St Michael's Catholic College

Assessment Evening

January 2016

- Meaning of Assessment

- Government changes to assessment

- Principles of Assessment at St Michael's

- Changes to assessment at St Michael's

- How will tracking data be used at the College?

- **Definitions** – What is assessment and why do we need it?

- **Assessment for learning –** Removal of levels.

- **Changes in expectations**- Pitch and progression.

"The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

(Rowe 2007)

- Questioning
- Marking
- Observation
- Dialogue
- Testing

Testing is just one element of assessment.

Pupil	• What do I know? • What do I need to do next? • Am I getting better?
Teachers	• Where are they in relation to where they need to be? • What are the gaps in their knowledge and understanding? • What do they need to learn next?
Parents	• What can they do? • What do they need to know next? • Where are they in relation to where they should be? • How can I help?
Leaders & External Agencies	• Are the children meeting expectations? • Are they making progress? • Is provision as good as it should be? • Are there groups making less progress than others?

Where are we going?

Purposes of statutory assessment

The main purpose of statutory assessment is to ascertain what children have achieved in relation to the attainment targets outlined in the national curriculum.

The main intended uses of the outcomes are to:

- hold schools accountable for the attainment and progress made by their children
- inform parents and secondary schools about the performance of individual children
- enable benchmarking between schools, as well as monitor performance locally and nationally.

(Standards & Testing Agency)

"People talk about assessment as though it's separate to teaching. For me assessment is what you have to do to be able to teach effectively."

"I like to check my next steps and find out what I have done well. I want to know how to get better at what I am doing."

Assessment is integral to outstanding teaching and learning. It should help teachers and students keep track of progress and drive improvement.

Assessment is for learning!

- *'National Curriculum Levels are dead. In secondary schools, at KS3, they have been dead for years now. Nobody much will miss NC Levels. They were a **curriculum assassin** and an **accountability albatross** rooted in suspect reliability and minimal validity. For teachers they gradually telescoped from being an end of key stage annoyance (their original intention) to being a half-termly assessment burden to being a daily lesson-by-lesson imposition to finally being a bitesize, Ofsted-friendly, 20 minute nugget of learning soundbite surrender.'*

- Give reliable information to parents about how their child and their child's school is performing

- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents

- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment

- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling

- Are reliable and free from bias

- As above plus:

- Are closely linked to improving the quality of teaching and inform lesson planning

- Ensure feedback to pupils contributes to improved learning and is focused on specific tangible objectives

- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time

- No more numbered levels e.g. level 4,5,6

- Raised expectations

- GCSEs 1-9 (Summer 2018 all subjects, Summer 2017 English and Maths)

- New measures of a school's results using Attainment 8 and Progress 8.

- Professional dialogue

- Rethinking the purpose and quality of assessment

- Considering what is right for our pupils at our College

- Great opportunity to reconsider what we teach

- More accurate data – new standards

- Ensuring pupils are prepared for new exam based approach

New grading for Key Stage 3 and 4

New Key Stage 4 curriculum

New KS3 curriculum

- Target setting

- Tracking

- Reporting

- Based on the national average grades achieved by pupils from each ability level in the most recent exams.

- Then turned into a new 1-9 style grade.

Example 1	Example 2
A pupil who got an average KS2 result of Level 3 achieved an average GCSE grade of 3.1 (D3 in old money).	A pupil who got an average KS2 result of Level 5 achieved an average GCSE grade of 6.9 (A3 in old money).

- This would give a Progress 8 (value added) of 0, so we add on 0.5 (The St Michael's factor) to the average grade achieved to produce the target.

- … using words …

- …and in comparison to national average attainment.

  – Emerging,

  – Developing,

  – Secure

  – Exceeding

- For example, a Year 8 pupil who is achieving about the same as Year 8 pupils nationally would be described as Year 8 Secure (Y8S).

