



14 July 2023

Dear Parent,

Developing our assessment model

You will be aware that we have been reviewing our assessment and reporting approach and have consulted with you about the changes we are proposing to make.

We are writing to you following the close of the consultation, and to thank all of you who sent in feedback. The feedback was collated and considered, and recommendations made to the Educational Leadership team in 13 June, and the Educational Standards Committee on 11 July. A summary of the feedback can be found in **Appendix 1**.

We can now confirm that all the proposals will go ahead as originally set out with one slight change of wording in the Attitude to Learning category 1 criteria. "These learners are likely to make much better progress than their peers" has been amended to "These learners are likely to make more rapid progress."

Confirmed changes from September 2023.

1. For students in key stage 3, we will move to a point in time assessment (PITA) approach, replacing the current "flightpath" approach.
2. For students in key stage 3, we will remove "end of year 11" target grades
3. For Key stage 4 and 5 students:
 - a. We will provide one benchmark grade which will act as a target grade using the relevant examination grading system (e.g. 1-9 at GCSE, A*-E at A-level).
 - b. We will give a predicted attainment grade, using the relevant examination grading system.
 - c. At KS4, the predicted grades 7, 8 and 9 will be reported as 7+.
4. We will introduce "Attitude to Learning" criteria and remove "behaviour for learning" statements/codes when reporting to parents.

Further information to support your understanding of your child's report will be provided in the Autumn term.

Yours sincerely,

Andy Johnson
Executive Director of Education

Sara Elliss
Director of Curriculum and Continuous Improvement

Appendix 1: Summary of staff and parent feedback

Feedback Summary	Response
Should the KS3 language be the same as the commonly used language used in primary schools e.g. working at, working below and working above?	This was considered but discounted by the working group due to: <ul style="list-style-type: none"> • The desire to use 4 categories • Primary schools using slightly different versions of this. • Wanting to identify a clear transition between primary and secondary phases.
The descriptors do not give a clear indication of attainment.	The descriptors give an overall holistic indication of how much a child has understood of the curriculum taught up to that point. Parents should be able to look at the child's books for more precise feedback about individual tasks and assessments. Formative assessment should always be based on a variety of activities and rather than on one specific test. This test can inform the judgement, but not be the basis of it.
Will the expectation be that in a subject which sets students by ability, that all Set 1 children will be excelling, and Set 2 will be securing etc?	The taught curriculum at the time of a DCP will be different for each set as children in Set 1 will be making more rapid progress than children in Set 2 for example. Each child will be assessed against the curriculum which has been taught up to that point. Within each set there will be children who have easily understood the work and some who will have found it more challenging, and the appropriate descriptor should be used in each case.
All students should have a benchmark.	Students can find being given a benchmark in Year 7 very demotivating. Benchmarks are calculated using SATs (Year 6) or CATs (Year 7) which does not consider their academic development during their secondary school education. It also does not factor in the impact that changes in their personal lives could have had either on taking the tests or during Y7-11. Students in KS4 and KS5 will be given a benchmark
Do vocational Level 2/3 courses which use a different grading system to academic courses have to use the academic notation?	Vocational courses will continue to use the appropriate grading system e.g., Distinction*, Distinction, Merit and Pass.
Can a U grade be recorded where students have not reached the threshold for a pass in a subject?	Yes. A U grade will be available for use at KS4 and KS5.
Can a Grade 8 and 9 be reported home after a PPE or Pre-Lim?	Yes, as this is a grade that a student has attained within an examination, a reflection of the achievement which should be celebrated.
Will there be an entry requirement for some subjects at KS4?	This will be up to the individual school to decide. If entry criteria is required, it will have to be clearly communicated with students and parents in advance.
Why group grades 7-9 together?	Students and parents have reported that being targeted a Grade 9 and never achieving this during their DCP reports, and therefore being highlighted as always underachieving, has created them unnecessary stress and anxiety. As a Grade 9 is a statistical calculation after the examinations are marked, it is very rarely used by teachers as a predicted or current attainment grade. By grouping the grades 7-9 together, it is hoped that students will feel more successful and be more confident in their learning.
Can the Attitude to Learning grade be broken down into more subsections as some students are a 1 for everything except homework?	This was considered as it would give more accurate feedback, but it was discounted as it would significantly increase staff workload and a best fit approach would support the decision-making process.
In Attitude to Learning 1 the phrase "much better progress than their peers" is used which may not be suitable for a child who may have additional learning needs or a lower prior attainment?	"These learners are likely to make much better progress than their peers" has been amended to "These learners are likely to make more rapid progress."
Will training/guidance be given to subject leaders?	Training/guidance will be provided but curriculum teams will need to identify what their criteria is for each year group to be considered one of the 4 categories prior to a DCP. This will look different for each subject and department meeting time will need to be utilised.

