

St. Julie's Catholic High School **Assessment Without Levels**

September 2017 (Updated May 2017)

St. Julie’s Catholic High School - Assessment Framework

We are committed to providing a broad and balanced curriculum for pupils such that they can learn widely, gain a great depth of knowledge, and prepare for the world of work and lifelong learning. We are also committed to ensuring that the curriculum provides statutory opportunities for pupils and access to the most beneficial qualifications that will allow pupils to make excellent progress, and also prepare them for further education and employment.

The educational landscape has changed quite dramatically over the last five years and will continue to do so. At St. Julie’s we want to ensure that all pupils are fully prepared for these changes. This booklet outlines some of the changes and explains how we have adapted the whole-school assessment framework to meet the needs of more rigorous GCSE qualifications.

What are the new GCSEs like?

New GCSEs are now even more demanding and require higher levels of literacy and numeracy to access the top grades. Other changes include:

- a new grading scale that uses the numbers 1 to 9 to identify levels of performance, with 9 being the top grade (approximately the top 3% of pupils nationally);
- a structure where all assessment happens at the end of the course and content is not divided into modules;
- exams as the default method of assessment, except where they cannot provide valid assessment of the skills required.

How does the 9 to 1 grading compare with the current A*- G grading? This is most easily represented by the following graphic:

You can see that there are more grades at the top end and fewer grades at the lower end.



New GCSE Grading Structure

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

Annotations in the graphic:

- GOOD PASS (DfE)**: 5 and above = top of C and above
- AWARDING**: 4 and above = bottom of C and above

Further information regarding the school curriculum, qualifications and a copy of the Assessment policy can be accessed via our school website www.stjulies.org.uk.

How will targets be set?

Targets have been set using ALPs (Advanced Level Performance Systems), based against the top 25% of schools nationally (75th percentile) and top 10% of schools nationally (90th percentile). The two targets provide a minimum and aspirational target for pupils. The flight path works backwards from the end of KS4 to ensure pupils make the necessary progress through each year group.

Based on the validated 2016 KS4 dataset from the Department for Education ALPs will update their benchmark tables. Because of the turbulence in education caused by the current reforms (the switch to 9-1 grades, the Transitional Points for A* to G grades and the new Standardised KS2 SAT scores first used in 2016), ALPs will review their benchmarks annually. St. Julie's and ALPs are committed to keeping pupils' best interests at the centre.

Minimum expected target grades GCSE –ALPs National Minimum Expected Grades

| KS2 Fine Grade | KS2 Band | GCSE Minimum Expected Grade by the end of Year 11 | GCSE Aspirational Grade by the end of Year 11 |
|----------------|----------|---|---|
| 5.67+ | 6/5a | 8 | 8/9 |
| 5.33 – 5.66 | 5b | 7 | 8 |
| 5.00 – 5.32 | 5c | 6 | 7 |
| 4.67 – 4.99 | 4a | 6/5 | 6 |
| 4.33 – 4.66 | 4b | 5 | 5/6 |
| 4.00 – 4.32 | 4c | 4 | 4/5 |
| 3.67 – 3.99 | 3a | 3 | 4 |
| 3.33 – 3.66 | 3b | 3 | 3 / 4 |
| 3.00 – 3.32 | 3c | 2 | 3 |
| 2.00 – 2.99 | 2 | 2 | 2/3 |
| 0.00 – 1.99 | N | 2 | 2/3 |

The table above shows each KS2 band along with the minimum expected grade and aspirational target grade. At KS2 decimalised fine grade KS2 scores are used and pupils are banded using the sub-levels. Once national KS2 data is available for current Y6 pupils ALPs will issue a briefing paper showing equivalencies.

How will summative assessment be graded?

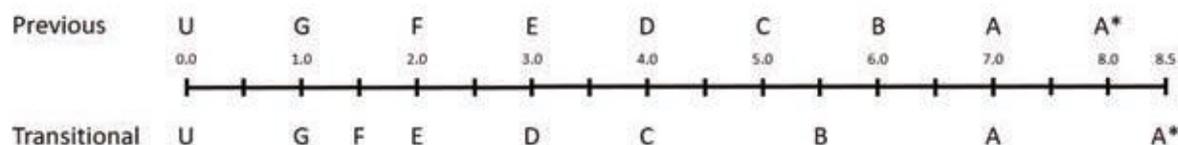
A new grading system was introduced in September 2016, which indicates how well pupils have understood a particular unit of work, based on their performance in their final assessment. This fits in with our aim to develop a secure understanding of the key ideas needed for successful performance at Key Stage 4. The scale is:

| | | |
|------------|---|--|
| Extended |  | Demonstrated a comprehensive understanding of all concepts and skills in a unit of work |
| Securing | | Has a secure understanding of the main concepts and skills when applied to familiar contexts |
| Developing | | Grasped some of the main ideas and skills in a unit of work, others require development |

Whatever the nature of assessment, the outcomes will generate a grade on this scale or be converted to a grade on this scale, e.g. 6.3 developing, 6.6 securing or 6.9 extended. The goal will be to get pupils to reach the secure threshold and beyond.

Use of Transitional Points and why?

In 2017 and 2018 the A*-G grades have been given Transitional Point scores to map achievement in them against outcomes using the new 9-1 scale for reformed subjects. The image below compares the previous A*-G point scores with the A*-G Transitional Points.



These Transitional Point scores will also be used in the calculation of all Government attainment and progress measures.

