



OAKLANDS CATHOLIC SCHOOL & SIXTH FORM COLLEGE

ASSESSMENT POST NATIONAL CURRICULUM LEVELS SEPTEMBER 2014

The national assessment regime is changing and this has a significant impact on students in KS3 and the way progress and attainment are reported home. In the past, the KS1 and KS2 levels issued in the primary phase moved onto a similar system in KS3. The government have now removed KS3 levels and the descriptors that went with them. One of the key drivers behind this is the change to the examination system at GCSE. Year 9 in 2014-15 will be the first cohort to sit GCSE English and Maths under the new GCSE grades 9-1 framework. Year 8 will take most of their GCSEs under the new framework and Year 7 will take all of their GCSEs under the new 9-1 model. The Government has also made it clear that it will be more difficult to achieve a high grade pass (ie GCSE grades 5-9) at GCSE in the future. The old system had many flaws, not least very few people knew what the numbers stood for, or what a child had to do to reach a certain level.

The raft of measures now used to judge the effectiveness of schools' necessitates a more complex system. The old National Curriculum, despite its many flaws and criticisms had these built in.

Our new system needs to:

- Track progress over time
- Predict future attainment based upon previous information and data
- Be informative so students know how to reach the highest level
- Report on students' approach to learning

What will happen?	Rationale
Students will be allocated to one of four bands (see Table opposite) in each of their curriculum subjects. The allocation will be based on KS2 data, CATs data and Year 7 baseline assessments. For Year 8 the performance in Year 7 will also be a contributing factor.	The school needs some baseline data onto which future predictions can be made. Early in the student's time at Oaklands staff can judge if students are performing above baseline assessments.
Associated with this band allocation is a range of likely outcomes at GCSE (see Table opposite).	All schools have access to national data sets which indicate how a child is likely to perform at 16 based on prior attainment. At Oaklands many students outperform this, particularly where they demonstrate a positive approach to learning.
Student progress through the bands will be monitored and reported on.	Within each band there are three levels <i>Exceeding, Achieving and Developing</i> . Once a child reaches Exceeding they may move up a band. If a child falls below Developing they may be moved down a band.
The bands will not be tied to sets.	The ability profile of the year groups will determine which bands relate to which sets. For example, in a high ability year group Practitioners could be found in sets 1-3. For a lower ability year group they may only be found in sets 1 and 2.



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A number of new assessment systems are being adopted by schools. We have based ours on one endorsed by the DfE. This will be phased in over time.

Each band has a number of skills that will need to be developed over a national curriculum year. If a child achieves this, then they will remain in the same band in Year 8 or Year 9, if they exceed these skills then they may be moved up a band for Year 8 or Year 9. A child who does not consistently achieve the required skills could be moved down a band in Year 8. Hence, as a parent you will be able to monitor your child's progress in each subject.

Band Name	Band Number	Most Likely Outcome at GCSE given current attainment and progress through KS1 and KS2.	Possible Outcome depending on attitude and approach to school (learning behaviours)	
			Negative behaviours	Positive behaviours
Expert	4	7-9	1-6	8-9
Practitioner	3	5-7	1-4	6-9
Apprentice	2	3-5	1-2	4-9
Novice	1	1-3		2-9

The band descriptors for Year 7 in the core subjects have been uploaded to the Oaklands website.

When assessing work, staff will annotate work exceeding, achieving and developing, if above, at or below that expected for the band. Hence, when looking at your child's book you should be able to gain an indication of progress.

So in summary, for Years 7 and 8, the Key Stage Levelling will no longer appear on reports and is replaced by a banding system. For each subject the band allocation and most likely GCSE outcome will be published at each review point. Additionally, we will report on whether your child is developing, achieving or exceeding within the band. At the end of Year 7 and 8 a band allocation for Years 8 and 9 will be published in each subject. If your child has exceeded in subjects through Years 7 and 8 then there may be some band changes in Years 8 and 9.

Over the next two years our reporting systems will continue to develop to reflect the new GCSE grading and increased difficulty of the exams. We will try to make sure all of the support and information is in place to assist you in your understanding these changes.

How will it work in Year 9 2014-15?

Year 9 will be the final year group to take the majority of their GCSEs under the old regime. However, they will be the first cohort to take the new GCSEs in English and Maths (grades 9-1). For the purposes of this year we will continue to assess their work under the old KS3 level regime. In the Autumn term of Year 10 (September 2015) we will publish target grades in all GCSE subjects (ie A*-G for most subjects and 9-1 in English and Maths). Staff will assess work in KS4 as is the practice now – a piece of work will be awarded a GCSE grade and the student will receive feedback on how to improve the quality of the grade.

To help parents and carers understand the changes to the assessment system we will shortly be producing a video which we hope will assist you.



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What about Years 10 and 11?

Years 10 and 11 will remain under the old system.