

Assessment Statement 2018/2019

At Risedale College students follow an enriching Key Stage 3 curriculum which, whilst a separate programme of study to Key Stage 4, effectively prepares them for the demands of Key Stage 4. Students therefore follow a five-year learning journey in which progress is measurable across a scale of continuity from Yr7 all the way through to the end of Yr11.

To reflect where students are on this five-year learning journey, teachers will now be entering a **CURRENT GCSE GRADE**, for EVERY STUDENT IN EVERY YEAR GROUP, at each SP point.

Each grade will be split into THREE fine grades (please see next page) which we call a REFINED GRADE. This will allow clear, refined monitoring as well as allowing us to more effectively target interventions

Every SP entry will be based on ongoing assessments and professional judgement, moderated appropriately within subject areas for subject consistency to provide an understanding of which grade best fits in terms of the students' knowledge, skills and understanding.

It is important to remember throughout all of this that **we are not starting the GCSE early**, so were the students to sit an actual GCSE paper, there will obviously be content they have not been taught. Therefore, ongoing assessment looks at the broader concepts of skills and understanding, to ensure grades are not skewed negatively in a disproportionate way.

Expectations of students and the planning of lessons by teachers will ensure that the level of demand within the classroom will be such that students are being stretched appropriately across all year groups and able to access work of enough depth and grade.

Furthermore, the curriculum and assessment will be carefully mapped back to ensure that in each subject assessment is providing a realistic measure of where students are across the GCSE grading spectrum.

Minimum Expected Grades (MEGs)

Students in ALL YEAR GROUPS will still be set end of Yr11 KS4 Minimum Expected Grades (MEGs) using FFT 5th for each of their subjects. This provides a suitable level of challenge against national data for our students and staff to aspire to by the end of their KS4 study.

These are grades which similar students would be expected to achieve, with aspiration factored in. Our challenge to the students is to aim to beat these grades, and aspire to be the best they can.

Using the notion that students make an average of two thirds of a grade progress per year, we also generate end of year MEGs for each student that are attainable and therefore more motivating for the students. This will also help staff ensure they are setting work of enough depth to allow the students to reach their potential in any year group.

Yr7: End of Year MEG	Yr8: End of Year MEG	Yr9: End of Year MEG	Yr10: End of Year	Yr11: End of Year
7-	7+	8=	9-	9+
6+	7=	8-	8+	9=
6=	7-	7+	8=	9-
6-	6+	7=	8-	8+
5+	6=	7-	7+	8=
5=	6-	6+	7=	8-
5-	5+	6=	7-	7+
4+	5=	6-	6+	7=
4=	5-	5+	6=	7-
4-	4+	5=	6-	6+
3+	4=	5-	5+	6=
3=	4-	4+	5=	6-
3-	3+	4=	5-	5+
2+	3=	4-	4+	5=
2=	3-	3+	4=	5-
2-	2+	3=	4-	4+
1+	2=	3-	3+	4=
1=	2-	2+	3=	4-
1-	1+	2=	3-	3+
D+	1=	2-	2+	3=
D=	1-	1+	2=	3-
D	D+	1=	2-	2+
D-	D	1-	1+	2=
D-	D	D+	1=	2-
D-	D	D+	1-	1+
D-	D-	D	D+	1=
D-	D-	D	D+	1-

Please note that for key stage 3 students still performing below grade 1, we have introduced a letter **D** (which effectively stands for *Developing towards a GCSE grading*) rather than entering a **ZERO**.

Furthermore, where a student is clearly, struggling against their MEG in any year group, sharp focused intervention is used to rapidly close the gap across all year groups and not just in Yr11.

How will you know if your child is making progress?

Key Stage 3

It is our aspiration that all students should make progress in line with national rates during key stage 3. Student progress and learning behaviours, using a WELLL (What Excellent Learning Looks Like) score, are tracked and reported to students, parents and carers three times during an academic year. Parents also receive a full written report at a specified point in each year which comments on academic progress as well as personal development.

At each of the three SP point you will receive a WELLL score for each subject and a short statement indicating the progress you child is making in each subject. To achieve this we will look at their end of year MEG and judge the progress they are making towards this.

Short Statement	Meaning
Less than Expected	Less than expected progress based on their end of year MEG
Expected	Expected progress based on their end of year MEG
More than Expected	More than expected progress based on their end of year MEG

Key Stage 4

At each of the three SP points students are given refined current GCSE grades based on assessment of work completed at each SP collection point. You will be told your child's grade in each of their subject and what level they should be aspiring to work at (their MEG).

Assessment of students' work is linked to the examination specification being followed in each subject and reflects the mode of assessment for the course. Elements of continuous teacher assessment of learning completed in the classroom, end of unit tests, controlled assessments, coursework, and formal internal examinations are considered when determining grades. The exact nature of the assessment depends on the courses being followed. Each faculty/department has developed an assessment rationale that details how grades for SP data are determined.

WELLL (What Excellent Learning Looks Like) grades are also awarded to reflect the way students are working with teachers in the classroom.

Initial Benchmarking

All students are judged against national progress from KS2 hence the use of FFT 5th. However, upon entry, all students will do benchmarking to garner a picture of their current starting grade. This will allow sharp, catch-up intervention to close the gap where there is a large discrepancy between this and the MEG. It also allows the setting of MEGs for students with no KS2 data.