Appendix 2: Report to parents

KS3

Name: Sara Elliss

Tutor: 8XX

Attendance: 100%

SUBJECT	AUTUMN		SPRING		SUMMER		TEACHER
	CURRENT ATTAINMENT	ATTITUDE TO LEARNING	CURRENT ATTAINMENT	ATTITUDE TO LEARNING	CURRENT ATTAINMENT	ATTITUDE TO LEARNING	
English	Securing	1	Deepening	2	Securing	2	Mrs English

Current Attainment

Each subject has age-appropriate curriculum which has been designed to support all children develop and improve their knowledge and skills of the subject. The contents of this curriculum can be found on the school website. For information on how your child can improve, please check the feedback in their books.

Description	Definition
Excelling	Your child has demonstrated knowledge and understanding well beyond the age-appropriate subject curriculum and associated skills.
Deepening	Your child has a deepening knowledge and understanding of the age-appropriate subject curriculum and associated skills.
Securing	Your child has a secure knowledge and understanding of the age-appropriate subject curriculum and associated skills.
Beginning	Your child is beginning to work towards the age-appropriate knowledge and understanding of the subject curriculum and associated skills.

KS4

Name: Sara Elliss

Tutor: 11XX

Attendance: 100%

Subject	Benchmark	PPE Grade	Autumn		Spring		Summer		Teacher
			Predicted grade	Attitude to learning	Predicted grade	Attitude to learning	Predicted grade	Attitude to learning	
English	9	6	7+	1	7+	2	7+	2	Mrs English

KS5

Name: Sara Elliss

Tutor: 12XX

Attendance: 100%

Subject	Benchmark	Prelim Grade	Autumn		Spring		Summer		Teacher
			Predicted grade	Attitude to learning	Predicted grade	Attitude to learning	Predicted grade	Attitude to learning	
English	A	B	C	4	C	2	B	2	Mrs English

Attitudes to Learning

Description	Definition
1	<ul style="list-style-type: none"> Classwork and homework demonstrate a love of learning and a high level of enthusiasm and dedication. Listens very well in lessons and willingly seeks feedback to further their understanding. Is always prepared and prompt for lessons, never needs reminding of expectations and is always on task. <p>Learners produce work which is above and beyond teachers' expectations. These learners are likely to make more rapid progress.</p>
2	<ul style="list-style-type: none"> Classwork and homework demonstrate an enjoyment of learning and perseveres when work is challenging. Listens well in lessons and responds positively to feedback to further their understanding. Is typically prepared and prompt for lessons, rarely needs reminding of expectations and is usually on task. <p>Learners produce work that is in line with teachers' expectations. These learners are likely to make expected progress</p>
3	<ul style="list-style-type: none"> Classwork and homework demonstrate a passive approach to learning except when pushed and may give up quickly. Does not listen sufficiently in lessons and responses to feedback are limited. Is sometimes prepared and prompt for lessons and/or may need reminding of classroom expectations. <p>Learners produce work that is below teachers' expectations. These learners are likely to make less than expected progress.</p>
4	<ul style="list-style-type: none"> Classwork and homework demonstrate a poor attitude to learning which may be perceived as a lack of effort, avoiding challenge. Does not listen sufficiently in lessons and may not respond to feedback. Is often unprepared or late to lessons and/or may frequently need reminding of classroom expectations. <p>Learners produce work that does not represent their ability and/or their teachers' expectations. These learners are likely to make little to no progress.</p>