

# Limehurst Academy

## Assessment at Key Stage Three



## **Limehurst's assessment system - Background**

At the beginning of the academic year 2014/2015 a new National Curriculum was introduced, and the Government decided to remove the use of National Curriculum Levels as a form of measuring and reporting on attainment and achievement.

The DFE expected all schools and colleges to have put a system in place to replace this method of assessment by the end of the same academic year.

These guidelines were provided for schools:

- Schools must replace National Curriculum Levels with their own assessment system that demonstrates attainment and progress.
- Schools must be able to inform parents/carers about their child's progress against their potential and compare the performance of individuals to students within their cohort and nationally.
- Schools need to develop their own internal assessment systems, as well as external national testing, on a regular basis to benchmark progress and outcomes.
- Schools must be able to show what their students know, understand and can do through continuous and summative assessments.

## Key Stage 3 Assessment at Limehurst Academy

We have a grading system that uses numbers 1 to 9, with 9 being the highest.

This grading system mirrors the new GCSE grades that will be introduced in 2018 across all subjects. Our system should give parents/carers, students and teachers a clear idea of the grade that is most likely to be achieved at the end of GCSEs in each subject.

These have been introduced to students in the form of Learning Pathways:

Minimum Outcome Grade 1-2	Foundation pathway	Working towards national expectations
Minimum Outcome Grade 3	Developing pathway	
Minimum Outcome Grade 4-5	Secure pathway	Working at national expectations
Minimum Outcome Grade 6-7	Excellence pathway	Working beyond national expectations
Minimum Outcome Grade 8-9	Exceptional pathway	

At the beginning of Year 7, students are set a **Minimum Outcome Grade (MOG)** based on their Key Stage Two performance in English and Maths. Throughout the academic year students are given **Predicted Outcome Grades (POG)** by their teachers, to give an indication of their most likely outcome based on their work in class.

## Measuring progress

The system we use at Limehurst means that students making estimated progress will stay at the same grade. Therefore, a student who starts Year 7 at Grade 5 and leaves with a Grade 5 at GCSE has made estimated progress. This is because the assessment criteria for Grade 5 will become more challenging year-on-year.

If at any point, the same student's POG is adjusted to Grade 6, they will be making 'more than estimated' progress. At this point, a student may be given a **Target Outcome Grade (TOG)** in a particular subject where they are consistently out-performing their MOG.

The advantage of this system is that once a student's initial grade (MOG) is known in Year 7, students, parents/carers and teachers will have a good indication of what should be achieved at GCSE assuming estimated progress is made.

## Reporting to Parents

We normally report to parents three times during the school year. Two of these reports are 'Progress Reports' and contain information on your child's POGs compared to the MOGs generated by Key Stage Two results.

We also send home a 'Full' or 'Annual Report', again containing information about a student's grades, but also allowing your child's teachers to comment on how your child is performing in each subject area.