



Testbourne Community School

Assessment and Reporting at Testbourne Community School



Information for Parents

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Introduction

Dear Parents/Carers,

We are committed to ensuring that our teaching and assessment models reflect evidence-based research to enable our students to achieve their very best. Our assessment and reporting model draws on research and best practice from a range of different sources – please see page 8 for further reading if you are interested.

In summary, we have reflected upon and evaluated both our method of assessing student progress and the format and frequency with which we share this information with parents and carers. Our aim has been to ensure that parents and carers receive timely and useful information regarding their child's progress while minimising the administrative burden of data entry on our teachers so that they can focus on providing quality learning experiences for your child. In line with the recommendations of the report of the Teacher Workforce Advisory Group 'Making Data Work,' we have reflected upon the *purpose, precision, proportionality and processes* concerned when gathering and disseminating assessment and reporting data.¹

Our key stage 3 model of assessment is based on students' mastery of the curriculum content according to age-related expectations (ARE). If students are working below ARE, they fall within the 'Emerging' band; if students are meeting ARE, they fall within the 'Secure' band and if students are exceeding ARE they are working within the 'Advanced' band. This is very similar to the 'working at', 'working towards' and 'working at greater depth' statements that parents and carers will already be familiar with at key stage 1 and 2.

This assessment model extends across years 7-10; rather than basing the assessment in 10 on mastery of the curriculum content according to age-related expectations, the Emerging, Secure, Advanced banding will be applied to mastery of the content and skills required within each GCSE qualification. Please see an explanation of the rationale for this change on pages 4 & 5.

We have streamlined our reporting process so that parents and carers will receive information regarding their child's progress at three key points in the year. Please see page 7 for further information.

Please do not hesitate to contact me if you have any feedback on our assessment or reporting model.

Yours faithfully,



Erin Sudds

Deputy Headteacher

TCS Key Stage 3 Assessment Model

Student progress is assessed holistically across key stage 3, considering a range of evidence such as end of topic/term assessments, in-class tests, class work, homework and verbal contributions. Assessment is based on mastery of the national curriculum content according to age-related expectations (ARE). This is similar to the method of assessment at key stage 1 and 2.

Although predicting GCSE success based on key stage 3 assessment would be impossible as students progress at different rates, it would be reasonable to infer that a student who is consistently working within the Secure band at key stage 3 may achieve within the range of grade 4-6 at GCSE, a student consistently working within the Advanced band may achieve within the range of grade 7-9 and a student working within the Emerging band may achieve within the range of grade 1-3. However, we are very clear that this is based on a broad generalisation rather than an indicator of individual student success.

Mastery of curriculum	Assessment Band	Estimated GCSE performance
Working above age-related expectations	Advanced	Grade 7-9
Working at age-related expectations	Secure	Grade 4-6
Working towards age-related expectations	Emerging	Grade 1-3

TCS Key Stage 4 Assessment Model

Year 10

As with key stage 3, student progress in year 10 will be assessed according to a holistic judgement of students' mastery of the curriculum against age-related expectations. The key difference between this model and that of key stage 3 is that mastery will be based on the knowledge and skills required within the GCSE specifications for each subject.

Predicting GCSE success at such an early stage, particularly when students have only just started their GCSE courses, would be impossible. However, it would be reasonable to infer that a student who is consistently working within the Secure band in year 10 may achieve within the range of grade 4-6 at GCSE, a student consistently working within the Advanced band may achieve within the range of grade 7-9 and a student working within the Emerging band may achieve within the range of grade 1-3. However, we are very clear that this is based on a broad generalisation rather than an indicator of individual student success.

This will transfer over to predicted GCSE grades following on from the year 10 mock exams as this will be the first point at which we will have enough evidence to form accurate predictions.

Mastery of GCSE content and skills covered so far	Assessment Band	Estimated GCSE performance
Working above age-related expectations	Advanced	Grade 7-9
Working at age-related expectations	Secure	Grade 4-6
Working towards age-related expectations	Emerging	Grade 1-3

Year 11

Once our students have completed their Year 10 and Year 11 mocks will transfer over to predicted GCSE grades as this will be the first point at which we will have enough evidence to form accurate predictions.

Rationale for Changing Assessment Model

In-line with many schools nationally, the legacy model of assessment at TCS was based on a 'flight path' system. This plotted a flight path between key stage 2 attainment and expected key stage 4 attainment (GCSE outcomes). The rationale was that if student attainment at key stage 3 was in-line with this flight path then students would be making good progress. Each progress report in years 7-11 reported a predicted GCSE outcome for each subject.

We felt that this model needed reviewing for a number of reasons:

- Student progress is not linear.ⁱⁱ Students make progress at different rates so accurately predicting end of year 11 GCSE outcomes in key stage 3 is impossible. It also has a risk of either demotivating students or inviting a false sense of security.
- Even after students have started their GCSE courses and begin to complete assessments based on past exam questions, evidence both nationallyⁱⁱⁱ and within TCS^{iv} indicates a poor correlation between predicted grades and actual GCSE attainment. Therefore, we will refrain from predicting GCSE grades until after the year 10 mock exams, which mimic the final GCSE process as closely as possible.
- GCSE examinations assess students' performance on a single day. While the hope is that this corresponds with students' knowledge and understanding of the content, in reality this can be skewed by students' ability to tactically fit their answers within a prescriptive mark scheme and answer structure. This tactical answering has a place but is unhelpful when it comes to assessing students' deep understanding of content, which should be the primary aim at key stage 3. Further, current educational theory confirms that the longer students and teachers focus on mastery of content and embedding knowledge into long-term memory, the better.^v
- Focusing on attainment at key stage 3 in terms of predicted GCSE outcomes suggests that the purpose of gaining knowledge and understanding is to gain external accreditation. At TCS we are passionate in our mission to nurture a love of learning and a thirst for knowledge. Motivation to learn must be intrinsic rather than extrinsic.
- We want our assessment model to reflect the learning qualities that we hold dear, promote 'proper' learning in terms of students developing knowledge, skills and understanding for the long term, being able to apply their skills and knowledge and not simply memorising a series of unlinked facts.

