

Landau Forte Academy Amington The New Assessment Framework Parent Information – August 2018

We believe this system (levels) is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. (DfE, 2013)



How assessment will take place

- ▶ Each year group will have two assessment windows
- ▶ Revision lists for each assessment will be provided to students and parents in advance using the website
- ▶ ‘Anticipated end of year 11 report bands’ will be shared via a report that follows each tracking. These will be compared to a target band based on KS2 results.
- ▶ Examples of reports can be seen later in this presentation



Year 7 to Year 9 (KS3)



KS3

- ▶ Year 7 to Year 9 students achieved an individual raw score from 80 –120 for grammar, reading and mathematics from their Year 6 SATs. The mean of reading is then averaged with mathematics.
- ▶ An estimated end of Year 11 target is then generated.
- ▶ This then generates a reporting target band for students and parents.



Target setting for KS3 students

New KS2 fine level score (general)	Target band for tutors and reports
80 – 96	2 – 3
97 – 103	3 – 5
104 – 109	5 – 7
110 +	7 – 9

Example: A student has an average KS2 score of 98. The students and parents will see a end of Year 11 target band of Grades 3 – 5 on their reports

Example KS3 report

Example of KS3 report:

Name:

Personal Tutor:

Attendance:

Credits:

Target Band: 3 – 5

Subject	Effort	Year 11 Anticipated Band	Strength	Area for further progress
English	Excellent	3 – 5		
Mathematics	Excellent	5 – 7		
Science	Good	3 – 5		
Art	Excellent	5 – 7		
Technology	Adequate	3 – 5		
Geography	Adequate	2 – 3		
History	Adequate	3 – 5		
Moral studies	Adequate	3 – 5		
Spanish	Good	3 – 5		

Year 10 and Year 11 (KS4)



Year 10 and Year 11 targets

- Students in Year 10 and Year 11 will have target bands set according to their Average KS2 fine points score as follows (until the new KS2 scores take over):

KS2 fine band level	Year 11 Reformed GCSE Targets	BTEC Target	Cambridge National/Technical Award Target
1.0 – 2.9	2 - 3	L1 Pass – L2 Pass	L1 Merit – L1 Distinction
3.0 - 3.9	3 - 4	L1 Pass – L2 Pass	L1 Merit – L1 Distinction
4.0 – 5.0	4 - 5	L2 Pass – L2 Merit	L2 Pass – L2 Merit
5.1 – 5.3	5 - 6	L2 Merit – L2 Distinction	L2 Merit – L2 Distinction
5.4 +	7 - 9	L2 Distinction – L2 Distinction *	L2 Distinction – L2 Distinction *



Example of a KS4 report

Example of KS4 tracking report

Name:

Personal Tutor:

Attendance:

Credits:

Target New GCSE: 3 – 4

Target BTEC: L1 Pass – L2 Pass

Target Cambridge National: L1 Merit – L1 Distinction

Subject	Effort	Anticipated Y11 grade	Strength	Area for further progress
GCSE English Language	Excellent	4		
GCSE English Literature	Good	3		
GCSE Mathematics	Excellent	4		
GCSE Biology	Good	3		
GCSE Chemistry	Excellent	3		
GCSE Physics	Good	4		
GCSE Business Studies	Adequate	5		
BTEC Engineering	Good	L1 Pass		
Cambridge National Sport Studies	Good	L1 Distinction		
GCSE History	Adequate	3		

Books and Learning Screens



Target setting on books

- ▶ Target grades will not be written on books
- ▶ Instead a 9–1 ladder will be shared. The sticker used is dependent on a student's average KS2 fine points score
- ▶ The green sections is the expected minimum grade of challenge that the students should be completing in class.
- ▶ The blue sections show a challenge grade of learning.



Targets bands on books/folders – KS3

KS2 average 110 +/ 5.3 +

Y7	Y8	Y9	Y10	Y11
7—9	7—9	7—9	7—9	7—9
5—7	5—7	5—7	5—7	5—7
3—5	3—5	3—5	3—5	3—5
2—3	2—3	2—3	2—3	2—3
1—2	1—2	1—2	1—2	1—2
< 1	< 1	< 1	< 1	< 1

KS2 average 100—109 / 4.9—5.2

Y7	Y8	Y9	Y10	Y11
7—9	7—9	7—9	7—9	7—9
5—7	5—7	5—7	5—7	5—7
3—5	3—5	3—5	3—5	3—5
2—3	2—3	2—3	2—3	2—3
1—2	1—2	1—2	1—2	1—2
< 1	< 1	< 1	< 1	< 1

