

Assessment is Changing.....



**All Hallows
Catholic High School**

'Growing together in the spirit of Christ's love'

Why Change?

Levels are going.....

The Government has removed National Curriculum Levels.



Students at primary school and secondary schools no longer have 'levels' and secondary schools are changing what they use to fit more closely with the standards required in the new GCSE's.

The biggest change is to the exam system. Over the next few years, new, tougher GCSE's will be introduced; firstly in English and Maths (2017) then in most other subjects the following year.

New GCSE's

In the future GCSE's will be graded differently.



New GCSE Grading Structure

Ofqual

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

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

AWARDING
4 and above = bottom of C and above

As shown here, GCSE grades will gradually be changed from letters to numbers. English and Maths have already switched in 2015 and will first be awarded in August 2017. This will be followed by the majority of subjects who start teaching the new courses in 2016 with the results being awarded in 2018. This is the same for all schools across the country.

This means that if your child is in Year 11 they will receive their GCSE's mainly in letter grades with numbers in only English Language, English Literature and Mathematics.

Year 10 pupils will receive their GCSE's mainly in numbers with the exception of subjects such as Design and Technology.

From 2019 onwards Year 7,8 and 9 pupils will receive their GCSE's in only numbers.

The current A* to G system does not directly mirror the new number system. At first it will take some getting used to. However the new Number Grade 4 is equivalent in achievement to the outgoing Grade C.

Life After Levels

Throughout your child's time in school, you will have become familiar with the term 'levels'. The government has now made the decision to abolish levels throughout primary and secondary schools in England and Wales allowing schools and teachers to assess children as they see fit. At All Hallows all students in Years 7 to 11 will be assessed on the new number scale 1-9.

It is important that as a school, and as parents, we all view your child's progress as a journey. Small steps every term, whilst building knowledge and developing skills, is the key to GCSE success. Students are not expected to move up the scale quickly. An average All Hallows student might be expected to reach Number Grade 2 in Year 7, Number Grade 3 by Year 8 and Number Grade 4 by Year 9. Progress should be steady and secure over time.

For some of our younger students, being assessed on the 1-9 Number Grade Scale does create a particular challenge. The criteria set a high standard and a small minority of students in Year 7 and 8 may be working below Number Grade 1. For these students a different scale will be used to measure progress.



The Benefits

- It will encourage all students to stretch themselves.
- The new 1-9 Number Grades are linked to the new GCSE and are therefore easier to understand.
- It is easier for teachers, students and parents to monitor progress over time. As students are measured with the same criteria from Year 7 through to Year 11, we can clearly see the progress each individual is making in all subjects. Pupils who need stretching or who need more support will be easier to identify.
- The same assessment language will be used across All Hallows, making it easier for students to understand what they need to do to move on, and for parents to be more involved with their child's progress.



How will I know my child is progressing?

Alongside other changes the government is introducing a new system to measure the performance of schools. We will use this system to help estimate your child's potential GCSE Number Grade. Your child will be put on a 'pathway' or 'flight path' that will help them track their progress towards this grade. Each report will show the Number Grade your child will need to achieve by the end of the academic year to remain on their flight path. This Number Grade will not necessarily be the same in each subject as students can show greater progress in some subjects more than others. This is perfectly normal.



The flight paths are set to challenge your child to reach their full potential. It is possible that some children will achieve above their targets at any stage during their time at All Hallows. For these students we will look to move them onto a higher flight path and raise their final estimate of their potential.

If a student is consistently falling below their yearly targets we will look to provide intervention and work with parents to support pupils to get back on their flight path.

Information about a pupil's target Year 11 Number grade in each subject as well as their end of year targets will be shared with pupils and recorded in their work book. This will also be included in the termly reports to parents.



Reporting



It is important that parents are informed regularly of their child's progress. At varying points during the academic year you will receive feedback on how well your child is progressing towards their targets. This will either be as verbal feedback at a Parents' Evening, as an interim report or as a full written report.

The written reports are designed to give you a visual view of your child's progress. Green indicates that at the current time your child's teacher believes they are working well enough to progress and reach their end of year targets. Blue signifies that your child may progress beyond their targeted Number Grade by the end of the year and red/pink indicates that your child is in danger of not reaching their end of year target. Please note that at All Hallows we set challenging expectations for our pupils and it is not uncommon for most pupils to have areas where from time to time they fall into this area in some subjects.

If your child is progressing faster than other pupils at All Hallows it is possible that they may move up an academic set in order to provide them with greater challenge. This is however not always the case. If a child is progressing slower than other pupils in the academic set below them then a move down may be appropriate. Please remember that this does not always mean that a child has not reached their own individual targets or that they are not working hard.

.....and finally

For all our students we want to encourage them to aim high and reach their potential. The new assessment system should allow them to do this. We look forward to embarking on this journey with your support.

If you have any questions please do not hesitate to contact school. Our website will be updated with information as soon as it is available.

