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Contact details

Mr W Jenkins	Head of College	wjenkins@helston.cornwall.sch.uk
Ms P Martin	Deputy Head Teacher	pmartin@helston.cornwall.sch.uk
Mr D Dudley	Assistant Head Teacher	ddudley@helston.cornwall.sch.uk
Mrs J Hart	Assistant Headteacher	jhart@helston.cornwall.sch.uk
Mrs J Nelson	HoP Year 7	jnelson@helston.cornwall.sch.uk

Dear Parent/Carer

There is much change going on in education, including a new National Curriculum, new tougher GCSEs and also new style A levels. Most of this is happening over the next few years and your son/daughter will experience 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 have become familiar with.

Overall I am very happy with these developments because it provides opportunities to provide a more appropriate Key Stage 3 curriculum which builds the important foundations for Key Stage 4. We should no longer see KS3 and KS4 as separate courses, but rather as a continuum. The new National Curriculum also gives us the chance to develop better assessments which highlight specific strengths and areas for development within those 'big ideas', rather than a vague overall level which can often be meaningless.

What we hope to achieve

A KS3 curriculum and assessment model which:

1. Is focused on developing the key concepts, knowledge and skills needed for success in KS4
2. Is based on high expectations and challenge for all
3. Adopts a mastery approach to teaching and learning, and uses proven effective teaching methods.
4. Uses regular assessment and feedback, which gives all students the chance to develop a secure understanding of the key ideas.
5. Incorporates high quality end of topic assessments, which help students develop the skills needed to tackle GCSE examination questions.
6. Data from assessments reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needs.

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

Mr W Jenkins
Head of College

What are the new GCSEs like?

In September 2017, new GCSEs will be taught in the following subjects:

English Language, English Literature, Mathematics, Biology, Chemistry, Physics, Combined Science, Geography, History, Design & Technology, Food Preparation and Nutrition, Business, ICT, Media Studies and Modern Languages.

These GCSEs will be more demanding and require higher levels of literacy and numeracy to access the top grades.

Other changes include:

- a new 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:

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: left;"> <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. </div> </div>									
A*		A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE									

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

Assessment at Key Stage 3

There will be 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 will be present in lessons as an on-going and continuous process. Some AfL assessments will be extended tasks. These can be thought of as “Checking Progress” activities. Following an assessment of this type there will be detailed marking and feedback, and the student will be expected to reflect and act upon that feedback during a process called Dedicated Improvement Time (DIT). This provides opportunities for students to develop further their knowledge, skills and understanding before the summative assessment.

Summative Assessments

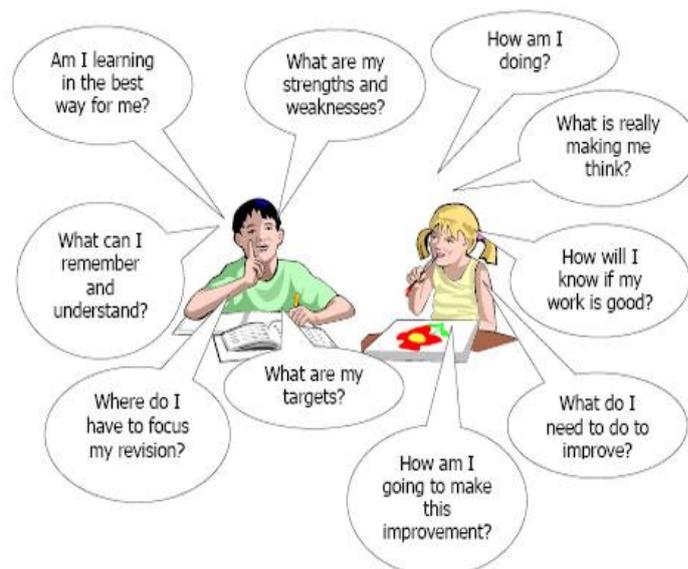
Summative assessments take place at the end of a unit of work and are usually a substantial piece of work.

