Assessment and Reporting

at

The Clere School

Information for Parents

2022 - 2023

Contents

Introduction

Dear Parents/Carers,

We are committed to ensuring that our teaching and assessment models reflect evidence-based research to enable our students to achieve their very best. Our assessment and reporting model draws on research and best practice from a range of different sources – please see page 8 for further reading if you are interested.

In summary, we have reflected upon and evaluated both our method of assessing student progress and the format and frequency with which we share this information with parents and carers. Our aim has been to ensure that parents and carers receive timely and useful information regarding their child's progress while minimising the administrative burden of data entry on our teachers so that they can focus on providing quality learning experiences for your child. In line with the recommendations of the report of the Teacher Workforce Advisory Group 'Making Data Work,' we have reflected upon the purpose, precision, proportionality and processes concerned when gathering and disseminating assessment and reporting data.(i)

Our key stage 3 model of assessment is based on students' mastery of the curriculum content according to age-related expectations (ARE). If students are working below ARE, they fall within the 'Developing' band; if students are meeting ARE, they fall within the 'Established' band and if students are exceeding ARE they are working within the 'Advanced' band. This is very similar to the 'working at', 'working towards' and 'working at greater depth' statements that parents and carers will already be familiar with at key stage 1 and 2.

This assessment model has been extended across years 7-10 from September 2021; rather than basing the assessment in year 9 and 10 on mastery of the curriculum content according to age-related expectations, the Developing, Established, Advanced banding will be applied to mastery of the content and skills required within each GCSE qualification. Please see an explanation of the rationale for this change on pages 4 & 5.

We have streamlined our reporting process so that parents and carers will receive information regarding their child's progress at three key points in the year. Please see page 7 for further information. Please do not hesitate to contact me if you have any feedback on our assessment or reporting model.

Yours faithfully,

Mr. A. Deasy

Acting Assistant Headteacher

Key Stage 3 Assessment Model

Student progress is assessed holistically across key stage 3, considering a range of evidence such as end of topic/term assessments, in-class tests, class work, homework and verbal contributions. Assessment is based on mastery of the national curriculum content according to age-related expectations (ARE). This is similar to the method of assessment at key stage 1 and 2.

Although predicting GCSE success based on key stage 3 assessment would be impossible as students progress at different rates, it would be reasonable to infer that a student who is consistently working within the Established band at key stage 3 may achieve within the range of grade 4-6 at GCSE, a student consistently working within the Advanced band may achieve within the range of grade 7-9 and a student working within the Developing band may achieve within the range of grade 1-3. However, we are very clear that this is based on a broad generalisation rather than an indicator of individual student success.

Mastery of curriculum	Assessment Band	Estimated GCSE performance
Working above age-related expectations	Advanced	Grade 7-9
Working at age-related expectations	Established	Grade 4-6
Working towards age-related expectations	Developing	Grade 1-3

Key Stage 4 Assessment Model

<u>Year 10</u>

As with key stage 3, student progress in year 10 will now be assessed according to a holistic judgement of students' mastery of the curriculum against age-related expectations. The key difference between this model and that of key stage 3 is that mastery will be based on the knowledge and skills required within the GCSE specifications for each subject.

Predicting GCSE success at such an early stage, particularly when students have only just started their GCSE courses, would be impossible. However, it would be reasonable to infer that a student who is consistently working within the Established band in year 10 may achieve within the range of grade 4-6 at GCSE, a student consistently working within the Advanced band may achieve within the range of grade 7-9 and a student working within the Developing band may achieve within the range of grade 1-3. However, we are very clear that this is based on a broad generalisation rather than an indicator of individual student success.

This will transfer over to predicted GCSE grades following on from the year 10 mock exams as this will be the first point at which we will have enough evidence to form accurate predictions.

Mastery of curriculum	Assessment Band	Estimated GCSE performance
Working above age-related expectations	Advanced	Grade 7-9
Working at age-related expectations	Established	Grade 4-6
Working towards age-related expectations	Developing	Grade 1-3

<u>Year 11</u>

Once our students have completed their Year 10 and Year 11 mocks we will transfer over to predicted GCSE grades as this will be the first point at which we will have enough evidence to form accurate predictions.

