

Wixams Assessment Booklet



Contact details

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Dear Parent/Carer,

There has been much change in education, including a new National Curriculum, new tougher GCSEs and new style A levels. Most of this has happened over the last few years and your son/daughter will experience the impact and benefits of all these changes.

The new National Curriculum has a greater focus on knowledge development, along with the opportunity to study the 'big ideas' of a subject in greater depth. Another key change is the removal of assessment levels, something which students and parents became familiar with at Key stage 3. These developments have provided us with the opportunity to fully embrace a 5 year curriculum. An appropriate Key Stage 3 curriculum which is broad and balanced whilst building the important foundations for Key Stage 4. At Wixams, we no longer see KS3 and KS4 as separate courses, but rather as a continuum.

At Wixams, we have refined our Assessment policy to become a feedback and assessment policy to allow us to more rigorously monitor and evaluate the impact of our curriculum on student knowledge and understanding.

What we hope to achieve

A 5 year curriculum and assessment model which:

1. Is focused on developing the key concepts, knowledge and skills needed for success in each subject.
2. Is based on high expectations and challenge for all.
3. Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas.
4. Tracks against KS3 objectives to ensure mastery of this portion of the curriculum.
5. Incorporates high quality end of term assessments linked to a Wixams 0-5 numerical scale in Year 7 and 8 and GCSE 1-9 grades in Year 9, 10 and 11, which help students develop the skills needed to tackle the subject.

These are ambitious aims, but we are committed to do all we can to prepare our students for the challenges that lie ahead.

Yours faithfully,

Jacqueline Hepburn
Director of Assessment

What are the new GCSEs like?

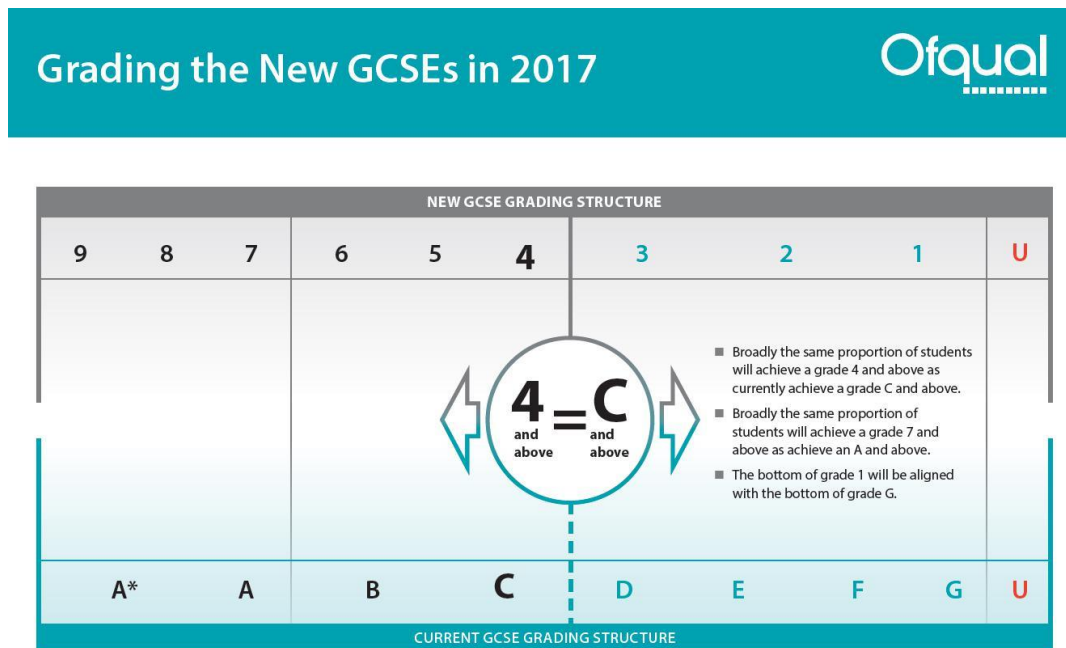
The new GCSEs are more demanding and require higher levels of literacy and numeracy to access the top grades.

Other changes include:

- a grading scale that uses the numbers 1 to 9 to identify levels of performance, with 9 being the top grade
- a structure where all assessment happens at the end of the course and content is not divided into modules
- exams as the default method of assessment, except where they cannot provide valid assessment of the skills required

How does the 9 to 1 grading compare with the current A* to G grading?

This is most easily represented by the following graphic:



You can see that there are more grades at the top end and fewer grades at the lower end.

Assessment at Key Stage 3 and 4

At Wixams, there is a combination of Assessment for Learning (AfL) tasks and Summative Assessments.

Assessment for Learning (AfL)

Assessment is an integral part of the learning process and as such, AfL is present in lessons as an on-going and continuous process. Some AfL assessments are extended tasks. Following an extensive piece of work, there is detailed marking and feedback, and the student is expected to reflect and act upon that feedback during a dedicated time in lessons. We call this marking **PIN**, where the teacher identifies areas that are worthy of **P**raise, areas that require **I**mprovement and the **N**ext steps to facilitate that improvement. This provides opportunities for students to develop further their knowledge, skills and understanding.