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 will 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 will be prominent. While in Design and



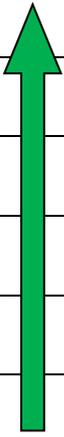
Technology, assessments will be based around the design and make processes. In Drama and PE, teachers will often rate the performance of students against set criteria.

Towards the end of the academic year, there will also be an examination in most subjects.

How will Summative Assessments be graded?

A new grading system is being introduced which indicates how well the students have understood that particular unit of work, based on their performance in the final assessment. This fits in with our aim to develop a **secure** understanding of the key ideas needed for successful performance in KS4. The scale is:

Mastered	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
Extended	Grasped the main concepts and skills in a unit of work and can apply to new contexts.
Secure	Has a secure understanding of the main concepts and skills when applied to familiar contexts.
Approaching	Grasped most of the main concepts and skills in a unit of work, and is approaching 'Secure'.
Developing	Grasped some of the main ideas and skills in a unit of work, others require development.
Beginning	Beginning to grasp some of the main ideas and skills in a unit of work.



Whatever the nature of the assessment, the outcomes will generate a grade on this scale or be converted to a grade on this scale. Tests are a good example of an assessment where conversion will be necessary. So in a Science test, for example, grade boundaries will be created to convert a percentage score into a grade.

The goal will be to get as many students as possible to reach the **secure** threshold and beyond.

How will Targets be set?

The prior attainment of students and baseline testing will be used to band each learner into the following categories:

As in all target setting methods, prior attainment determines the expected outcomes, so a Higher learner would be expected to achieve a higher grade at GCSE level than a Foundation learner. However, we would expect them to make a similar amount of progress from their starting points.