Rationale for Changing Assessment Model

In-line with many schools nationally, the legacy model of assessment at The Clere was based on a 'flight path' system. This plotted a flight path between key stage 2 attainment and expected key stage 4 attainment (GCSE outcomes). The rationale was that if student attainment at key stage 3 was in-line with this flight path then students would be making good progress. Each progress report in years 7-9 reported a progress grade against one of five descriptors, each of which was aligned to predicted GCSE outcomes for each subject. From the start of year 10, each progress report indicated target grades and predicted GCSE outcomes for each subject.

We felt that this model needed reviewing for a number of reasons:

• Student progress is not linear (ii). Students make progress at different rates so accurately predicting end of year 11 GCSE outcomes in key stage 3 is impossible. It also has a risk of either demotivating students or inviting a false sense of security.

• Even after students have started their GCSE courses and begin to complete assessments based on past exam questions, evidence nationally (iii) indicates a poor correlation between predicted grades and actual GCSE attainment. Therefore, we will refrain from predicting GCSE grades until after the year 10 mock exams, which mimic the final GCSE process as closely as possible.

• GCSE examinations assess students' performance on a single day. While the hope is that this corresponds with students' knowledge and understanding of the content, in reality this can be skewed by students' ability to tactically fit their answers within a prescriptive mark scheme and answer structure. This tactical answering has a place but is unhelpful when it comes to assessing students' deep understanding of content, which should be the primary aim at key stage 3. Furthermore, current educational theory confirms that the longer students and teachers focus on mastery of content and embedding knowledge into long-term memory, the better (iv).

• Focusing on attainment at key stage 3 in terms of predicted GCSE outcomes suggests that the purpose of gaining knowledge and understanding is to gain external accreditation. At The Clere we are passionate in our mission to nurture a love of learning and a thirst for knowledge. Motivation to learn must be intrinsic rather than extrinsic.

• We want our assessment model to reflect the learning qualities that we hold dear, promote 'proper' learning in terms of students developing knowledge, skills and understanding for the long term, being able to apply their skills and knowledge and not simply memorising a series of unlinked facts.

The Clere School Reporting Model

Following an evaluation of our previous reporting and assessment model in terms of its purpose, precision, proportionality and processes (v), we have chosen to adopt our new reporting model. We will be sharing information regarding your child's progress on three key occasions:

1) Parents Consultation Evening (PCE) – this is a "virtual on-line" evening event in which parents and carers meet their child's teachers and discuss subject-specific areas of strength and development.   Many parents report there are several advantages of retaining the virtual nature of these events, including more reliability for timings and flexibility of where parents can join the meeting from.

2) Progress Review – this is a short report detailing attendance, assessment information and attitude to learning. These progress reviews will be graded in new bandings to make it easier to understand if your child is on track.

3) Full comment reports – this is a more detailed report containing assessment information, attitude to learning and comments relating to specific areas of strength and areas for development. This will help parents to understand how children are progressing and what they need to do to improve.

We would like parents to consider each type of information, consultation evening, progress reviews and reports as three separate opportunities to find out about your child's progress.

The reporting calendar for 2022-2023 is as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Settling In Evening September 22nd		PCE January 12th	Progress Review February 20th		Full Comment Report July 10th
Year 8		Progress Review December 16th		PCE March 9th		Full Comment Report July 10th
Year 9		Full Comment Report December 16th	PCE February 9th			Progress Review July 17th
Year 10		PCE November 17th	Full Comment report February 6th			Progress Review July 17th
Year 11	Curriculum Information Evening October 20th	PCE December 8th	Full Comment Report January 16th	Progress Review & PCE March 30th	Exam Information Evening April 27th	

Comments and further reading

(i) The Report of the Teacher Workload Advisory Group, Making Data Work, November 2018, advises schools to review their administrative and data entry practices according to purpose, precision, proportionality and processes

(ii) See article from FFT Education Datalab, 'Why measuring pupil progress involves more than drawing a straight line', March 2015: https://ffteducationdatalab.org.uk/2015/03/why-measuring-pupil-progress-involves-more-than-taking-a-straight-line/

(iii) See the Report of the Teacher Workload Advisory Group, Making Data Work, November 2018 for further explanation and evidence

(iv) See Daisy Christodolou's,. 'Making Good Progress? The Future of Assessment for Learning,' 2017 and Peps McCrea's, 'Memorable Teaching,' 2017 for further discussion

(v) See report of the Teacher Workload Advisory Group, Making Data Work, November 2018,