Example of Emerging Developing Secure and Exceeding

Year 9 Geography Assessment – Is Japan more developed than Brazil?				
SKILLS	**Emerging** **32-38**	**Developing** **39-44**	**Secure** **45-52**	**Exceeding** **53-64**
STRUCTURE	Basic structure and may not have a clear introduction and conclusion.	Clear introduction and conclusion and good use of paragraphs.	Logical structure with all parts included. Neat presentation.	A neatly assembled essay. Paragraphs and headers to the essay are well thought out.
PHOTOGRAPHS AND ILLUSTRATION	Photographs used without reference to text.	Photographs are included with a simple description.	Photographs are included with an explanation of why they are being used.	Photographs are well chosen and integrated into the text with annotation and detailed links to the project title
STATISTICS, GRAPHICAL DATA AND RESEARCH	One or two development indicators used.	Three or four indicators used.	A range of indicators used along with some independent research (e.g. Gapminder).	A wide range of development indicators chosen and used appropriately along with well-integrated independent research.
KEY WORDS	Simple geographical key words used.	Some geographical key words included.	Geographical key words included appropriately.	Complex key words used confidently throughout
FUTURE	Suggest one way countries could improve in the future.	Suggest ways that countries might change their development status in the future	Detailed explanation that shows some economic, social, environmental and political factors that might enable countries to develop.	Detailed explanation that shows a range of economic, social, environmental and political factors that might enable countries to develop.
CONCLUSIONS	Both countries have been included in my conclusion.	Both countries discussed with a decision about which one is more developed	Both countries discussed and a decision made about which one is more developed. The conclusion summarises the main points made in the essay.	Conclusions are secure. They link clearly to the data and reference key points made throughout.

- So that students achieve sufficient progress by the end of Year 11 they will be given annual targets.

- This will be done using tracking points and words.

- When teachers enter data about pupils (Year 8 Secure etc.), this will be turned into points and used to determine whether a pupil is making sufficient progress.

- "Secondary Ready"?
- Consolidation Points

- Exceeding national expectations?
- Branching outwards

Year 7: William Blake   4th Jan- 12th Feb

Aims:

- To be able to read and understand poetry

- To identify language and structural techniques and to be able to explore the techniques

CHALLENGE: To consider writer's intentions, particularly in line with recurring themes of innocence and experience

- To be able to create effective imagery using stimulus from

- **Mid-point assessment:** Writing: Poem about London with commentary

- **End of unit assessment**: Reading: Comparison between 2 poems that we have studied

Aims	Starter	Development	Plenary
Lesson 1: Introduction to poetry • To consider the role of poetry • To know some poetry terminology • To identify the difference between language and structure	**What is poetry?** Whole class brainstorm using post-its	• **What does poetry allow that prose does not?** Show comparison between extract of poem and prose version. Get students to discuss what make the 2 examples different. • **Introduce poetry terminology and get students to complete worksheet with their own examples** • **For higher ability classes introduce the difference between language and structure**	Technique spotting quiz
Lesson 2: Investigating William Blake • To understand who William Blake is • To learn more about the things that influenced him and the time that he lived in	Students putting events from Blake's life into a timeline	**Students in groups of 4: before holiday put students into groups and ask them to research an area of Blake's life ready for today's lesson** • Discuss what you found out from your holiday research. • Decide on 3 things that you would like to share with the class. • Plan a 3 minute presentation on your subject. Students completing presentations, while other students complete notes in grid.	Which things do you think might have had the greatest influence on Blake's poetry? Class discussion

Year 7 Route Map 2015-16

Assessment 1

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
NUMBER and SSM Place value The 4 operations and whole, negative and decimal numbers Rounding and estimating Units of measurement and perimeter						**Assessment 1** **DATA DROP**	**OCTOBER HALF - TERM**

