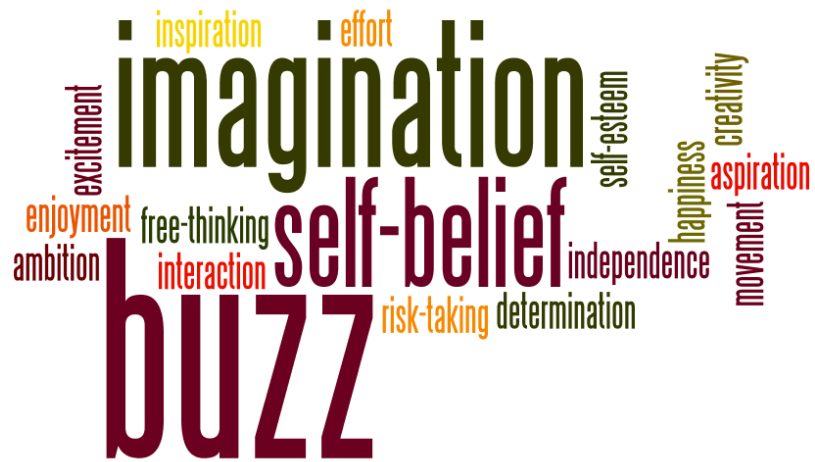




TOWNLEY GRAMMAR SCHOOL

KS3 Assessment

Assessment without levels
2017/8



ASSESSMENT WITHOUT LEVELS

The rationale for the removal of levels

The Commission for Assessment without Levels (2015) believes that use of National Curriculum has had a profoundly negative impact on teaching. They reported that too often levels became viewed as thresholds and teaching became focused on getting students across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant that a student could have serious gaps in their knowledge and understanding, but still be placed within the level. This means it wasn't always clear exactly which areas of the curriculum the student was secure in and where the gaps were. At Townley Grammar we have worked to introduce a system which is based on students achieving – with the minimum expectations descriptor for any student being 'secure' but in many cases above this- please note that the descriptor is with reference to the expectations within the context of this school ie a grammar/ selective school. We consider that it is very important that we must provide clear expectations of a Townley student. In establishing as new system without the use of National Curriculum levels we also consider that the following are required:-

- a universal form of assessment which uses clear, jargon free language to provide information about attainment compared with national and Townley expectations
- Students receive personalised feedback as a result of effective assessment
- Students have the opportunity to contribute to their own assessment
- We can identify gaps in learning and act on them
- We are able to identify areas of strength of students as well as areas for development
- We must promote growth mindset
- We should enable opportunities to celebrate achievement and effort throughout the year
- We must provide accurate feedback in order to support less secure learning
- We must promote engagement with parents/carers in their child's learning

Additionally assessment must meet statutory requirements (which are reviewed annually)

The following grading system is in use which indicates how well the students have understood that particular unit of work, based on their performance in mid-term summative assessments. This fits with our aim to develop a secure understanding of the key ideas needed for successful performance in KS4. The scale is:

Excelling	Demonstrating an excellent understanding of all subject knowledge, concepts and skills in a unit of work. Ability to teach or demonstrate to others.
Extending	Applying subject knowledge, main concepts and skills from a unit of work confidently to new contexts.
Embedding	Grasping the subject knowledge, main concepts and skills in a unit of work and applying with confidence across a range
Secure	Has a secure understanding of the subject knowledge, main concepts and skills when applied to familiar contexts
Developing	Grasping some of the subject knowledge, main ideas and skills in a unit of work, others still require development.
Beginning	Beginning to comprehend some of the main ideas and skills in a unit of work.

The goal will be to get as many students as possible to reach the 'secure' threshold and beyond. Secure is deemed the minimum standard that all students at Townley should be able to meet by the end of the relevant academic year.

How will Minimum expectations descriptors be set for key stage 3?

The prior attainment of students and baseline testing will be used to identify which category each learner belongs in for individual subjects.

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

At Key Stage 3 students will be expected to perform at an assessment grade which is consistent with their prior attainment. **It is important to note that assessments gradually become more challenging as students move from year to year, so students can continue to achieve 'Secure' each year, for example, and be making expected progress.**

Year 7	Year 8	Year 9	Expected GCSE equivalent from Year 9
		Excelling	9 very high achiever
		Excelling	8 high achiever
	Excelling	Extending	7/8 expected
Excelling	Extending	Embedding	7 expected
Extending	Embedding	Secure	6/7 expected
Embedding	Secure	Developing	5 below expected
Secure	Developing	Beginning	
Developing	Beginning		
Beginning			

By Key Stage 4, expectations for Townley students will be:

Level	Assessment Expectations	Equivalent to GCSE grade
High Achiever	Will achieve Extending or Excelling in most assignments	8 or 9
Expected	Will achieve Secure/Embedded or Extending in most assignments	6, 7 or 8
Below Expected	Will achieve Developing or Beginning in most assignments	6 or below

TRACKING WITHIN INDIVIDUAL SUBJECTS

Academic staff will enter assessment data onto SIMS for each summative assessment. Overall progress can be measured for each subject area and translated into grades for reports.



Sample Year 7 Progress Check – Spring Term 2017-8



A Student

Form Tutor:

Form: 7

Learning Manager:

Percentage Attendance: 100.0 %

Number of Late Sessions (am/pm): 2

(Overall Year 7 Attendance: 99%)

Subject	Behaviour	Quality of Independent Study	Effort	Progress step	Minimum expectation descriptor
Art Teacher name	Excellent	Good	2	Developing	Secure
Computing Teacher name	Unsatisfactory	Unsatisfactory	3	Beginning	Secure
D T Textiles Teacher name	Good	Unsatisfactory	3	Developing	Secure
D T Product Design Teacher name	Good	Good	2	Secure	Secure
Dance Teacher name	Good	-	2	Developing	Secure
Drama Teacher name	Good	Good	2	Secure	Secure
English Teacher name	Excellent	Good	1	Embedding	Embedding
French Teacher name	Good	Unsatisfactory	2	Developing	Secure
Geography Teacher name	Excellent	Excellent	1	Embedding	Secure
History Teacher name	Good	Good	2	Secure	Secure
Maths Teacher name	Good	Good	2	Secure	Embedding
Music Teacher name	Good	Good	2	Secure	Secure

Physical Education Teacher name	Good	-	2	Secure	Secure
PSHE Teacher name	Excellent	-	1		-
Religious Studies Teacher name	Good	Excellent	2	Secure	Secure
Science Teacher name	Good	Good	3	Developing	Secure

Please Note:

Homework is not set for Dance, Physical Education and PSHE.

Effort, Behaviour for Learning and Independent Study indicators:

1	Excellent	Above Expectations
2	Good	In line with Expectations
3	Unsatisfactory	Cause for concern: Below Expectations