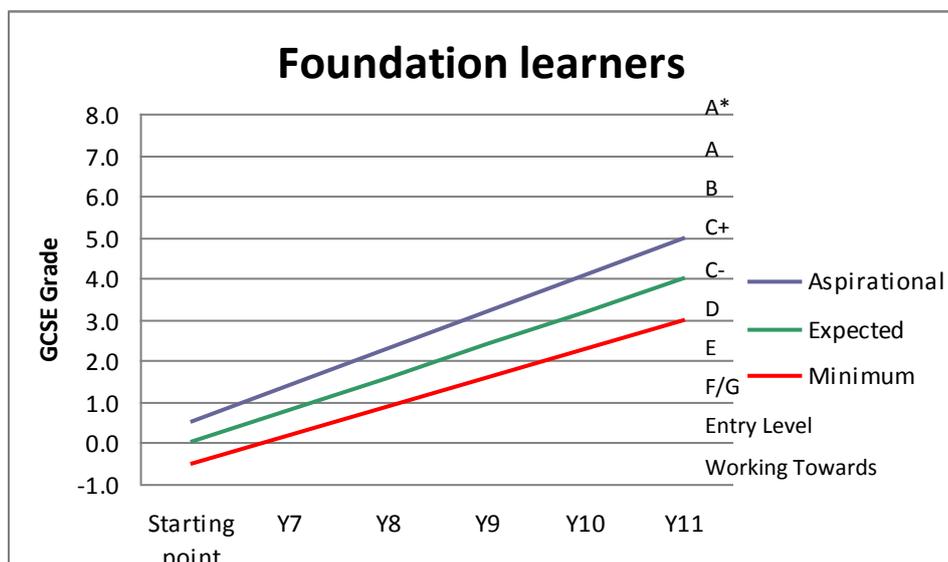
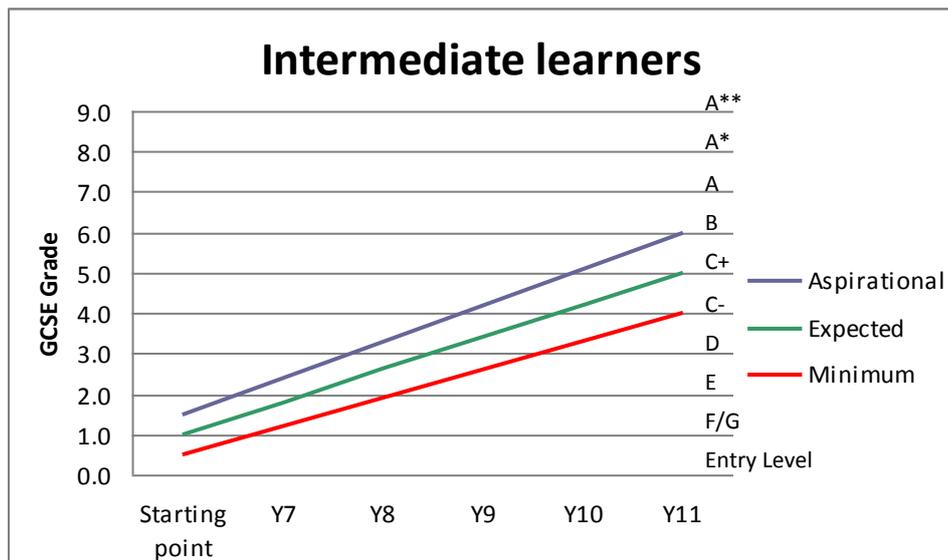
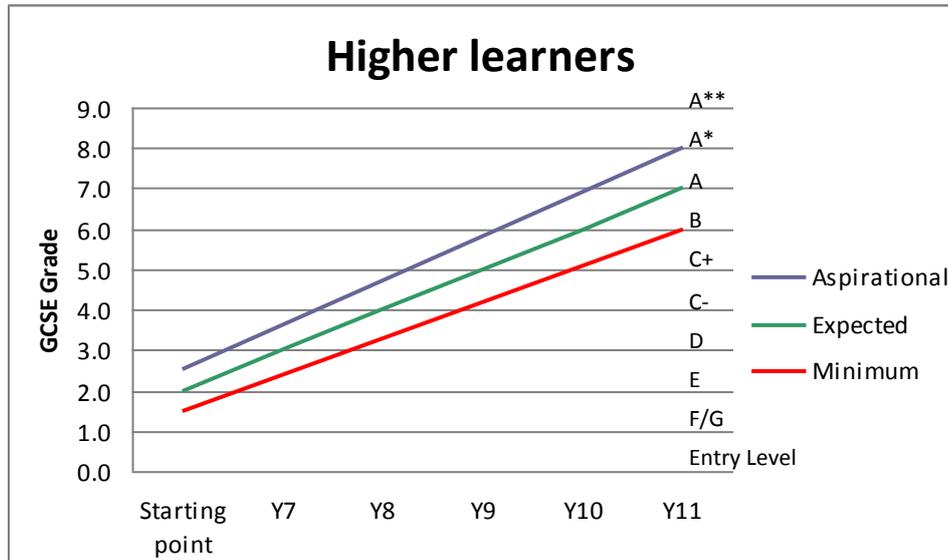
Once a student is placed in a band it is very unlikely that they will be placed in a lower one as they move through each academic year. However, we are very keen that students will take on the challenge of moving up a band through hard work, dedication and successful assessment scores.

GCSE targets will be based on the new GCSE grading scale of 1 to 9. Targets will span 3 grades – Minimum, Expected and Aspirational.

So, typical **Foundation learners** will achieve grade 3 (D) if they reach their minimum target, grade 4 (C-) if they make good progress and reach their expected target, and grade 5 (C+) if they excel and reach their aspirational target.

Typical **Higher learners** will achieve grade 6 (B) if they reach their minimum target, grade 7 (A) if they make good progress and meet their expected target, and grade 8 (A*) if they excel and reach their aspirational target.

**Graphical representation of targets and expectations
for the 3 most common bands**



How will Progress be judged and tracked within each academic year?

Students will be expected to perform at an assessment grade which is consistent with their prior attainment band as shown in the table below.

Band	Assessment Expectations
Advanced Learner	To achieve 'Mastered' on most assessments
Higher Learner	To achieve 'Extended' on most assessments
Intermediate Learner	To achieve 'Secure' on most assessments
Foundation Learner	To achieve 'Approaching' on most assessments
Entry Level Learner	To achieve 'Developing' on most assessments



It is important to note that assessments gradually become more challenging as students move from year to year, so students can continue to achieve 'Secure' for example and be making expected progress. This is illustrated in the table below.

