

Assessment at BOA

October 2017

Setting Targets and Expectations

Minimum Expectation



Appropriate Stretch
and Challenge



TARGET

ESTIMATED GRADE

- Key Stage 2 Fine Level (year 6 SATs)
- 2017 National Averages



PROGRESS SINCE YEAR 6

- Baseline Tests in Maths, English and Science
- CAT Tests



TARGET

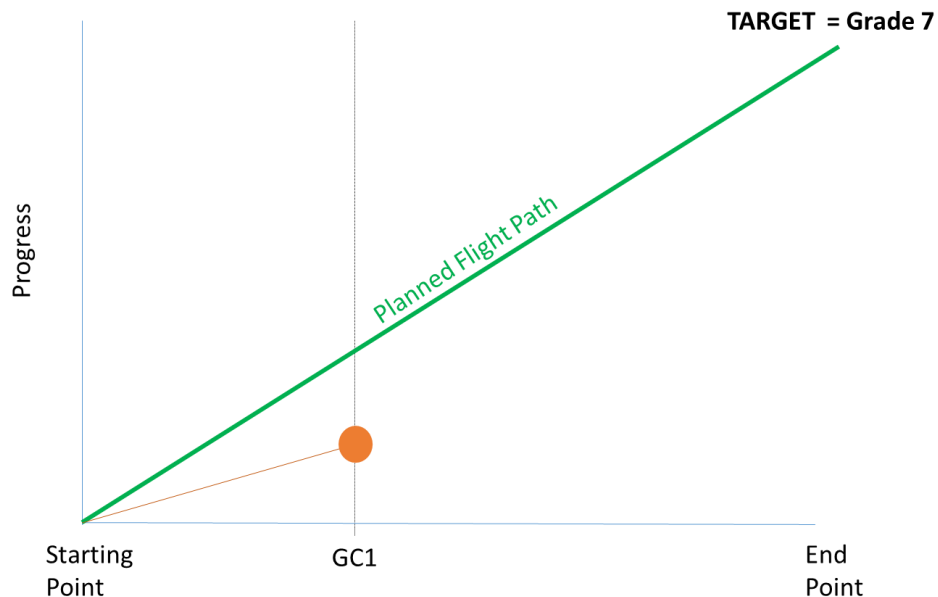
EARLY TEACHER ASSESSMENT

- In class progress measurements, observations and predictions

Assessing Progress

Continuous assessment **for** learning, **as** learning and **of** learning.

Summarised and reviewed every half-term.



TESTING

Testing in small chunks – to identify stronger and weaker areas (perhaps by unit/topic)

Testing in cumulative chunks – to measure retention, connectivity, approaches to revision

Practice assignments/projects

IN THE CLASSROOM

Responses to questioning

Engagement with activities

Roles in group work

Responses to specific instructions and briefs

Level of support accessed/required/requested

Literacy and communication skills

Resilience and growth mindset

MARKING

Differentiated homework tasks

Folders

Books

Assignments

Reporting back to you

Grade Cards

4 per year (via email)

- Target Grade
- Predicted Grade
- Work Ethic Grade
- Attendance

We will send you a test email this week. Please let us know if you have not received it.

Reporting back to you

Understanding Predictions

Target	Prediction
7	8

The prediction matches the target

This tells you your child is making progress at the rate we expect (on flight-path).

The prediction is **below target**

This tells you your child is not making the progress we planned at this point in time. It also tells you the impact we currently predict this will have. Most importantly for us, it indicates that intervention is required to get this learner back onto the planned flightpath.

The prediction is **above target**

This tells you your child is making better progress than we planned and that therefore we are raising our expectations of him/her.

Reporting back to you

Understanding Work Ethic

	Unacceptable (U)	Requires Improvement (RI)	Good (G)	Excellent (E)
Work Ethic	Unprepared for lessons, lacking focus, approach to work is poor, incomplete or missing work.			

Reporting back to you

Understanding Attendance

	Unacceptable (U)	Requires Improvement (RI)	Good (G)	Excellent (E)
Attendance	Less than 95% Approx 2 full weeks of absence.			

Our pathways



At the centre of every pathway is a BTEC L2 single award.

- Performing Arts – NEW Pearson BTEC Tech Award
- Digital and Creative Arts – Pearson BTEC First Award

Built of three to four units.

- One unit is externally assessed and completed under exam conditions.
- This externally assessed unit result has a significant impact on the final grade and must be passed to secure the qualification.

Grading:

D* = Distinction *

D = Distinction

M = Merit

P = Pass

Units are graded using the same system. Simply put, the final grade is an average of the unit grades.



The new GCSEs

In 2015 the migration to the new GCSE 9-1 system began with English & Maths only.

Your children will be in the second cohort to take a full programme of the new GCSEs.

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

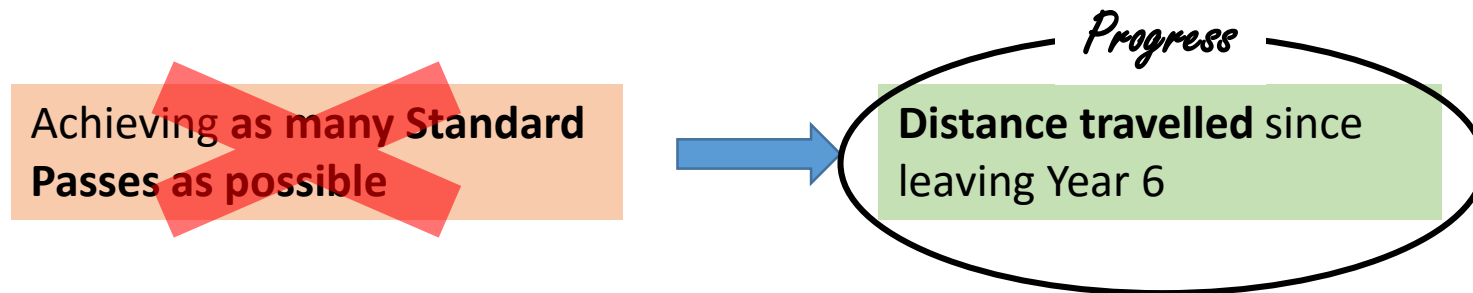
GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Progress 8

This has raised expectations nationally. It is a *school* performance measure.

Students are now expected to achieve at least **8 GCSEs** (not 5) as a minimum.



Illustrative Example:



A student who did very poorly at primary school and then achieved an average grade 3 at GCSE

A student who excelled at primary school and then only achieved standard passes (grade 4) at GCSE

Progress 8

It has always been important to us that your children excel at BOA

But this new measure means it is more important than ever that your children fully realise their potential in *all* their subjects.

This year the data indicates that this is an able year group. I.e. they did exceptionally well at Primary School.

Therefore for most, a Standard Pass (Grade 4) is simply not what we should be aiming for.

Please help us give your children and BOA the best possible chance of success by:

- Choosing to believe in the targets we set
- Reinforcing the message that we should always aim higher than a Standard Pass

Thank You