

## Changes to Assessment and Reporting in Years 7-11

Last year, working with the Parents' Forum, we embarked on a restructure of our assessment and reporting procedures in Years 7 to 11. This document provides a guide to how this will work and what this will look like for you as parents/carers and your child(ren).

### Headlines of this document

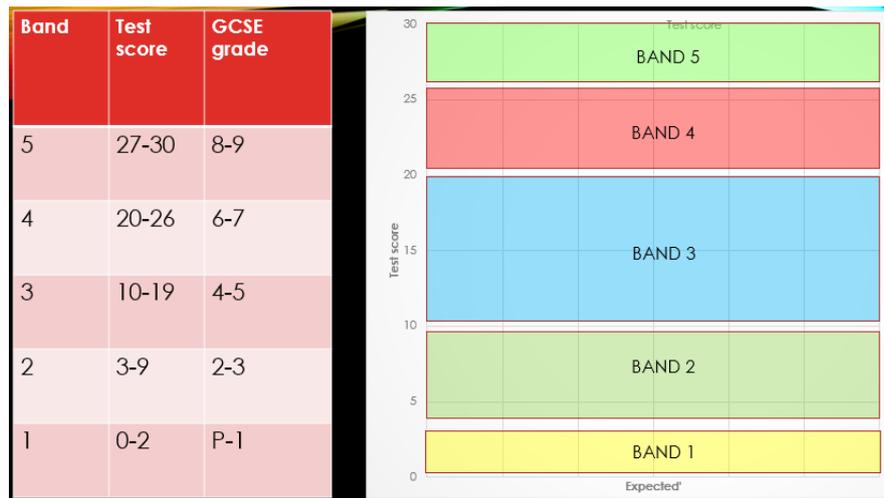
- Our curriculum balances knowledge, skills and concepts.
- Students in Years 7-11 will be placed in an 'Expected Band' based on their prior attainment.
- Students in Year 7 will be sitting CAT4 tests to act as their baseline (starting point) assessment.
- Students will be assessed by using Knowledge Checks and Application Checks.
- All assessments will be scored out of 30 and their result will be converted into a 'Current Band'.
- Attainment Profiles will be released after an Application Check.
- Attainment Profiles will include a next step comment for each subject.
- Year 11 will also sit mock GCSE examinations and will receive predicted GCSE grades after these assessments.

### How will it work?

- Students will be placed in a Band based on their prior attainment at Key Stage 2. This data is ultimately used to calculate their GCSE target grades and used as a performance measure at the end of Key Stage 4 by the Department for Education and Ofsted. We will not be reporting GCSE grades in Years 7-9, nor will teachers be collating this information. In the absence of standardised Year 6 SATs results, our current Year 7 students will be sitting a baseline assessment called CAT4 (Cognitive Ability Tests). These will be conducted in three separate online papers, each paper lasting for 45 minutes. The combination of papers assesses children's ability in verbal, non-verbal and quantitative skills, as well as their spatial reasoning. It provides an "objective perspective on potential student achievement"<sup>1</sup>, meaning it will generate a target grade for use in Key Stage 4.

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<sup>1</sup> CAT4: <https://www.g1-assessment.co.uk/products/cognitive-abilities-test-cat4/>



- Bands are calculated to reflect the normal distribution of grades across national GCSE results (2% Grade 9, 6% Grade 8 and 9 etc). Every year, exam boards ensure that only 2% of the national cohort get a Grade 9 and so on. So, in a year group with a 'normal' distribution of KS2 results, 6% of the year group cohort will be expected to achieve Band 5 results. The majority of children will be expected to achieve Band 3 results.
- Knowledge Checks will take place before half terms (Oct, Feb, May) and will inform improvement work (DIRT) within the classroom and a teacher's future planning.
- Application Checks will take place at the end of each term (Dec, Mar, Jul) and will assess subject skills and concepts, as well as knowledge, testing the child's schema. This will also promote spaced-learning (when we revisit topics/concepts students have learnt previously, to ensure learning is embedded (this is why we revisit concepts learned in Primary School)).
- Our aim is to become a 'knowledge-engaged'<sup>2</sup> school. Our new curriculum balances knowledge, skills and concepts within each subject.
  - Knowledge – the subject content the children need to know
  - Skills – key skills that are important within each subject area
  - Concepts – learning threads that run throughout the subject – from Primary upwards.

*For example: In Maths, 'fractions' is a concept that underpins many of the different topics taught. The concept is revisited in every year (7-11) and is the common thread when teaching topics such as addition and subtraction of fractions (Year 7); decimals and fractions (Year 9); ratio and proportion (Year 9); and algebraic fractions (Year 10 and 11).*

- Application Checks will contain 15% knowledge and 85% application of knowledge to ascertain skills acquisition for the subject. (This reflects the distribution at GCSE).
- Knowledge and Application Checks will not replace high quality, ongoing formative assessment; they will be in addition to this.
- All assessments will be scored out of 30. The test score will be converted to the appropriate Band. It is important to note that Bands have a range of scores as it is recognised that learning and progress should be measured over time and there will be slight variation in performance.

