

Holy Family Catholic School Assessment in 2016/7

- 1) Why Levels have gone
- 2) Our New Assessment Model
- 3) Monitoring and Assessment
- 4) The New GCSE Grades
- 5) The Model in Practice

The Removal of Levels

- The Government removed levels as of September 2014 for a number of reasons:
 - Levels were being used incorrectly
 - The “levelling” of students was often detrimental to their progress
 - Levels were never designed to be used throughout a key stage
 - They did not help students to master skills and secure knowledge in an area/subject

The Thresholds Model

- Students will be placed in one of four thresholds; Excellence, Secure, Developing or Foundation.
- Students can (and most likely will) be in different thresholds for different subjects
- The equivalencies shown below will show the predicted GCSE grades for students in each threshold:
- Students can CHANGE THRESHOLDS AT ANY TIME

KS2 Levels	New points	KS3 Thresholds	GCSE (Current)	GCSE (New)
5a+	110	Excellence	A*	9-8
5		Secure	A-B	7-6
4	100	Developing	B-C	5-4
3-2		Foundation	D-G	3-1

The grade 5 will be the new international benchmark for students and is around 67%- two thirds above the current C grade. Therefore students expected to reach the national benchmark will be in the “developing” threshold. However, the thresholds are entirely fluid and therefore students have free upwards mobility between them.

The DfE currently does not know how the new point score will translate into grades and levels of progress.

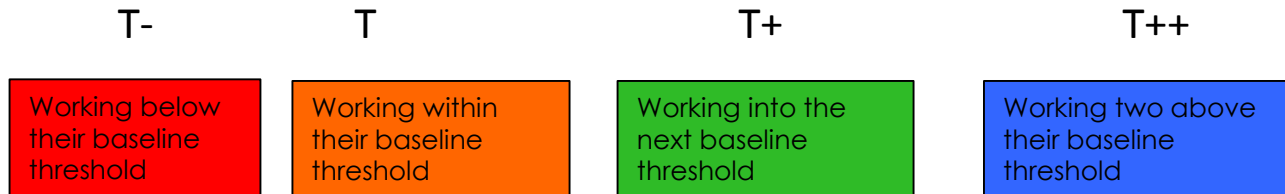
The Thresholds Model

- Students in year 7 will have completed a baseline test in every subject by the end of September
- The percentages below show where the students will be placed based on their baseline result. There are subtle differences between subjects.
- Once the threshold has been established, students will be measured against that threshold and against their baseline throughout their school career.
- Thresholds can and will be negotiated upwards
- As the level of challenge increases throughout KS3, students are expected to AT LEAST maintain their percentage score and threshold.

Test score %	Threshold	Forecast GCSE Grade
90-100	Excellence	9-8
75-89	Secure	7-6
59-74	Developing	5-4
0-58	Foundation	3-1

Monitoring and Assessment

- In terms of reporting, we will be reporting three times a year and there will be three formally reported assessments each year.
- Teachers will be able to select the specific skills tested in that assessment on the report itself.
- Each data input will result in producing one of the progress measures below:



- There will also be a short prose statement with improvements that could be made in each subject

Monitoring and Assessment

- As well as the formal quantitative assessments, all students will also have unit criteria or Personalised Learning Checklists which will contain all of the skills that students need to master to be successful in the subject:



Geography



Assessment and Progress

This booklet will help you to monitor and track your progress in Geography. Your teacher will look at this at half termly intervals and discuss your progress with you

Threshold	CODE	AO1 - KNOWLEDGE / DEMONSTRATION	Tick to evidence
Working Towards	K1	I have grasped the general idea(s), but I am not yet sure how and when to use them	7, 8, 9, K34
	K2	I can remember a relevant idea or fact about the concept and/or place	
	K3	My answers have yet to include a sense of place / location context	
Foundation	K4	I can recall a few basic facts and demonstrate a basic grasp of a few relevant idea(s)/concept(s) about a place or environment studied and, more or less, know when to use it/them	
	K5	My answers include an idea of place / location context	
	K6	I can select some information from source material	
	K7	I am aware of the context of the concept/idea/place being studied - be it a local (small) setting or wider scale (e.g. global)	
Developing	K8	I can recall and demonstrate some sound, reasonable knowledge of the key idea(s) / concept(s) and/or facts about the place or environment studied	
	K9	My answers demonstrate some sense of place / location context	
	K10	I can select some relevant information from source material	
	K11	I mention the context of the concept/idea/place being studied - be it a local (small) setting or wider scale (e.g. global)	

Secure	K12	I can recall and demonstrate mostly relevant, accurate knowledge of the key idea(s) / concept(s) and/or facts about the place or environment studied	
	K13	My answers clearly communicate a sense of place / location context	
	K14	I can, with some confidence, select a range of relevant information from source material	
Excellence	K15	I mention both the local setting of the concept/idea/place being studied and the wider scale.	
	K16	I can recall and demonstrate thorough, detailed and accurate knowledge of the key idea(s) / concept(s) and/or facts about the place or environment studied	
	K17	My answers demonstrate clearly and explicitly communicate a strong and detailed sense of place // location context	
	K18	I can, expertly and efficiently, select a wide range of relevant information from source material	
	K19	I consider, fully explore and explicitly demonstrate both the local setting of the concept/idea/place being studied and the wider scale.	