TCS Reporting Model

Following an evaluation of our past reporting and assessment model in terms of its *purpose, precision, proportionality and processes*,^{vi} and a successful pilot of full comment reports with Years 7 and 10 in the Summer 2019, we adopted our new reporting model.

We will be sharing information regarding your child’s progress on three key occasions:

- 1) Parents Consultation Evening (PCE) – this is a face to face evening event in which parents and carers meet their child’s teachers and discuss subject-specific areas of strength and development.
- 2) Progress Review – this is a short report detailing attendance, assessment information and attitude to learning
- 3) Full comment reports – this is a more detailed report containing assessment information, attitude to learning and comments relating to specific areas of strength and areas for development

We have carefully considered the dates of each reporting point to ensure that parents and carers receive timely and useful information.

The provisional reporting calendar for is as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Settling report	Progress Review	PCE		Full Comment Report	
Year 8	Progress Review		PCE			Full Comment Report
Year 9		Progress Review	Full Comment Report		PCE	
Year 10		PCE	Progress Review			Full Comment Report
Year 11		Progress Review PCE		Progress Review PCE (selected students only)		

While we follow this calendar, it is (on occasion) subject to change.

Sample Progress Report:



Testbourne Community School

Year 7 Progress Report 2 - January 2019

A Student - 7-A

Attendance at School: 92.9%

Subject (Teacher)	Assessment Band	Attitude to Learning
Art (Ms Brown)	Secure	Consistently Good
Drama (Miss Parry)	Advanced	Exceptional
English (Mrs Barnes)	Secure	Consistently Good
Geography (Miss Reeder)	Secure	Consistently Good
History (Mrs Harrison)	Secure	Consistently Good
ICT (Mrs Edward-Boyce)	Secure	Consistently Good
Maths (Mr Alderman)	Secure	Variable
Music (Mr Lester)	Secure	Variable
PE (Mr Archer)	Secure	Consistently Good
RE (Miss Elkington)	Secure	Consistently Good
Science (Mr Hamilton)	Secure	Consistently Good
Spanish (Mr Jones)	Secure	Consistently Good
Technology (Mr Watkins)	Secure	Consistently Good

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Sample Full Comment Report:



Testbourne Community School

Year 7 - Progress Report 3 - June 2019

A Student – 7-A

Attendance at School: 92.9%

Subject (Teacher)	Assessment Band at Prog Rpt 2	Assessment Band at Prog Rpt 3	Attitude to Learning	Comments
Art (Ms Brown)	Secure	Secure	Variable	<p>Strengths:</p> <ul style="list-style-type: none"> - Draws with some accuracy. - Produces excellent homework tasks. - Uses a good range of mark-making techniques. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> - Practise drawing skills, including proportion, line, shape and tone. - Needs to concentrate more in lessons to achieve well. - Use a greater variety of tones.
Drama (Miss Parry)	Advanced	Advanced	Exceptional	<p>Strengths:</p> <ul style="list-style-type: none"> - They can work in a group effectively and offer good ideas with some imagination - They can use vocal and physical skills that create effective and engaging performances - They can explain and identify strengths and weaknesses of a performance and suggest improvements <p>Areas for Improvement:</p> <ul style="list-style-type: none"> - They should try sometimes being the leader of the group they are working with - They should always try to be as imaginative as they can when devising - They should try to be more adventurous when devising; failing doesn't matter if you learn from it
English (Mrs Barnes)	Secure	Secure	Exceptional	<p>Strengths:</p> <ul style="list-style-type: none"> - Can identify and understand more subtle information and ideas in texts. - Can use a variety of vocabulary as well as language features, matching the purpose of the writing. - Can use a range of sentence structures, multiple types of complex sentences, with few errors. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> - Develops explanations of and considers multiple interpretations of relevant quotes from the text. - Proof-read work to ensure that spelling, grammar and punctuation is mostly accurate.

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Comments and further reading

ⁱ The Report of the Teacher Workload Advisory Group, *Making Data Work*, November 2018, advises schools to review their administrative and data entry practices according to *purpose, precision, proportionality and processes*

ⁱⁱ See article from FFT Education Datalab, 'Why measuring pupil progress involves more than drawing a straight line', March 2015: <https://ffteducationdatalab.org.uk/2015/03/why-measuring-pupil-progress-involves-more-than-taking-a-straight-line/>

ⁱⁱⁱ See the Report of the Teacher Workload Advisory Group, *Making Data Work*, November 2018 for further explanation and evidence

^{iv} We have analysed TCS internal data to calculate the correlation between predicted grades and final GCSE grades. As expected, it is clear that there is a stronger correlation between predictions and final grades as the students approach the final exams whereas predictions made before year 11 are far less accurate.

^v See Daisy Christodolou's, 'Making Good Progress? The Future of Assessment for Learning,' 2017 and Peps McCreas's, 'Memorable Teaching,' 2017 for further discussion

^{vi} See report of the Teacher Workload Advisory Group, *Making Data Work*, November 2018,

