

## **Assessment Information Upper Wharfedale School**

### **How is assessment at Key Stage 3 changing from September 2016?**

In 2014, the government announced that National Curriculum Levels were to be abolished and not replaced. Instead, from September 2016, all secondary schools in England and Wales are required to publish their own 11-16 assessment policies, detailing how progress and attainment across Key Stages 3-4 will be assessed and reported.

This guide explains how Upper Wharfedale School plans to assess and report student achievement from September 2016 across Years 7-10, with a particular focus on the changes at Key Stage 3. Current year 11 are still assessed in almost all subjects using A\*-G grades (except for English and Maths) as this is how current GCSEs are assessed.

Upper Wharfedale School's new assessment framework seeks to introduce an assessment system that:

- will, over time, be simple and easy to understand - for staff, students and parents
- Is based on high expectations and challenge for all
- Is closely linked to the curriculum and focused on developing the knowledge, understanding and skills needed for success at Key Stage 4
- Improves learning and encourages a growth mindset by providing students and parents with high quality next-steps feedback focused on specific objectives
- Tracks student progress in relation to an aspirational target across Key Stages 3 and 4
- Allows all students to experience success, by focusing on the progress they are make from their starting point
- Differentiates between pupils of different abilities, giving early identification of students who are falling behind and those who are making better than expected progress.

From September 2016, instead of using levels or sub-levels to assess attainment we are using a 0-9 scale. This scale is broadly linked to the old National Curriculum Levels 1-8, but has been updated to reflect recent changes both to KS2 and GCSE.

In each subject student attainment is assessed against the 0-9 descriptor for the subject. Each descriptor provides students with a clear indication of what is required for each number or stage. Students will make small steps within each stage and the feedback staff provide will give students the information they need to make this progress.

One clear advantage of using this approach is greater coherence and continuity across both key stages and the use of common assessment language.

For each subject descriptors are available to view on the faculty area of the school website.

### **Learning Journey over 5 years**

In order to provide students, parents and carers with a measurable indicator of how well learners are progressing and what they are currently on track to achieve at the end of Key Stage 4, student achievement in each subject area will be reported in relation to their current **progress towards their target.**

The End of KS4 target is an estimate of what good progress would look like. However this is not fixed and there is not a limit on what students can achieve. Where a student consistently works at the upper end of their target this can be increased.

## How will progress be reported?

We will provide a clear indication of how students are progressing towards their aspirational target

Considerable	Making very good progress towards aspirational targets
Sound	Making good progress towards aspirational targets
Some *	Making some progress towards aspirational targets
Insufficient	Making less than expected progress towards target. Not currently on track- greater effort is needed.

The targets do reflect our position as a school (in the top 10% of all schools nationally for progress). It is however important to note that our targets, though aspirational, are achievable.

\* For some students, especially those with specific identified needs, making some progress towards targets may well be a significant achievement in itself.

## Attitude to learning

Due to the changes in GCSE grades from letters to numbers we are now going to report attitude to learning using letters. Students have created the descriptors. Please see the table below.

IMPROVEMENT NEEDED D	I don't have a go to the best of my ability	
	I give up easily or ask for help without trying	
	I distract others	
INCONSISTENT C	I sometimes have a go to the best of my ability	
	I don't always accept or act on advice that is given	
	I may distract others	
GOOD B	I always have a go to the best of my ability	
	I don't give in and accept help when needed	
	I take pride in my work	
OUTSTANDING A	I do over and above the task set – WOW!	 
	I try my best and enable others to achieve their best	
	I take my pride in everything I do, and I am a role model to others	

As before you will receive one full school report a year which contains comments from all of your child's teachers and at least one short report which will give you a snapshot of their current progress.

