



# Nunnery Wood High School

Spetchley Road, Worcester, Worcestershire, WR5 2LT

Headteacher: Mr Stephen Powell

Phone: 01905 363636  
Fax: 01905 363666

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www.nunnerywood.worcs.sch.uk  
office@nunnerywood.worcs.sch.uk

## Assessment and Report at Nunnery Wood High School

During the course of 2015 -16 we reviewed our assessment and reporting practice for students in KS3 and 4. This document explains some of the changes and acts as a brief guide to our new practice.

### Why have we changed our assessment and reporting practice?

- The old KS3 levels have been withdrawn by the DfE (Department for Education)
- The new GCSE Grading structure (1-9) now applies to students in all year groups, albeit to a different extent for each year group.
- The new grading's are being phased in nationally gradually replacing A\* - G Grades. *See appendix table 1 for the new GCSE grade details*

### When will each subject be affected by the new GCSEs?

- **Phase 1** – Maths and English (GCSE's taken in summer 2017)
- **Phase 2** – Sciences, history, geography, languages, art and design, music, drama, dance, computer science, nutrition, physical education and EP (GCSE's to be taken in summer 2018).
- **Phase 3** – Other subjects including: design & technology, media, business studies (GCSE's to be taken in summer 2019)

### Target Setting

- Students will follow a 5-year 'Flight Path Model' from Year 7 to Year 11 for Core and English Baccalaureate subjects (English, maths, science, geography, history, languages and EP). These targets will have been rolled back from end of KS4 GCSE targets.
- Target pathways will be based on new GCSE Grades numbered 1-9.
- From September 2016 new KS3 students, studying non-core subjects, (DT, art, music, dance, drama, and physical education) will have targets set using baseline assessments at the start of year 7 or will have targets rolled back from end of KS4 GCSE targets.

### How do we know students are making expected progress?

Ultimately, a student's progress 8 and value added score at the end of Key Stage 4 will show how much progress has been made over their school career. As a student moves through the school the academic challenge will increase. This means a student has to understand, assimilate and apply new knowledge throughout the key stage to remain on track or ahead.





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## How will we assess students?

We will assess students in many different ways.

Assessments will be graded using the new GCSE 1-9 grading's, except where students have started GCSE's that still award the old A\*-G grades. *See appendix table 1 for details.*

Students will complete informal internal assessments within their classroom lessons; these may take the form of end of unit tests, practical assessments or skills test  
Students will also complete formal internal assessments – these are carried out during internal exam week/s and are scheduled in the hall and or gym (with the exception non-core subjects for year 7). The calendared timing of these weeks depends upon the specific year group. Formal internal assessments are used to review and consolidate a wide range of learning, they are also used to diagnose gaps. The majority of formal internal assessments will mirror GCSE style testing and questions.

Year group	Approximate timing of formal internal assessments
7	June (in subject lessons and the hall and Gym)
8	May
9	January (most subjects), July (Eng, maths, sci)
10	Dec for English Literature, June / July for other subjects
11	Mock 1 Nov/Dec Mock 2 March

## Reporting information to Parents and Students

Parents / carers and students will receive reports that summarise information relating to progress, attendance and behaviour approximately 3 times per year. The information that will be included in each report is slightly different for students in key stage 3 and 4. Each report will be provided in a printed format and in a digital format on the school portal.

### KS3 reports (years 7 8, & 9)

Information that will be included in reports include

Overall

- Attendance % to date
- Number of lates to date





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## KS3 Subject specific

For each subject there will be ...

- A teacher judgment of the 'current working at' grade that the student is performing at on the new grade scale
- A teacher judgement of student effort on a 0-3 scale. *See appendix table 2*
- A teacher judgement of student behaviour on a 0-3 scale. *See appendix table 2*
- A teacher judgement of the progress being made by the student. *See appendix table 3*
- A 'next step in learning comment' from the teacher that provide a focus for the key subject specific priorities that need addressing (twice per year)

The 'working at' grade will have three different ratings (sub grading's)

+ Mastered (securely working at grade, very few areas of weakness)

= Securing (working well at grade level with a few significant weaknesses)

- Developing (starting to work at target level but with a range of weaknesses or gaps in knowledge)

In year 9 for English, maths and science the teacher judgement of the current 'working at grade' will be replaced with a banded 'teacher estimate to the end of KS4'. This will provide an indication of the grade that the teacher thinks the student may achieve at the end of the GCSE based upon current indicators.

## KS4 reports (years 10 & 11)

Information that will be included in reports include

Overall

- Attendance % to date
- Number of lates to date

## KS4 Subject specific





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For each subject there will be ...

- A teacher judgment of the 'estimated GCSE grade' that the student may achieve in the subject at the end of the GCSE course
- A teacher judgement of student effort on a 0-3 scale. *See appendix table 2*
- A teacher judgement of student behaviour on a 0-3 scale. *See appendix table 2*
- A teacher judgement of the progress being made by the student. *See appendix table 3*
- A 'next step in learning comment' from the teacher that provide a focus for the key subject specific priorities that need addressing (twice per year)

The 'estimated GCSE grade' will have three different ratings (sub grading's)

+ secure grade– hopefully guaranteed of the grade, could potentially achieve the grade above

= insecure grade - intervention required to secure grade or boost to the next grade

- very insecure grade - a high level of intervention is required, the student is as likely to achieve the grade below

## Reporting information to Parents and Students – Form reports

In addition to the subject reports described above parents/carers will also receive a report that is written by the students' form tutor once per academic year. The published date for the full report varies for each year group but does coincide with year specific priorities. For example it may occur just after mocks for students in year 11 or during our options process for students in year 9.

## Parental Consultation Evening

Our organisation and arrangements for 'Parental Consultations Evenings' are also under review, changes will be shared as soon as possible.





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## Appendix Tables

**Appendix table 1: 1-9 GCSE grades**

<u>Reformed GCSE Grades</u>
9 (top 3.5% of the cohort)
8
7 ( 7 and above same proportion as A and above)
6
5 (new strong pass grade benchmark)
4 (new standard pass grade benchmark, equivalent to a old "C" grade at GCSE)
3
2
1 – (bottom of 1 lines up with the bottom of an old G grade)
P3 +, =, - <b>Pre GCSE grade</b>
P2 +, =, - <b>Pre GCSE grade</b>
P1 +, =, - <b>Pre GCSE grade</b>





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**Appendix table 2: Effort and behaviour statements for all reports**

		<b>Effort</b>	<b>Behaviour</b>
<b>3</b>	<b>Excellent</b>	<b>Consistently high level of effort, both in class and in homework.</b>	<b>Consistently high standard of behaviour and always ready to take a full part in lessons.</b>
<b>2</b>	<b>Good</b>	<b>A pleasing level of effort in homework and in class.</b>	<b>You are well-behaved and take part in lessons.</b>
<b>1</b>	<b>Room for improvement</b>	<b>You could be trying harder – either in class, in your homework or in both</b>	<b>You need to be corrected at times and/or you need to take part more in lessons.</b>
<b>0</b>	<b>Cause for concern</b>	<b>Not good enough, you need to try harder!</b>	<b>Not good enough, your behaviour needs to improve!</b>

**Appendix table 3: Teacher’s judgement of progress statements for all reports**

<b>Teacher’s judgement of progress</b>	
<b>3</b>	<b>Making rapid progress MRP</b>
<b>2</b>	<b>Making steady progress MSP</b>
<b>1</b>	<b>Making slow progress MLP</b>
<b>0</b>	<b>Serious concerns regarding progress SCP</b>

