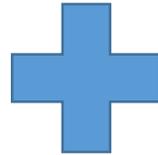# Assessment at BOA

Key Stage 4
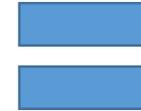
October 2019

Setting Targets and Expectations

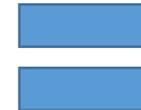**Minimum Expectation** ➕ **Appropriate Stretch and Challenge** 🟰 **TARGET**

ESTIMATED GRADE
- Key Stage 2 SAT scores.
- 2018 & 2019 National Averages.

➕

PROGRESS SINCE YEAR 6
- Baseline Tests in Maths, English and Science
- CAT Tests

EARLY TEACHER ASSESSMENT
In class progress measurements, assessments, observations and predictions

🟰 **TARGET**

Assessing Progress

Continuous assessment **for** learning, **as** learning and **of** learning.

Summarised and reviewed every half-term.

TARGET = Grade 7

Planned learning journey

Progress

Starting Point

GC1

End Point
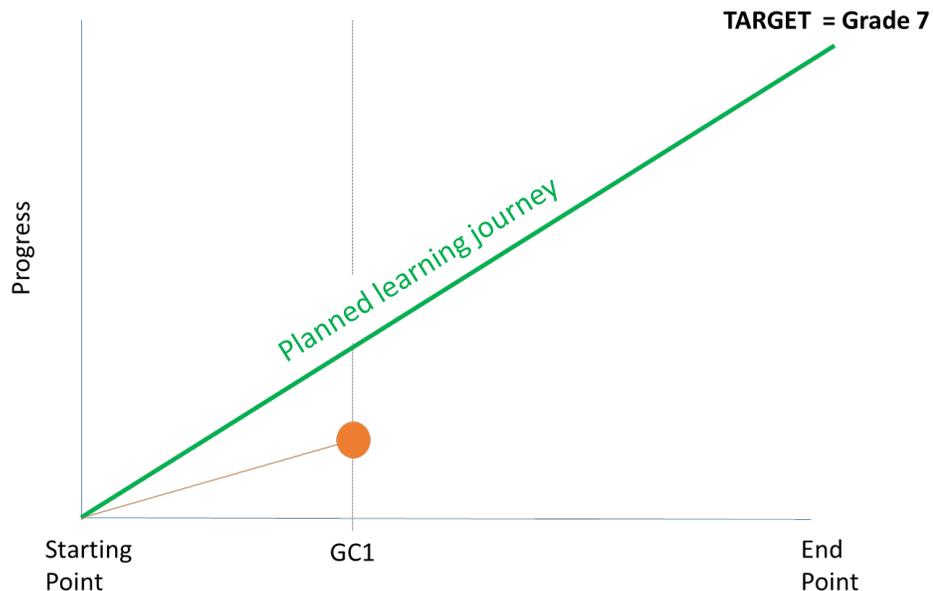
TESTING
Testing in small chunks – to identify stronger and weaker areas (perhaps by unit/topic)
Testing in cumulative chunks – to measure retention, connectivity, approaches to revision
Practice assignments/projects

IN THE CLASSROOM
Responses to questioning
Engagement with activities
Roles in group work
Responses to specific instructions and briefs
Level of support accessed/required/requested
Literacy and communication skills
Resilience and growth mindset

MARKING
Differentiated homework tasks
Folders
Books
Assignments

Reporting back to you

Grade Cards	Full Report	Parents' Evening
3 or 4 per year (via email)	1 per year (via email)	1 per year
Data for each subject: • Target Grade • Predicted Grade • Work Ethic Grade Plus: • Attendance • Praise Points • Behaviour Points	• Grade Card Data • Teacher Comments • Tutor Comments	Teacher/Tutor discussion supported by Grade Card Data

This year you should have already had the Principal's Welcome Letter via email and a Calendar Notification via text.
If not please would you let reception know your details so we can ascertain why, and get that sorted out for you.

Reporting back to you

Target	Prediction
7	8

Understanding Predictions

The prediction matches the target

This tells you your child is making progress at the rate we planned.

The prediction is below target

This tells you your child is not making the progress we planned at this point in time. It also tells you the impact we currently predict this will have. Most importantly for us, it indicates that intervention is required to get this learner back onto the planned flightpath.

The prediction is above target

This tells you your child is making better progress than we planned and that therefore we are raising our expectations of him/her.