Setting Minimum Expected Grades in light of:

9-1 grades (most subjects accredited in summer 2018)

As the 2016 national dataset does not contain any 9-1 grades ALPs have used all available data, including DfE Attainment 8 estimates, to create these, with the aim that suggested 9-1 MEGs will enable schools to be aspirational when setting pupil target grades in all subjects. During the autumn term ALPs will do further research on the 2017 award of 9-1 grades in English Language, English Literature and mathematics.

Standardised KS2 SAT scores (Years 7 & 8 in 2017-18)

In September 2017 the prior achievement of pupils in Years 9-11 will be based on KS2 SAT sub-levels. Prior achievement for Years 7 & 8 will be based on the standardised KS2 scores. The ALPs tables will provide a suggested correlation for Years 7 & 8 based on the standardised scores. It is important that MEGs are not treated as the best grade a pupil might achieve in each subject. There should be no 'ceilings'. Another important point to consider is that, during this time of change, the earlier we establish definite MEGs/flight paths for a year group, whether using Alps and/or DfE Attainment 8 estimates/other systems, the likelier it is that their performance in KS4 will subsequently be evaluated against different standards by the time they reach Year 11.

Vocational qualifications

| Old vocational award | New numerical grading |
|----------------------|--------------------------|
| 9 | Distinction* |
| 8/9 | Distinction/Distinction* |
| 7/8 | Distinction |
| 7 | Merit |
| 6/7 | Merit |
| 6 | Merit |
| 5/6 | Merit/Pass |
| 5 | Pass |
| 4 | NYA (Not Yet Achieved) |
| 3 | NYA |

CATS

The Cognitive Abilities Test is a suite of tests that assesses a pupil's reasoning (thinking) abilities in key areas that support educational development and academic attainment. Year 7 will complete their CATS tests in September 2017. The CATS score assists the setting process and will help with early intervention programmes. The key components of the CATS test include:

- Verbal reasoning
- Quantitative or numerical reasoning
- Non-verbal reasoning
- Spatial ability – thinking with shape and space

How will progress be judged and tracked within each academic year?

Pupils will be expected to perform at an assessment grade which is consistent with their prior attainment band. It is important to note that assessments gradually become more challenging as pupils move from year to year, so pupils can continue to achieve.

Tracking within individual subjects

Teaching staff will enter assessment data for each Data Point (three or four times a year) which is then imported into our whole-school data tracking system (SISRA Analytics). Pupil reports will provide this type of information for parent/carers:

St. Julie's Pupil Performance Profile Data Point 01

Zara LEE: 8 Picardy

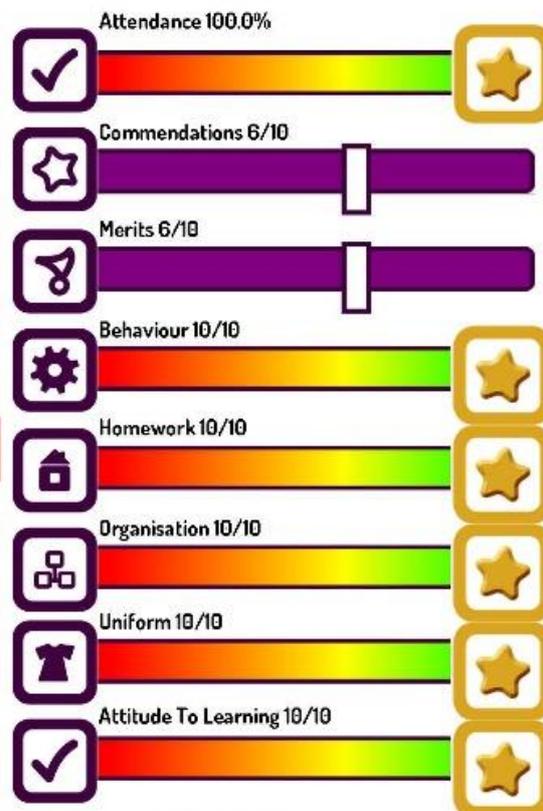


Mr & Mrs LEE

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| | Effort | FOY Target | Operational Grade | |
|--|--------|------------|-------------------|--------------|
| Art Mr G Harvey | 1 | 5.7 | 2.9 Extending | On Target |
| Computer Science Mr A Harrison | 1 | 5.7 | 5.3 Developing | On Target |
| Dance Miss M Stephenson | 1 | 5.7 | 1.3 Developing | On Target |
| <i>This grade is based on a practical assessment only.</i> | | | | |
| Design Technology Mr P Radburn | 1 | 5.7 | 3.6 Securing | On Target |
| Drama Miss Douglas | 1 | 5.7 | 1.6 Securing | On Target |
| <i>This is a practical grade only.</i> | | | | |
| English Language Miss C Sarson | 2 | 5.7 | 3.9 Extending | On Target |
| French Ms H Mathison | 2 | 5.7 | 2.3 Developing | On Target |
| Geography Mrs F Jones | 2 | 5.7 | 3.6 Securing | Below Target |
| History Miss C Bennett | 1 | 5.7 | 2.9 Extending | On Target |
| Mathematics Miss L Morgan | 1 | 5.7 | 3.3 Developing | On Target |
| Music Mr P Quinn | 2 | 5.7 | 2.3 Developing | On Target |
| <i>Practical Grade</i> | | | | |
| Physical Education Mrs L Rainey-Barwise | 1 | 5.7 | 1.3 Developing | On Target |
| Religious Education Miss C Mason | 2 | 5.7 | 2.6 Securing | On Target |
| Science Miss C Peers | 2 | 5.7 | 4.6 Securing | On Target |



Progress Path for Zara



Report Published: **November 2016**: Zara LEE Form: 8 Picardy

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