

Parent/Carer Guide to the KS3 Assessment, Monitoring and Reporting Model

September 2019

Background

The Key Stage 3 assessment model at Carre's is designed to measure and report students' progress and effort across Years 7 to 9 whilst recognising that students will have their strengths and weaknesses across the different areas of the curriculum. The Carre's model is based on the principle of defined *Learning Paths* within subject areas, and student *Progress* being measured against their particular path.

Learning Paths and Progress Grades

Based on prior attainment, professional judgement (and in the case of Year 8 and 9 students, their target levels from last year) students will be assigned to a Learning Path in each of their subjects. The Learning Paths are as follows:

Exceptional
Proficient
Core
Foundation

Each subject area has mapped out the expectations in terms of the quality and attainment of work within each Learning Path for each of Years 7 to 9. Students will therefore be assessed against their assigned Learning Path in terms of the progress they are making. This will be reported to parents along with effort grades and concern codes twice a year (November and March). Exam results will be reported separately in July. As well as reporting the Learning Path that the student is on, the progress grades will outline the progress the student is making in each subject against the expectations for their learning paths. The progress grades and their meanings are as follows:

- **EXCELLENT** - Working above the assigned learning path or at the top of Exceptional – *Making excellent progress*
- **GOOD** - Working at the upper range of the assigned learning path – *Making good progress*
- **EXPECTED** - Working at the lower to mid-range of the assigned learning path – *Making expected progress*
- **BELOW** - Working below the assigned learning path – *Making less than expected progress*

The Learning Paths are flexible, and students under certain circumstances will move from one to another. For example, students making sustained excellent progress will be moved to a higher path, whilst those working hard but making less than expected progress may be moved down to a more appropriate path for their ability. The students should be aiming to make at least expected progress against their learning path, but targeting the upper end of their learning path (good progress) or indeed the learning path above by making excellent progress.

Effort Grades

In addition to a Learning path and progress grade being reported for each subject there will be an effort grade as well. These will be numbered 1 to 5, the descriptors being as follows:

- 1** *Exceptional levels of effort*
- 2** *Good levels of effort*
- 3** *Can work well, but sometimes not to full potential*
- 4** *Inconsistent effort - often lacks enthusiasm and commitment*
- 5** *Makes little or no effort*

Concern Codes

If a subject teacher has a particular concern regarding the work or attitude of a student in a particular subject area, the following concern codes may also be reported:

- H** *Homework*
- E** *Equipment & Organisation*
- A** *Attendance & Punctuality*
- B** *Behaviour*
- P** *Participation & Engagement*

Teachers will be able to report up to a combination of the above codes.

Learning Pathways and Possible GCSE Outcomes

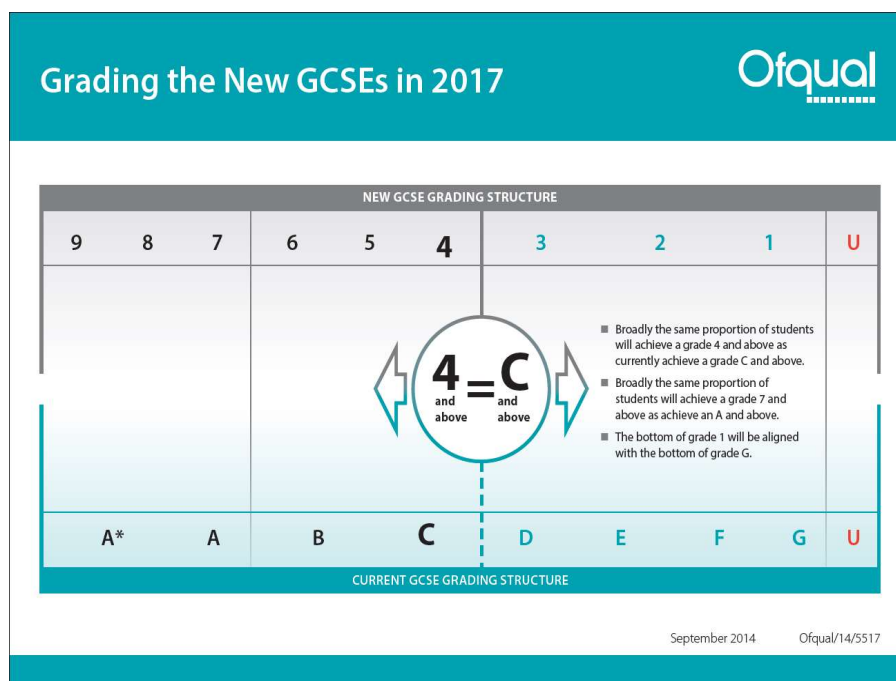
The Learning Paths have been designed to tie in with the introduction of new GCSE grading criteria that will apply to your son's qualifications when they enter Key Stage 4.

Possible GCSE Outcomes with Expected/Good Progress			
Learning Path	Abbrev.	GCSE - New	GCSE - Old
Exceptional	E	9-8	A*
Proficient	P	7-6	A-B
Core	C	5-4	B-C
Foundation	F	3-1	D-G

So, for example, a student on the *Proficient* Learning Path making expected progress in a subject, could go on to achieve at least a grade 6 (the equivalent of the current grade B) providing they maintain their progress and effort. A student making good progress on the same learning path could go on to achieve a grade 7 (the equivalent of the current grade A).

GCSE Grading

- Students are awarded a grade from 1 to 9, with 9 being the highest. Students will get a U where performance is below the minimum required to pass the GCSE.
- Broadly the same proportion of students achieve a grade 4 and above as achieved a grade C and above previously
- Broadly the same proportion of students achieve a grade 7 and above as achieved a grade A and above previously
- For each examination, approximately the top 20 per cent of those who get grade 7 or above will get a grade 9 i.e. the very highest performers.
- A grade 4 is regarded as a 'standard' pass at GCSE, whilst a Grade 5 is regarded as a 'strong' pass.
- Grade 5 is positioned in the top third of the marks for the previous Grade C and bottom third of the marks for the previous Grade B.
- Grade 5 and above is likely to become the criteria by which the government judges a good GCSE pass.



If you have any questions concerning the new assessment model, or as the year progresses, your son's progress, please do not hesitate to contact your son's form tutor or Head of Year.

Jamie Holland

September 2019