- Personalised lesson tasks
- Additional lessons
- IAP
- Close monitoring
- On report
- Mentor
- Extra support in lessons
- Group change
- SEN screening

Reporting back to you

Understanding Work Ethic

	Unacceptable (U)	Requires Improvement (RI)	Good (G)	Excellent (E)
Work Ethic	Unprepared for lessons Lacking focus Approach to work is poor Incomplete or missing work	Not fully prepared for lessons Inattentive at times Limits level of effort applied to work Leaves work incomplete at times.	Well prepared for lessons Attentive Works well in all lessons All homework is completed to an expected standard	Fully prepared for all lessons Always attentive Works to the best of their ability in all lessons All work is well presented All homework is completed on time and to a high standard.

Reporting back to you

Understanding Attendance

	Unacceptable (U)	Requires Improvement (RI)	Good (G)	Excellent (E)
Attendance	Less than 95% Approx 2 full weeks of absence.	96% - 97%	97% - 98%	98%-100%

Our pathways

BTEC

At the centre of every pathway is a BTEC L2 single award.

❑ Creative, Digital and Performing – NEW Pearson BTEC Tech Award

❑ Music – Pearson BTEC First Award

Built of three to four components/units.

- One component/unit is externally assessed and completed under exam conditions.
- This externally assessed unit result has a significant impact on the final grade and must be passed to secure the qualification.

Grading:

D* = Distinction *

D = Distinction

M = Merit

P = Pass

Units are graded using the same system. Simply put, the final grade is an average of the unit grades.

We aim for all our students to achieve a Distinction and at least 8/10 to achieve a Dist*.

The new GCSEs

In 2015 the migration to the new GCSE 9-1 system began.

Your children will be our forth cohort to take a full programme of the new GCSEs.

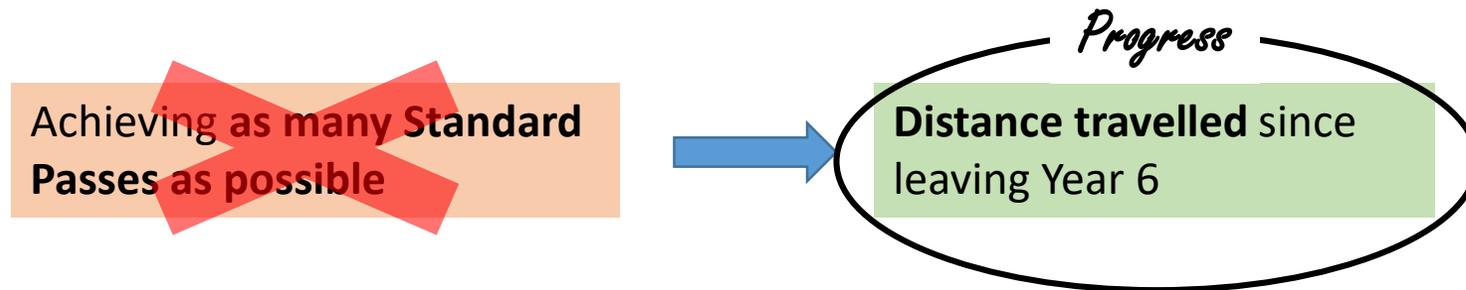| NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
	E
2	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Progress 8

This has raised expectations nationally. It is a *school* performance measure.

Students are now expected to achieve at least **8 GCSEs** (not 5) as a minimum.

Achieving **as many Standard Passes as possible** → *Progress* **Distance travelled** since leaving Year 6

Illustrative Example:

A student who did very poorly at primary school and then achieved an average grade 3 at GCSE

A student who excelled at primary school and then only achieved standard passes (grade 4) at GCSE

To conclude

It has always been important to us that your children excel at BOA

It is more important than ever that your children fully realise their potential in *all* their subjects.

This year the data indicates that this is an able year group. I.e. they did exceptionally well at Primary School.

Therefore for most, a pass grade (4/5 or "C") is simply not what we should be aiming for.

Please help us give your children and BOA the best possible chance of success by:

- Choosing to believe in the targets we set
- Reinforcing the message that we should always aim to do our best, not just pass.

Thank You

You will hear from us after half-term when we have set targets and reviewed core subject groupings.

In December you will receive the first full gradecard.

We publish a set of FAQs on our website to help make sense of the gradecards.