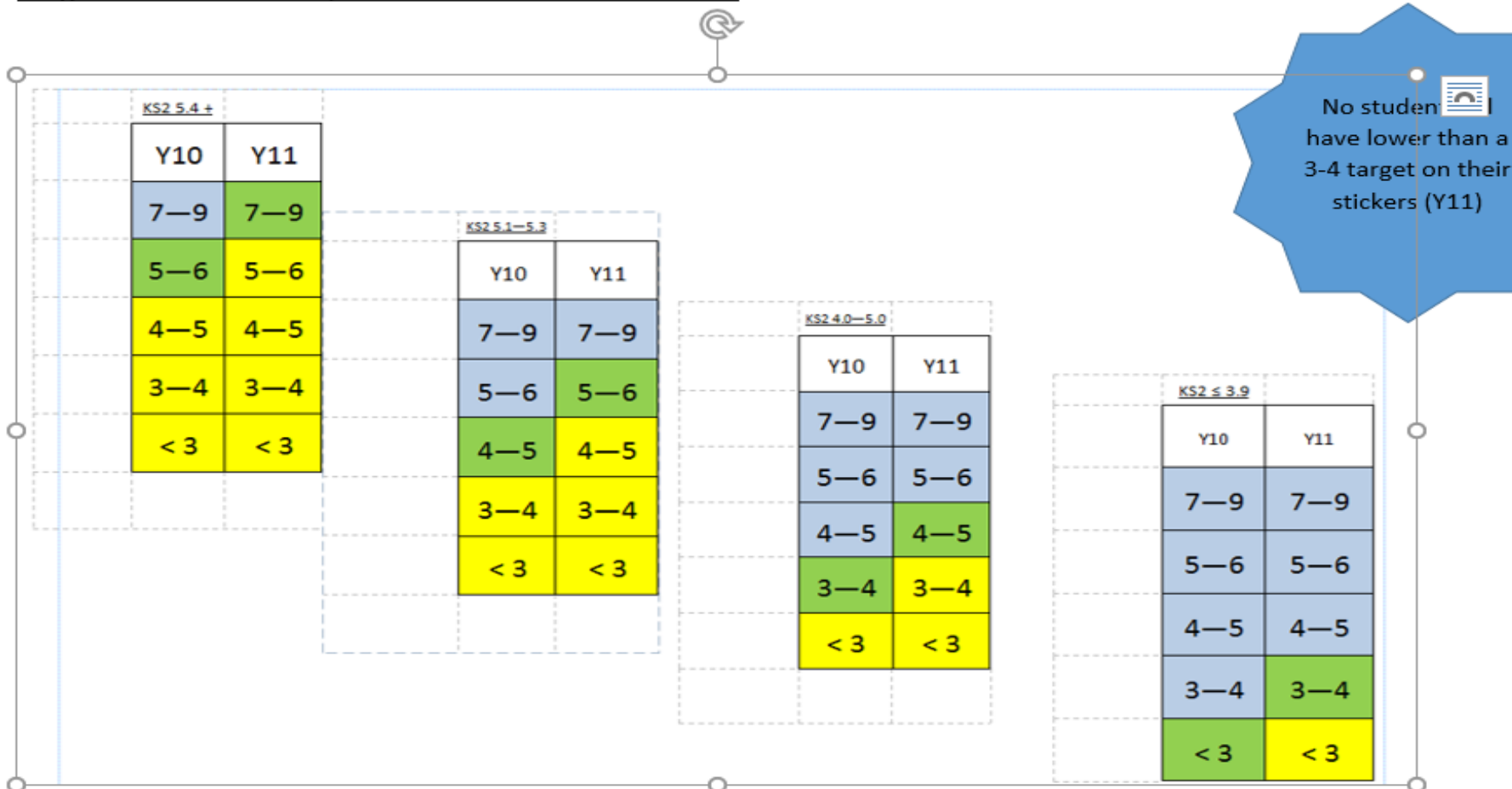
KS2 average 91—99/ 3.9—4.8

Y7	Y8	Y9	Y10	Y11
7—9	7—9	7—9	7—9	7—9
5—7	5—7	5—7	5—7	5—7
3—5	3—5	3—5	3—5	3—5
2—3	2—3	2—3	2—3	2—3
1—2	1—2	1—2	1—2	1—2
< 1	< 1	< 1	< 1	< 1

KS2 average 80—90/ 1.0—3.8

Y7	Y8	Y9	Y10	Y11
7—9	7—9	7—9	7—9	7—9
5—7	5—7	5—7	5—7	5—7
3—5	3—5	3—5	3—5	3—5
2—3	2—3	2—3	2—3	2—3
1—2	1—2	1—2	1—2	1—2
< 1	< 1	< 1	< 1	< 1

Targets bands on books/folders – KS4 Reformed GCSEs



Learning Screens

- ▶ Stretch and Challenge within learning sessions will ensure students are striving to complete higher graded work.
- ▶ In Year 7 and 8, learning screens will show outcomes set at GCSE grade 3 upwards so working at the equivalent GCSE Grade E.
- ▶ In Year 9, 10 and 11 the learning screens will have outcomes set at Grade 4 upwards, so working at the equivalent of a lower GCSE Grade C.



