

Assessment at BOA

Key Stage 4

October 2018

Setting Targets and Expectations



ESTIMATED GRADE

- Key Stage 2 Fine Level (year 6 SATs)
- 2018 National Averages



PROGRESS SINCE YEAR 6

- Baseline Tests in Maths, English and Science
- CAT Tests

EARLY TEACHER ASSESSMENT

- In class progress measurements, observations and predictions

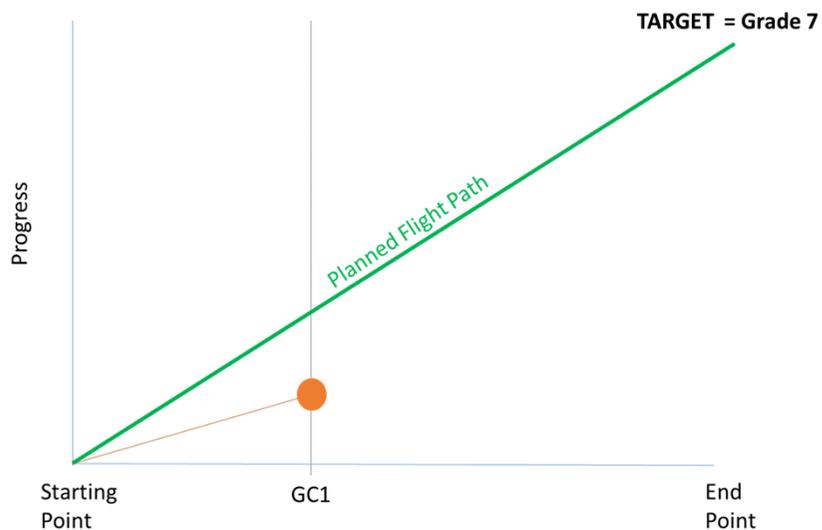


TARGET

Assessing Progress

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

Summarised and reviewed every half-term.



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
4 per year (via email)	1 per year (via email)	1 per year
Data for each subject: <ul style="list-style-type: none">• Target Grade• Predicted Grade• Work Ethic Grade Plus: <ul style="list-style-type: none">• Attendance• Praise Points• Behaviour Points	<ul style="list-style-type: none">• 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

Understanding Predictions

Target	Prediction
7	8

The prediction matches the target

This tells you your child is making progress at the rate we expect (on flight-path).

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



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 units.

- One 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

We expect all our students to achieve a Distinction and at least 9/10 to achieve a Dist*.

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



The new GCSEs

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

Your children will be our third 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
2	E
1	F
	G
U	U

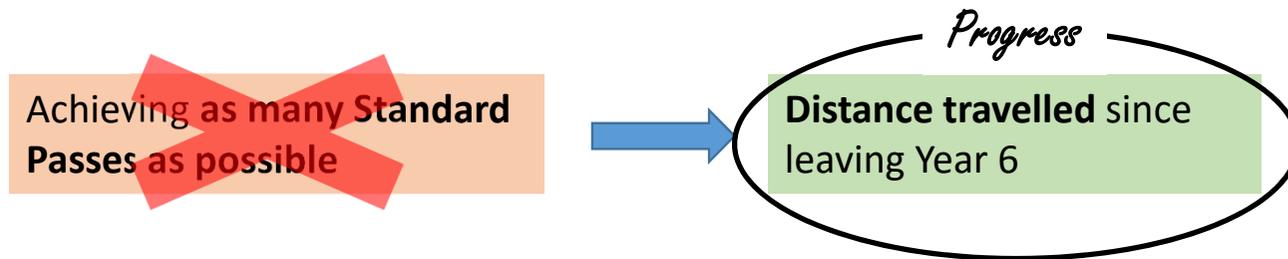
GOOD PASS (DfE)
5 and above = top of C and above

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.



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