Week 1	Week 2	Week 3	Week4	Week 5	Week 6	Week 7	
NUMBER SSM DATA Speial type of numbers long multiplication and division Solving problems on Time Finding area Finding the mean						**Assessment 2** **DATA DROP**	**CHRISTMAS HOLIDAYS**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
SSM Angle facts and properties of shapes					**Assessment 3**	**FEBRUARY HALF - TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	
NUMBER Fractions				**Assessment 4** **DATA DROP**	**EASTER HOLIDAYS**

Week 1	Week 2	Week 3	Week4	Week 5	Week 6	Week 7	
Applications of ALGEBRA					**Assessment 5**	NUMBER SSM DATA	**MAY HALF - TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
NUMBER SSM DATA Percentages Angles Pie charts			**Assessment 6**	END of YEAR PROJECT **DATA DROP**		**SUMMER HOLIDAYS**

Route map and KS3 descriptors will be uploaded on the school website.

- Understanding and appreciation of knowledge and skills
- Pupils who love the challenge of learning and are resilient to failure
- Independent learners
- Pupils who are curious, interested, imaginative and creative learners
- Confidence
- Pupils who grasp all extra learning activities
- Leadership
- Community engagement
- Literacy/numeracy/oracy
- These have equal importance

- A typical report might look like this:

Name:	Form
End of Key Stage Aspirational **Target** Grade: **6.4** **Current** Grade: **5.6**	
• Year 10 developing learner • Making less than expected progress	
Name is not making sufficient effort in English and is frequently distracted by those around him. While he has produced good quality work on…, he needs to improve…	

Statement regarding attainment

Statement regarding progress

- In KS3 students are taught in sets for English, Maths, Science, RE, History, Geography and MFL lessons.

- Students sit whole school standardised exams twice a year in December and June and the results are used to place the students into teaching groups based on their exam performance.

- Changes to teaching groups take place at the end of **January** and the start of **September** each year and letters are sent home informing parents/guardians if students are moving up or down.

- Parents/Guardians of any student moving down will be given an appointment to meet with their child's Leader of Learning to look at how best to support them over the next few months and identify areas where improvement is needed.

Students in all year groups are ranked based on their results and progress in school examinations with the names of students who performed best published on boards in the college.

In **KS3** the following information is published:

a)   Top 50 students with the best results overall results.

b)   Top 50 students making the most progress to targets.

In **KS4** the following information is published:

Students will be ranked according to attainment 8 and progress 8.

•Progress (P8)

• Attainment (A8)

•Our tracking and reporting will mirror this.

- **Attainment 8** is a measure of a pupil's grades across a set of eight subjects.

- Grades will be measured on a 1-9 point score scale, rather than the current A* - G.

New point score scales for GCSEs

GCSE grade	2016 Points	2017 Points
G	1.00	1.00
F	2.00	1.50
E	3.00	2.00
D	4.00	3.00
C	5.00	4.00
B	6.00	5.50
A	7.00	7.00
A*	8.00	8.50

- The **Attainment 8** measure will calculate pupils' points across a set of their best 8 subjects.

- The 8 qualifications that count towards the **Attainment 8** measure must fall into one of three "buckets." If a qualification does not fall into one of these buckets, it is not counted in the attainment 8 (or progress 8) measure.
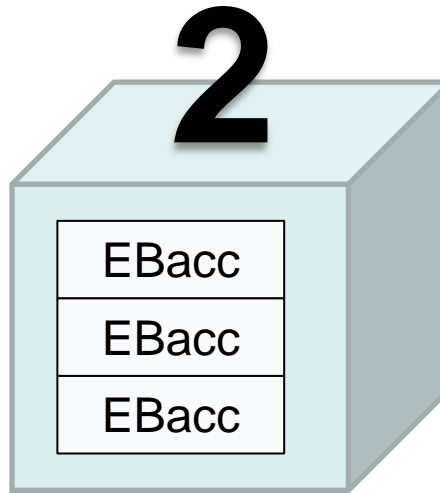
1

