson time in test conditions. In addition, informal assessment through the marking of classwork and homework, vocabulary tests or quizzes will also take place. The exact nature and timing of these informal assessments is determined by departments and teachers.

Parents can also access their child/children's performance information via the online system using their secure log-in and password at any time.

New grading system

GCSE subjects are now assessed on a numerical scale of 9-1, with 9 being the highest achievable grade. Grade 4 is considered a 'standard' pass grade, with Grade 5 being a 'strong' pass; currently, the 'strong' pass measure is primarily designed for the purpose of school's accountability. The Department for Education does not expect employers, colleges or universities to raise the bar to a grade 5 if a grade 4 would meet their requirements. However, some universities (particularly Russell Group universities) have changed their entry requirements to grade 5 in GCSE English and Maths. As a school, we are looking to Grade 5 as being the minimum standard required to study a subject at A level.

Cambridge National Courses are graded Distinction*. Distinction, Merit, Pass and L1 Pass.

What grade should my son or daughter be achieving?

The minimum expected grade is complicated as it is based on the actual marks achieved in the SATs rather than the old level threshold. The table below provides a guide to the minimum expectation and is based on older Key Stage 2 SATs Levels.

KS2 Score (Yrs 7-9)	Below	80- 89	90- 94	95- 99	100- 104	105- 109	110- 114	115- 119	120
GCSE Grades	1	2	3	4	5	6	7	8	9

In - year Progress measures

Assessments throughout the year will determine the progress made by a pupil, and which allows us to determine whether they are meeting, exceeding or falling below their expected progress for that point in the year. In Year 9, as pupils embark on their GCSE course, in-year progress is led by professional judgement but is increasingly more data led as a pupil progresses through the Key Stage and course content.

The level of expected progress will be greater for a student with a higher 'starting point'. This allows us to tailor what we expect from each pupil in accordance with their past achievement. In turn, teachers can then offer an appropriate amount of stretch, challenge and support to students who need it.

External Target

This is the GCSE grade in the subject that a pupil should achieve and is externally set. It represents expected progress considering the pupil's starting point in the school. Many pupils will exceed their targets provided they work hard and act on the professional advice that they are given.

Most Likely Grade

The Most Likely Grade is the final grade that a pupil's teacher believes that they are likely to achieve at the end of Year 11 if they continue to work at the same rate, based on their knowledge of the pupil's current grade, target grade and recent progress.

How will my child know what grade they should be working towards?

This academic year, for pupils in Year 9, the emphasis is on developing and embedding skills required for success at GCSE. As such in many subjects, the GCSE syllabus content does not comment until the Spring term. Assessment at such an early point using the GCSE structure would therefore be unfair and potentially misleading. As pupils progress through the Key Stage

they will be made aware of their Target and Most Likely Grades through the following mechanisms.

Target Cards

All pupils will be issued with a Target Card in September of their Year 10. This card must be kept safe in a blazer pocket for the duration of the academic year.

Subject labels

Each pupil will be given a book label for each subject they study. This label must be stuck on the front their exercise book. The label will identify the pupil's end of Key Stage Target, and as the year progresses, based on observation of a pupil's current progress, the Most Likely grade will be shared and entered on the sticker. This allows parents and pupils to observe progress over time throughout the year, and to give an up-to-date view of the grade that the pupil is likely to achieve

Learning Reviews : HEROs

We believe that effective learning is no accident. Our attitude and approach affect the extent of our learning, and so we have tried to summarise the important factors that influence it.

Learning has been broken down into four areas:

1. Home Learning 2. Enquiry 3. Reflection 4. Organisation

The following prompts or descriptors are used to help pupils and students assess their current approach and consider how they might improve it.

Learning behaviour can be:

- ⊙ Dynamic – which will lead to above expected progress over time;
- ⊙ Positive – which will lead to expected progress over time;
- ⊙ Passive – which will lead to underachievement over time; or
- ⊙ Disengaged – which will lead to significant underachievement over time.

All Learning Reviews will contain HERO scores for each subject, alongside an average score. This should be used to identify strengths and areas for improvement, alongside tracking how your child's attitude to learning is developing over time.

Attendance summary

The attendance summary will display your child's total attendance rate, authorised and unauthorised absences. Please note that attendance at school is marked in two sessions, am and pm.

Form Tutor comment

Each Summer Learning Review will include a comment written by your child's form tutor. This is an opportunity to report on general academic progress, alongside pastoral matters such as attitude to learning, demeanour or concerns about behaviour.