GCSE grade	Year 7	Year 8	Year 9
6			Mastered
5		Mastered	Extended
4	Mastered	Extended	Secure
3	Extended	Secure	Approaching
2	Secure	Approaching	Developing
1	Approaching	Developing	Beginning
Entry Level	Developing	Beginning	
Working towards	Beginning		

Note: This table is for illustrative purposes only. It is unlikely that progression through GCSE grades will be as linear as this, but it is our intention that the curriculum and corresponding assessments are mapped to GCSE grades and gradually ramped up. Some students will be working below grade 1 on entry, so two additional grades have been added below it.

Tracking within individual subjects

Teaching staff will enter assessment data into subject spreadsheets and the data will then be imported into our data tracking system.

(So subject data will appear similar to that below.)

Targets and Assessments

	Name: X Tutor Group: 8W
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X is making excellent progress and is on track to exceed his expected assessment level at the end of the year in: -

Subject	Learner Band	Target	Current Level	ATL
Engineering	Intermediate	Secure	Mastered	5
Computing	Intermediate	Secure	Extended	5

X is making good progress and is on track to meet his expected assessment level at the end of the year in: -

Subject	Learner Band	Target	Current Level	ATL
Art	Higher	Extended	Extended	5
Geography	Higher	Extended	Extended	3
History	Higher	Extended	Extended	4

X is currently achieving below his expected assessment level in the following subjects and needs to respond to the advice given in order to get back on track.

Subject	Learner Band	Target	Current Level	ATL	Comment
English	Higher	Extended	Secure	4	X needs to check the accuracy of his work, both in terms of punctuation and making sure his answers suit the question.
Maths	Intermediate	Secure	Approaching	4	In order to improve use the question level analysis feedback form provided to identify the topics you find most difficult. Use www.mathswatchvle.com to watch the video clips related to each question. To check your understanding complete the worksheets attached to the video clips.
Games	Intermediate	Secure	Approaching	3	X must now apply all the skills that he has been taught into the competitive game situation. This will help him to make further progress and develop in confidence.
Spanish	Higher	Extended	Secure	3	X should visit www.vocabexpress.com for 20 minutes once or twice a week to improve the vocabulary he will require to do well in reading and listening.

X is currently achieving significantly below his expected assessment level in the following subjects and needs to follow the planned intervention in order to get back on track.

Subject	Learner Band	Target	Current Level	ATL	Comment	Intervention
Science	Intermediate	Secure	Developing	3	Some of X's answers are lacking the key scientific terminology, with little explanation.	X has been issued a key scientific terminology booklet for him to use in class, for homework and revision.
RE	Higher	Extended	Approaching	2	X needs to answer questions using the PEEL paragraph structure, including less personal opinion and a greater emphasis on religious beliefs and teachings.	Model answers and structure sheets will be provided to support question techniques.

You can see from this data that the student, 'X', has performed exceptionally well in Engineering and Computing. They have performed above their 'Secure' target. 'X' obviously has a talent for these subjects and in Year 8 we would raise their targets in these areas.

'X' is on target in Art, Geography and History.

'X' is achieving below their expected assessment level in a number of subjects and teachers will give guidance to help them improve and to provide support.

Progress Summary

Report Page 1

Name: 'X' TG: 8W

'X' is making good progress and is on track to exceed their expected assessment level at the end of the year in:-

Subject	Target Grade	Current Grade	Projected GCSE grade range
Geography	Secure	Extended	6 to 8
Music	Secure	Mastered	7 to 9

'X' is making the necessary progress and is on track to meet their expected assessment level at the end of the year in:-

Subject	Target Grade	Current Grade	Projected GCSE grade range
English	Secure	Secure	4 to 6
Science	Secure	Secure	4 to 6
History	Secure	Secure	4 to 6
PE	Extended	Extended	6 to 8
Technology	Secure	Secure	4 to 6
Art	Secure	Secure	4 to 6
Drama	Secure	Secure	4 to 6
Computing	Secure	Secure	4 to 6

