



The Schools
Co-operative Society

Assessment at CSS

Tuesday 13th October 2015

Assessment Without Levels (AWOL)

- Why is it all changing?
- Dept of education
- Three main changes
 - GCSE's and grading of GCSE's
 - A move away from levels in key stages 1,2,3.
 - New national curriculum-already in English, maths and science. Next year for most others



Why does the Dof E want this?

‘By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils’ learning.’

There is no direction from them about how we do this it just must be done-

There is still a requirement as to what students can do and know by the end of each level.



What do we do at the moment?

Years 7 – 9 – work is levelled 1-8

Years 10 -11 – GCSE grades A* - G

**From next year GCSE's start to be graded as numbers-
initially 1-8 in English and maths and eventually 1-9 in all
subjects.**

	Year Group	Cohorts	Assessment and accountability
2015-16	7	Cohorts will do new GCSEs in English and maths but will not have had the new KS2 curriculum	Last year of KS2 level
	8		No KS3 NC levels
	9		Will take all GCSEs 9-1
	10	First teaching of new GCSEs in English and maths	Will take English and maths graded 9-1, other GCSEs A*-G
	11	Current GCSEs	Will take all GCSEs A*-G
	12	New A-level teaching of English Language, English Literature, biology, chemistry, physics, history, psychology, art and design, sociology, business studies, economics and computing.	The grading remains as now for AS and A level.
	13	Current A level and level 3 qualifications	
2016-17	7	First cohort for the new KS3 curriculum and new KS2 tests	New KS3 curriculum
	8&9	Cohorts will do new GCSEs but will not have had the new KS2 curriculum	
	10	New GCSEs in all subjects	9-1
	11	New GCSEs in English and maths only	9-1 and A*-G
	12	New A level teaching of languages, RS, geography, drama, dance, music, PE and D&T (maths delayed as of Jan 2015)	
	13	First new A-level exams	

New Grade	Equivalent old grade	Proportion of students (old grade)
9	A*	6.8%
8		
7	A	14.4%
6	B	21.5%
5		
4	C	25.2%
3	D	16.7%
2	E	8.1%
1	F	4.1%
	G	2.0%
U	U	1.2%



What will my child's progress look like now?

Currently we know how children should progress through key stages to GCSE.

Example: Pupil X arrives at CSS with a level 4c from Primary school in English- by end of year 9 should be 5b and by Year 11 approximately a C grade in English(or more!) –IF they work well throughout.

Currently this progress is easy to track as we are experienced at it AND easy to compare with national data – progress rates are known.



What will my child's grades look like now?

We are not allowed to keep to this system any more.

1. We get a base level from primary school-this will change in nature but will still tell us what students can do/know etc.

2. We use this primary level together with CAT tests (explain) and faculty base line testing (explain) to set a track of 1-9



More explanation

Student arrives with a score from Primary

We test, assess and use the primary school data to set a track – let's say '5'

IF the student works hard they maintain their track right through school and remain on a '5' track and achieve a '5' in their GCSE.

We still report to you three times a year and report if they are working above, at or below track (exceptional progress, good progress , below) as well as Attitude To Learning , homework etc. and next steps ('skills-processes-key matters')

Our solution: maintain grade point average

	KS2	Y7	Y8	Y9	Y10	Y11
						9
					9	8
				9	8	7
			9	8	7	6
		9	8	7	6	5
		8	7	6	5	4
		7	6	5	4	3
KS2	6	6	5	4	3	2
	5	5	4	3	2	1
	4	4	3	2	1	
	3	3	2	1		
	2	2	1			



Some fundamentals

Students aim to stay on track right through

**They can only do this with good effort/progress
(not by coasting)**

**If they consistently make exceptional progress they
could rise a track or fall if they consistently fall
below.**



How will Teacher's be sure that students are making progress?

Every subject unit has a set of 'I can ' statements- these represent the skills, knowledge etc. that students must acquire in that unit to be making progress at their track. ('skills-processes-key matters')

This may well help them and you a great deal (explain)



Problems?

Schools drifting away from each other-solution-inter school QA

Faculties being different/not calculating tracks accurately-solution intra school QA

Labelling/trapping kids?- solution- 'effort'- probably clearer for you/planning. (they are now!)

Understanding primary data-solution- liaison (started)

Locking in poor performance from primary school – solution-diagnostic testing and aspiration.

In year transfers-solution

Year 7 –'guinea pigs'- solution



Parent/carer info.

Track, Performance against track, Attitude To Learning, Homework, Next Steps-3 times a year ('skills-processes-key matters')

Parents' evening-up to six

Letter to inform you of changes.