- The skills are split up in to skills These PLCs will be reviewed after each assessment point.

The New GCSE Grades

Test Score %	Threshold	Forecast GCSE Grade
90-100	Excellence	9-8
75-89	Secure	7-6
59-74	Developing	5-4
0-58	Foundation	3-1

?

- There is huge emphasis on the top end and differentiating between the top level students.
- The predicted percentage required for a grade 9 is around 95% - it is currently anticipated that around 2% of students nationally will achieve grade 9s
- A “working towards” set of skills have been developed to account for students working towards the bottom of the Foundation threshold.

Working out a Threshold Result

- Student X is in the “Secure” Threshold for Maths.
- In their three assessments in the year they scored the following:

- Assessment 1 (number)- 82%
- Assessment 2 (graphs)- 66%
- Assessment 3 (Pythagoras)- 90%

Test score %	Threshold
90-100	Excellence
75-89	Secure
59-74	Developing
0-58	Foundation

At what point in the year were they on target?

The End of Year Average

- At the end of each academic year, students will receive an overall year average threshold result in each subject
- The scores will be added together and divided by three.
- It is important to remember than an area of weakness can affect the overall year average in a subject

Assessment 1 (number)- 82%

Assessment 2 (graphs)- 66%

Assessment 3 (Pythagoras)- 90%

Test score %	Threshold
90-100	Excellence
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- Was the student on target overall for the year?

The Report



Holy Family Catholic School and Sixth Form



Progress Report – Year 7
December 2015

Name:



KS2 Results: English 4 Maths 4 Science 4

Subject	GCSE Target	Baseline Threshold	Skill/Paper tested	Assessment Result	Progress	Effort	Behaviour	Homework	Attitude to Learning	Areas for Development	Staff Code
Music	-	De	Performance	De	T	1	2	3	1	Ensure presentation of work is of the highest standard.	MIS

Percentage Attendance 98.2%


Authorised Absences 5

Unauthorised Absences 0

Marking and Feedback

2016

**How successful
do you want to
be?**



What have been the issues?

Teachers spend lots of time marking and students still make the same errors

Students responding in green pen with comments like

OKAY MISS!

Not everyone is clear with the purpose of marking - why do teachers mark your books?

Students as Researchers

Feedback

One group focussed on marking and feedback

Their feedback was as follows:

Like the use of coded approached in lessons

They like questions on their work - more helpful than EBIs

Books are not always marked

Inconsistency between subjects

New approach to marking and feedback - KS3-KS5

Key Principles:

To make it meaningful

To make it motivational

The students should be doing more to make them think more deeply about what they are learning

Frequency of marking

- Book-marking on a fortnightly basis across years 7-11
- Interim assessment marking in years 12 and 13 - every fortnight
- Assessment marking - as per the assessment cycle:

Years 7-9 - once per term

Year 10 - 4 times across the year

Years 11,12, and 13 once per half term

Book and folder marking

Once every fortnight

Purpose:

To help teachers with planning

To help then gage what you know and don't know

Type of marking: Coded

What should be marked: Not everything - teachers will have specific pieces of work that they will mark during that two week cycle.

The CODE

PiXL Classrooms

Feed Forward

The universal symbols

★ Star

There is something that has been done very well or has been clearly understood. It means it could be model work. It is at a high standard/they have made progress from a previous piece of work.

! Exclamation mark

There is something that does not make sense, is a problem or needs re-writing or re-calculating. There may be something here that is wrong and needs correcting.

? Question mark

There is something that needs explaining more fully. The thinking/working out behind the answer may need explaining.

■ Full Stop

There is a spelling, punctuation or grammar error and it needs identifying and fixing



How students respond (Using their Green PENS)

★ Star

I am pleased with this because...
You were pleased with this work because I...
I have included...
I have thought about...
I met the following points on the success criteria...
My writing was...
I tried hard to...
I listened to my feedback last time and decided to...
This is some of my best work because...
I have made progress since my last piece of work because...

« Sentence Starters

? Question mark

I have tried to...
My intention was...
I was experimenting with...
I thought I would...
I wasn't sure about...
I was working on my...