Assessment level explanation

Mastered	Demonstrated a comprehensive understanding of the concepts and skills in the Y7 curriculum.
Extended	Has a secure understanding of the main concepts and skills in the Y7 curriculum and can apply to new contexts
Secure	Has a secure understanding of main concepts and skills in the Y7 curriculum and can apply to familiar contexts
Approaching	Grasped the majority of concepts and skills in the year 7 curriculum and is approaching 'Secure'.
Developing	Grasped some of the main ideas and skills in the Y7 curriculum, others require further development.
Beginning	Beginning to grasp some of the main ideas and skills in the Y7 curriculum.

Progress Summary

Report Page 2

Name: 'X' TG: 8W

'X' is making insufficient progress and is likely to achieve below their expected assessment level at the end of the year in:-

Subject	Target Grade	Current Grade	Projected GCSE grade range	Reason for underachievement
Maths	Extended	Secure	4 to 6	Struggling with multiplication and division of fractions resulting in a poor performance in the topic test.
French	Secure	Approaching	3 to 5	'X' is not spending enough time learning new vocabulary.

'X' is making insufficient progress and is likely to achieve well below their expected assessment level at the end of the year in:-

Subject	Target Grade	Current Grade	Projected GCSE grade range	Reason for underachievement	Planned Intervention
RE	Secure	Developing	2 to 4	Lack of effort and engagement in class and homework lacks detail.	To be placed on subject report to monitor effort. Attend 'catch-up' sessions with the Head of Progress.

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It is hoped that this summary report will provide a sufficient level of information for parents/carers to support their children in their studies. This report will be updated at least three times a year and replace the need for extensive full reports, which occur at the end of an academic year when it is too late to intervene. Full reports will become a summary report written by the tutor and a data dashboard showing end of year assessment data. Parents/carers may request printed information if they are not able to access our online data tracking system.

Summary

There is much change going on in education at the moment:

New National Curriculum

Focus on the 'big ideas' in each subject. Create a solid foundation for GCSEs. No more levels.

New GCSEs

More demanding. End of two year examinations. New 9-1 grading system.



Key Stage 3 curriculum and assessment at HCC changed to prepare students for new GCSEs. A Key Stage 3 / Key Stage 4 continuum.

Students banded on prior attainment at Key Stage 2, Cognitive Ability Tests and baseline testing:

Categories include Advanced, Higher, Intermediate, Foundation and Entry Level



Prior attainment banding determines long term GCSE targets and shorter term summative assessment targets.

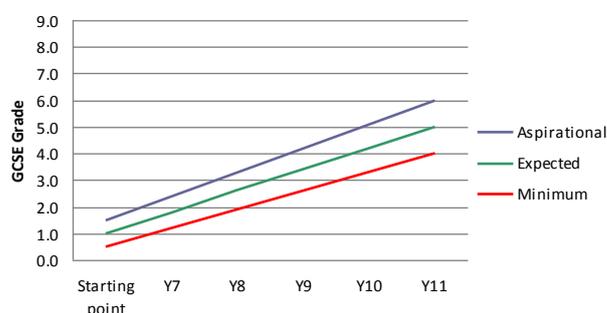
Summative, end of topic assessments will take a variety of forms depending on the subject. Assessments will be graded using the following scale:

Mastered
 Extended
Secure
 Approaching
 Developing
 Beginning

Secure represents a good understanding.



Intermediate learners



Student progress will be tracked across all summative assessments for every subject studied.

Targets & Assessments David Jones TG: 7x

Subject: Science

Target: Secure

Activity	Grade	Progress
Biology 1	Secure	On target
Chemistry 1	Approaching	Below
Physics 2	Secure	On target
Examination	Secure	On target
Overall	Secure	On target



Student progress will also be monitored across all subjects through a 'data dashboard' and 'summary progress report'.

These will be made available to students and parents through an online, password protected, portal.

Printouts will be produced for students and parents who do not have internet access.