English

Mathematics

2

EBacc

EBacc
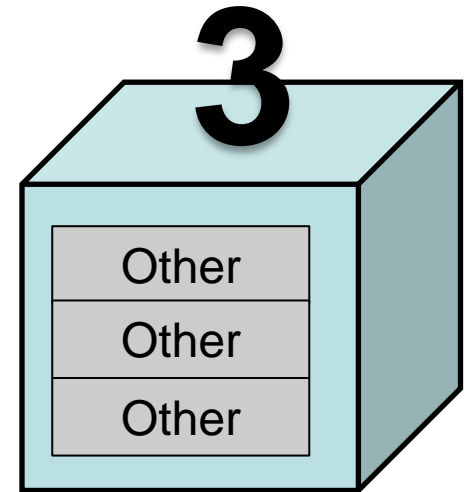
EBacc

3
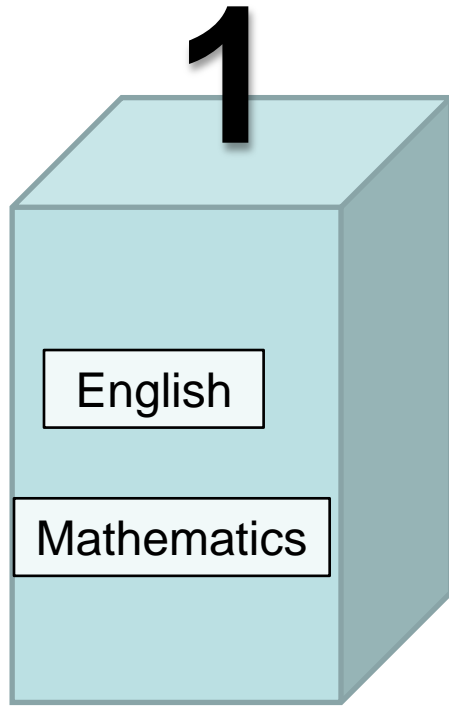
Other

Other

Other

Bucket 1

- One slot for English and one for maths; double-weighted
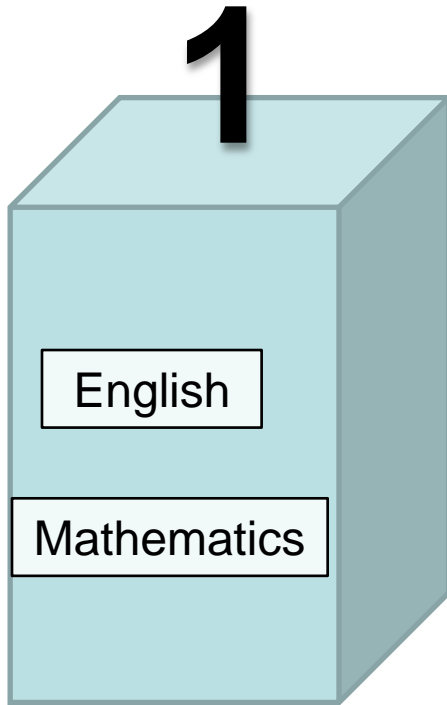
Bucket 2

- Three EBacc qualifications
- (Sciences, computer sciences, geography, history or languages)

Bucket 3

- Three "other" slots
- Any remaining Ebacc qualifications
- Other approved academic, arts or vocational qualifications

1

English

Mathematics

Bucket 1
- English and maths; both double-weighted

- Bucket 1 can only be filled by English and Maths. Maths is given double weighting when calculating the pupils **Attainment 8** score .

- English is only double weighted if a pupil has taken both English Language and English Literature. In this case, the higher of the two grades is used here and double weighted.

- The lower graded English subject can still be included in the third bucket – the "open group," but only if it is one of the pupils eight highest grade. Otherwise, this space will be filled by a higher grade.