We also use a system called Classroom Monitor to assess knowledge acquisition against KS3 objectives. This allows individual assessment against the percentage of objectives met and helps inform the end of term attainment number at KS3.

Summative Assessments

Summative assessments take place towards the end of each term.

Summative assessments

- Provide a summary judgement about what has been learned by each student at a specific point in time
- Show what students can achieve without support
- Inform any subsequent intervention activities

Summative assessments take a variety of forms, depending on the nature of each subject.

For example, in Maths and Science they are most likely to be tests. In History and English extended writing may be prominent. While in Design and Technology, assessments may be based around design and make processes. In Dance and PE, teachers often rate the performance of students against set criteria.

Towards the end of the academic year there is also a test in most subjects.

At the end of a summative assessment, KS3 students receive a Wixams 0-5 numerical grade for that piece of work and KS4 students receive a GCSE equivalent numerical grade. This grade shows the level that the student is currently achieving on that piece of the course.

Targets

All students have been set a target in each subject for the end of the academic year. In all subjects we have used ambitious FFT* (Fischer Family Trust) estimates for performance at Year 11 and our flight path to give an end of Year estimation for expected performance. Teachers have then adjusted these targets to ensure that they are aspirational for your child's specific needs. Students are given an expected target and a 'golden' target to aspire to. Our core principal is that all students have the ability to reach their golden target if we support them to consistently demonstrate the personal attributes identified in our mission statement, namely hard work, determination, perseverance and resilience.

**FFT estimates are based on KS2 grades and compare the expected outcomes of thousands of students at GCSE. They are an estimate that schools use to set aspirational targets.*

Estimates of Expected performance

All flight paths are by their very nature estimates. No-body can predict the future but we can suggest possible future performance based on the performance of past students from a similar start point. Our flightpath is based on the performance of students at KS2 and the similarly distributed outcomes at KS4.

Our KS3 scale is the 0-5 Wixams number based on the content of KS3 and how this overlaps at KS4. It is not a GCSE equivalent grade as all the content and skills for GCSE are not taught at KS3. We therefore expect that a student with an end of KS3 attainment number of W4 for example, would gain a lower attainment number for example 3.25 in the Autumn 1 report of Year 9 as they are being assessed on KS4 content which will be broader.

Just as the expected outcome at the end of KS2 is a standardised score of 100, we are setting the expected performance at KS3 to be W1.75 at the end of Year 7 and W2.5 at the end of Year 8. This would be equivalent to a student mastering at least 50% of all the taught objectives across all levels in these years.

The Flight path is included at the end of this booklet as a guide. Bands are broad as we recognise that progress is not linear. Individual students can of course cross bands. Please note that these are end of year estimates and Term 1 and Term 2 reports will have lower attainment numbers, in Year 8 and 9.

Reports

Parents will be given two interim reports, which will highlight the students end of year target grades, attitude towards learning and homework. These will be issued at the end of the Autumn and Spring term. These reports identify student performance in homework and attitude towards learning as excellent – consistently high, good – mostly high, and requires improvement – an area that needs to be developed. At the end of the year parents will be sent a full report indicating, in more detail, student progress throughout the year.

We are in the process of changing how we report. Year 8 and 9 will receive the old style reports that have a progress attainment number for each term. We would like to emphasise that this attainment number incorporates test data and teacher assessment. It will not go down within a Key stage but may stay the same over subsequent reports. Year 7 will instead, receive a progress indicator as to whether the student is on track to meet their end of year target in the Autumn and Spring terms and an attainment number at the end of the school year. We are planning to phase in the Year 7 style reports throughout the school as new year groups join.

Parents will meet with the tutor at the end of the Autumn term to be given the Autumn report. There will be an opportunity to discuss any issues with the tutor and set personal targets for the next term. Parents will meet with subject teachers in the Spring term to discuss progress.

KS3			KS4		
				9	9
				8.75	8.75
				8.5	8.5
				8.25	8.25
			8	8	8
			7.75	7.75	7.75
			7.5	7.5	7.5
			7.25	7.25	7.25
			7	7	7
			6.75	6.75	6.75
			6.5	6.5	6.5
		W5.75	6.25	6.25	6.25
		W5.5	6	6	6
		W5.25	5.75	5.75	5.75
		5	5.5	5.5	5.5
	W4.75	W4.75	5.25	5.25	5.25
120	W4.5	W4.5	5	5	5
	W4.25	W4.25	4.75	4.75	4.75
	W4	W4	4.5	4.5	4.5
115	W3.75	W3.75	4.25	4.25	4.25
	W3.5	W3.5	4	4	4
	W3.25	W3.25	3.75	3.75	3.75
110	W3	W3	3.5	3.5	3.5
	W2.75	W2.75	3.25	3.25	3.25
	W2.5	W2.5	3	3	3
	W2.25	W2.25	2.75	2.75	2.75
100	W2	W2	2.5	2.5	2.5
	W1.75	W1.75	2.25	2.25	2.25
	W1.5	W1.5	2	2	2
	W1.25	W1.25	1.75	1.75	1.75
90	W1	W1	1.5	1.5	1.5
	W0.75	W0.75	1.25	1.25	1.25
	W0.5	W0.5	1	1	1
80	W0.25	W0.25	1	1	1
End of Year 6	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11
KS2	KS3		KS4		