SKILLS: Sewing, Making Connections

WALT: make connections with the work of Abby Glassenberg

Grade: 6

... Making clear connections with the work of Abby Glassenberg to develop a personal response.

Stretch Skills

- Have you considered ways to further embellish the features and make a personal response?
- Is the quality of ALL work consistently high in standard?

Grade: 5

... Making connections with the work of Glassenberg.

- Have you used additional cardboard layers on your features like Glassenberg?
- Have you used over sized shapes for your eyes etc?

Grade: 4

Neatly create cardboard features for your fish considering shape and size.

- Have your shapes been cut out and sewn neatly?
- Are your features symmetrical?

Do you fancy a challenge?

Research at home to inform your design next session?

Are you struggling?

Use the template sheet to help you create templates.
Use glue rather than machine stitch.

Year 9 War Poetry



Learning: to analyse the way writers use language and structure to present their ideas about war

Skill: analysis of language and structure

Grade 6+

'Thoughtful, developed comments'

Detailed analysis of writer's methods in detail with correct terminology and thoughtful consideration of the effects of these methods on the reader.

Grade 5

'Explained, structured comments'

Explained/relevant comments on writer's methods, some use of correct terminology, identification of an effect on the reader.

Grade 4

'Clear and simple Straightforward comments'

Awareness of the writer making choices, clear explanation as to the effect.

STRETCH QUESTION:



How does the use of caesura in this poem help to communicate the writer's ideas about war?

Year 9

Factorising

Skill: use of positive and negative integers

Learning: We are learning to factorise quadratics

Grade 7+

'factorising quadratics where $a > 1$ '

Factorise

$$2x^2 + 6x + 3$$

into 2 brackets

Grade 6

'factorising quadratics that have a negative integer'

Factorise

$$x^2 - 3x - 10$$

into 2 brackets

Grade 5

'factorising quadratics with positive integers'

Factorise

$$x^2 + 5x + 6$$

into 2 brackets

STRETCH QUESTION:

How do you factorise a quadratic when the solution is not an integer?

Year 9

Photosynthesis

Skill: to draw a fully labelled results table

Learning: We are learning measure the rate of photosynthesis

Grade 6+

Evaluate your investigation technique

Grade 5

Independently investigate the effect of light intensity on the rate of photosynthesis

Grade 4

Describe the factors that can affect the RATE of photosynthesis

Essential knowledge: the products and reactants of photosynthesis; where it happens in the leaf cell; that gas exchange is needed

STRETCH QUESTION:

Look at the rate of photosynthesis graph and explain why it levels off?

Student Guides

- ▶ All students are provided with a student guide at the beginning of a new topic/skill
- ▶ The student guide is for reference on how to make progress for both the student and the tutor when marking work



Example student guide:

Year 9- Plants for food Student Guide



	GCSE graded criteria				
Learning	4	5	6	7 and beyond	7 and beyond
Where is food stored?	State how plants make food	Identify the presence of starch within different parts of a plant.	Describe which parts of a plant are useful within the human food chain.	Explain how the storage of food is dependent upon the balance between photosynthesis and respiration	Evaluate the importance of plants to humans.
Can photosynthesis be measured?	Describe the factors that can affect the rate of photosynthesis	Independently investigate the effect of light intensity on the rate of photosynthesis	Evaluate your investigation technique	Explain rate of photosynthesis with a graph	Explain why your graph levels off
Do plants really need feeding?	State the raw materials for photosynthesis.	Identify what a plant requires from soil to remain healthy	Describe the role of each of these nutrients.	Explain the effect of a lack of these nutrients on the plant.	Evaluate the effectiveness of fertilizers on increasing crop yields.

Further Information



Progress reports (tracking)

- ▶ Effort in terms of 'excellent, good, adequate, unsatisfactory' is reported.
- ▶ The parents will receive an anticipated reporting band for KS3 and KS4.
- ▶ Comments on strengths and area for improvement will be given .
- ▶ Progress reports will be followed by either a Personal Tutor Consultation or a Parents' Evening.