Bucket 2

Bucket 2 can be filled with a pupil's three highest grades from the Ebacc subjects. This includes:
- Separate sciences
- Core & Additional sciences
- Computer science
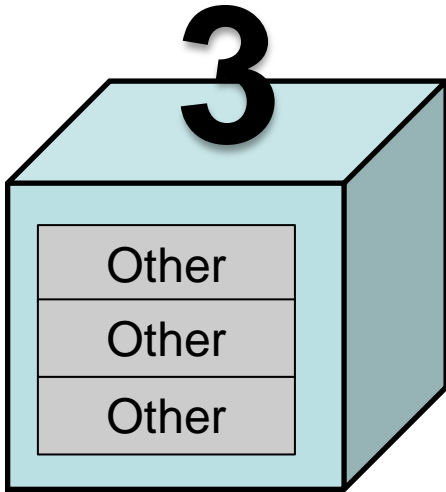- History
- Geography
- Languages

These grades are **not** double weighted.

2
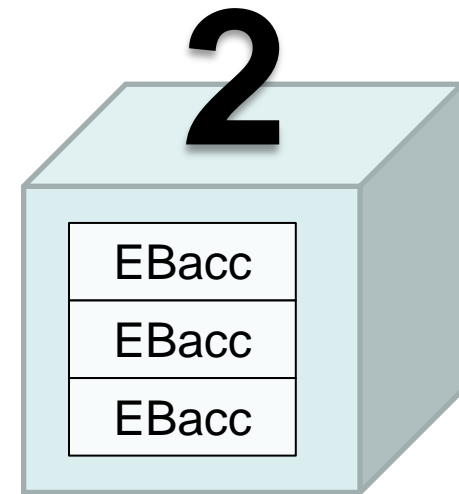
EBacc

EBacc

EBacc

Bucket 2
- Three EBacc qualifications

Bucket 3

- Any remaining Ebacc qualifications
- Other approved academic, arts or vocational qualifications

- Bucket 3 is filled with a pupils three highest point scores in any three other subjects, including English Literature and Language (if not counted in bucket 1), any further Ebacc qualifications, other GCSEs, or any other **approved** academic or vocational qualifications.

- These grades are **not** double weighted.

- The 8 grades from the three buckets are added together to produce a students **Attainment 8** score. The maths grade in bucket 1 is given double weighting, as is English if the pupil has taken both English Literature and English Language.

- It is not mandatory for students to fill the three buckets or take 8 qualifications.

- If a student has fewer than 8 qualifications, or if some of their qualifications do not fit into one of the three buckets then they will score 0 points for the unfilled slots.

- A pupil's **Progress 8** score will be published in performance tables, replacing the current system of pupils being expected to make three levels of progress from KS2 to KS4.

- It is defined as a pupil's *actual* **Attainment 8** score, minus their *estimated* **Attainment 8** score.

- The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at key stage 2.

- This prior attainment is taken as the average of a pupils KS2 English and mathematics results, in fine graded levels.

2014 Attainment 8 estimates for each KS2 fine level

KS2 average fine level (English & Maths)	2014 Attainment 8 estimate	KS2 average fine level (English & Maths)	2014 Attainment 8 estimate	KS2 average fine level (English & Maths)	2014 Attainment 8 estimate
1.5[a]	14.94	3.7	31.75	4.9	55.11
2.0[b]	18.06	3.8	33.02	5.0	57.33
2.5[c]	19.13	3.9	34.71	5.1	59.72
2.8[d]	20.88	4.0	36.55	5.2	62.02
2.9	21.78	4.1	38.48	5.3	64.46
3.0	23.12	4.2	40.42	5.4	66.97
3.1	23.38	4.3	42.26	5.5	69.72
3.2	24.98	4.4	44.41	5.6	72.49
3.3	26.04	4.5	46.37	5.7	74.71
3.4	26.98	4.6	48.52	5.8 [e]	76.32
3.5	28.39	4.7	50.67		
3.6	29.95	4.8	52.84		

- The school's **Progress 8** score is the mean average of its pupils' **Progress 8** scores.

- This is therefore calculated by adding each individual pupil's **Progress 8** score, and then dividing this total by the number of pupils.