! Exclamation mark

I didn't really understand...
I need to re-think...
I need to re-calculate...
It needs re-drafting because...
The problem is...
This needs improving because...
I would like you to help me with...
I haven't grasped ... yet
I think it would help if I...
I think it would help if you could...

■ Full Stop

The following spellings are incorrect...
I haven't included...
My sentence structure is...
My presentation is...
I have missed...
Quotation marks are...
I forgot to...

PIXL
partners in excellence

Marking with the Code

- Parents should not expect to see extensive comment marking in the exercise books that is done via the teacher.
- The teacher will monitor the comments and revision of previous work each time the books are taken in to monitor progress of knowledge and skills, in order to inform planning.
- Teachers will not mark exercise books when you have completed an assessment. They will be marking your assessments instead!

What happens when students have their books returned?




- The teacher will address common key literacy errors to the whole class as part of the teaching and learning following the books being given back. For example, this may be to remind you of the rules surrounding the use of capital letters or apostrophes or spelling of keywords.
- Students should then spend time addressing the symbols as highlighted by the teacher.
- During this time the teacher will circulate the class to monitor progress and provide verbal feedback as and where needed.
- As part of this feedback lesson, teachers will address any common misconceptions with the class and re-teach any knowledge or skills as required. The key to the new curriculum is for you to MASTER and SECURE Knowledge and skills

Live Marking - In the classroom

This type of marking will take place in the classroom whilst you are working independently. This will take on the following format:

- As you are working the teacher will circulate and use the codes in the margins there and then. At the point where the teacher may apply a code in the margin, you will take time to reflect on the identified area and will work to rectify, develop or correct the points. This will mean that the teacher is giving you immediate things to think about or develop, this should make you progress more rapidly.

Peer and Self Assessment

- This type of marking will take place as part of assessment for learning during the course of the lesson.
- The scaffold used will be the same as that identified in point one of this document, using the same symbols.
- Students will need to redraft work where a  or a  is identified and SPAG errors will be amended where a  is used.

You will use the same code for this as the teachers use when they are marking!

Assessment Marking - What are we looking for?

The aim of deep marking is to see how you cope with being able to communicate your knowledge in a formal test/exam context.

- Deep marking will take place for all key assessments as identified by the assessment calendar - your teachers have a copy of this and the dates are on the school website.
- It is expected that teachers will mark this work more thoroughly. However, this will take the form of questions being annotated in the margin alongside the use of the code.
- The teacher will also plan in opportunities for you to evaluate your work against the assessment objectives and criteria.

Teachers will NOT mark exercise books during the two week window when assessment marking takes place.

The process following an assessment

The student MUST:

Answer all of the questions annotated in the margins

Amend all of the SPAG errors

Rework and upgrade areas that have been identified with a question mark or exclamation mark.

The student must then redraft the assessment as part of classwork and homework in order to secure and master the necessary skills.

The process following an assessment continued...

- You will be presented with a top model exemplar - you will be asked to compare your work to it - why is it better or worse than what you wrote?

You will use personal learning checklists to really understand what you can and can't do.

- Assessed work should be clearly identified and either stuck in exercise books or have a format for filing that you will have access to for revision purposes.
- Where a student has not met the expected threshold for progress in an assessment, the teacher will write home to parents outlining concerns and issues with the most recent assessment outcomes. The parent will be provided with revision material to complete with you. You will be issued with another assessment date where they will be re-tested to ensure that the gap has been close, and that skills and knowledge have been mastered accordingly.

The secret - REVISE and stay organised

Presentation of work

It is expected that all classwork and homework is presented to the highest of standards. This includes the following:

- Handwriting is neat at all times and writing takes place on the lines of the page.
- There is a date written on the right hand side of the page.
- Classwork, homework or assessment is written in the left hand margin.
- There is a title that is clearly underlined using a ruler.
- All diagrams, graphs and sketches are completed using a pencil and a ruler.
- Errors made are neatly crossed out with one line and a ruler.
- All work that students are doing in response to marking is completed using a green pen and the sentence starters provided.
- A line is drawn at the end of a piece of work to indicate its completion using a pencil and a ruler.
- Students use black ink to complete work as is the expectation in public exams.
- All students respond to marking and feedback in green pen.

What happens if the presentation rules are not followed?

Where a student has not met the expectations of presentation of work, it will not be marked and **the teacher will draw a line through it.** In this case the student will be expected to complete the work again, meeting the expected presentation standards.

Why is presentation important?

It says a lot about you as a person - how much do you care?

When you take exams, your work gets scanned into a computer to be marked online - examiners won't spend long marking - Your future is in their hands!