<sup>2</sup> Ofsted Education inspection framework Overview of research Jan 2019

- We will report home once a term following each Application Check which will now include a next step comment. This will report Expected Band and Current Band (what they achieved in their assessment). Next step comments will be included for each subject that has an awarding body at Key Stage 4 (not PD/PSHE/Games).
- To encourage students to be aspirational (one of our values), their allocated Band will be reviewed if they are performing above expectation in three or more subjects (this must include at least one core subject - English, Maths and/or Science). In consultation with the child and parent/carer, we will increase the Expected Band. Next step comments will always recognise our drive to be aspirational and will be used to encourage children to think how they can achieve better than their previous best.

Following the Application Checks, Dedicated Improvement and Reflection Time (DIRT) will be calendared and consistently expected across all subjects. Teachers will be 'responsive' in their approach. This means that teachers will have quick and timely access to student data, which can then inform their planning and teaching based on what each child needs to do next, to show improvements in their learning and understanding

### What will it look like?

#### Sample report

In this sample report, the student is expected to achieve Band 2. This means that in assessments the child sits, their expected range of marks is between 3 and 9 marks, out of 30. This is not a cap and it is possible that the child may achieve higher marks.

A2L means Attitude to Learning and reflects how well they demonstrate the school values of Tenacity, Empathy, Aspiration and Motivation, in their learning. 1 means 'outstanding'; 2 'good'; 3 'requires improvement'; 4 'poor'.

In this child's assessments, they scored in-line with their English expected Band, they scored above their expected Band in Maths but below their expected Band in Geography.

Sample report				
Student name		Tutor group		Attendance %
Subject	A2L	Expected Band	Current	Next step comment
English	2	Band 2	Band 2	Try and incorporate some of the key vocabulary into your extended answer
Maths	1	Band 2	Band 3	Revise simplifying expressions using MyMaths
Geography	1	Band 2	Band 1	Use evidence from the case study in your response

In Year 11, students will sit mock GCSE exams and we will report GCSE grades (9-1) after moderation.

## **Regular feedback**

Feedback to children is incredibly important and forms a significant part of a child's learning journey. Learning conversations happen informally in every lesson. Teachers continually check student understanding and learning and respond to this in a timely manner. A more formal approach to feedback is expected to be given at least once every six lessons. It is important to note that feedback looks different in every subject; there is little evidence to suggest that one model works better than another.

Formal Feedback will always take the following model:

- 1) Praising the positives in a student's work
- 2) Addressing any misconceptions
- 3) Providing a next step comment – to ensure the child knows what they need to do next in order to improve their learning.

At Saltash Community School, feedback (with the current Covid-19 guidelines in place) may take the form of any of the following:

*Written feedback:* Teachers must wait 72 hours before they can touch books/paper that students have written.

*Electronic feedback:* Teachers will mark work online and send the feedback to the student. This may be realised using the Microsoft Office suite (for example, Word, Teams, OneNote or Classnote).

*Oral feedback:* Teachers will discuss their feedback with the individual student. The teacher may ask the student to record some notes in their book/online summarising the conversation. This may be recorded using a microphone or on camera to enable the student to reflect on this.

*Class feedback:* Teacher may use class feedback sheets. This is when a teacher marks the group's work, summarises the main areas of success, any misconceptions and areas for development. This is discussed with the class and often the class feedback sheet is given out to students.

## Appendix 1

### What the research tells us about how we should 'assess' a child's learning

The new Ofsted framework discourages high stakes testing and narrowing the curriculum to simply reflect a 5 year GCSE curriculum. Our curriculum time in Key Stage 3 has been enhanced to ensure students study a broad and balanced curriculum, for example, we have increased the number of hours children study the Arts, Languages, Science and Humanities.

#### **'Responsive Teaching' by Fletcher-Wood (2018)**

- Learning Objectives need to be focused (we need to carefully consider what we really want the children to learn). *Heads of Departments have reviewed their curriculum to ensure that learning (from Year 7 – 13) builds over time and develops students' understanding in the subject (we call this a spiral curriculum).*
- Teachers need to plan 'learning episodes' that ensure actual learning (a change in long-term memory) rather than isolated topics/lessons that just test 'performance'. *Teachers will assess a child's learning over a period of time rather than just once a term which is only a snapshot.*
- Teachers need to use formative assessment more effectively, responding to student needs. *Teachers have been trained in strategies they can use to check student learning effectively during a lesson/series of lessons. These 'checks' will then allow the teacher to plan for their next session and ask appropriately challenging questions to the right child.*

#### **Daisy Christodoulou 'Making good progress?' (2017)**

- There is a need for regular 'checks' teachers can then respond to.
- Formative assessment should be regular low stakes testing and teachers need to adapt practice as a result. *Every lesson starts with a Do it Now which challenges students to recall prior learning.*
- Students need to build their schema [changing their long-term memory] to ensure knowledge sticks and is useable in different contexts. *Our Application Checks will 'test' knowledge in different contexts and require students to apply their knowledge to different scenarios/questions.*

As **Sweller et al (2011)** pointed out, "if nothing in the long-term memory has been altered, nothing has been learned".<sup>3</sup>

**Education Endowment Foundation** "...adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes"<sup>4</sup>

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<sup>3</sup> Ofsted Education inspection framework Overview of research Jan 2019

<sup>4</sup> Deunk et al., 2018; Education Endowment Foundation, 2018e