



Nunnery Wood High School

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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 acts as a brief guide to our current practice.

Why 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- The old KS3 levels have been withdrawn by the DfE (Department for Education)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.
- The new grading's have been phased in nationally gradually replacing A* - G Grades. See *appendix table 1 for the new GCSE grade details*

When were the new GCSE's introduced

- **Phase 1** – Maths and English (1-9 GCSE's taken for the first time in summer 2017)
- **Phase 2** – Sciences, history, geography, languages, art and design, music, drama, dance, computer science, nutrition, physical education and EP (1-9 GCSE's taken for the first time 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 are based on GCSE Grades numbered 1-9.
- From September 2016 new KS3 students, studying non-core subjects, (DT, art, music, dance, drama, and physical education) have had targets set using baseline assessments at the start of year 7 or have had 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 GCSE 1-9 grading's.

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	November (most subjects), July (Eng, maths, sci)
10	Dec and March for English Literature, June / July for other subjects
11	Mocks session 1 -Nov/Dec, Mocks session 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 separate teacher judgement of student effort with classwork and homework on a 1-5 scale. *See appendix table 2*
- A teacher judgement of student behaviour on a 1-5 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





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KS4 Subject specific

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 separate teacher judgement of student effort with classwork and homework on a 1-5 scale. *See appendix table 2*
- A teacher judgement of student behaviour on a 1-5 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 shared on the school parental portal page. Parental Consultations Evenings are X band or Y band focused.





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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 old A grade 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 +, =, - Pre GCSE grade
P2 +, =, - Pre GCSE grade
P1 +, =, - Pre GCSE grade





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Appendix table 2: Effort and behaviour statements for all reports

	Attitude to learning		Behaviour
Summary	In the classroom	With homework	Compliance with the school code
5- Exceptional	You are completely focused at all times in lessons and you complete each activity to an exceptional standard. You model excellent independent and reflective learning.	You complete all homework tasks to an exceptional standard, beyond that of your peers. It is clear that you have worked independently, have persevered and have completed each task thoroughly.	You are a model student to whom other students look up. One who upholds the school code at all times. You are respectful and cooperative and you make a positive contribution to the school ethos.
4 - Above expectation	You are focused in lessons and complete activities to a high standard. You are a responsible learner and demonstrate independence and dedication to your work. You always take on board the comments made and use these effectively to improve your work.	You complete all homework tasks to a high standard. You have, at times, carried out independent activities to help you complete tasks and solve problems.	You are well behaved and uphold the school code. You are always respectful and cooperative in lessons and take personal responsibility for all of your actions.
3 - In line with expectation	You complete all activities in lessons to the expected standard. You demonstrate application and dedication to your work and respond to feedback.	All homework is completed to the expected standard.	You behave in lessons and follow the school code. You are respectful and cooperative.
2 - Below expectation	You are not currently working at the standard that is expected of students. Improvements in your effort and attitude towards classwork are required. At times work is not completed to a high enough standard. You rarely use the feedback provided to improve your work.	At times homework has not been completed to a high enough standard, or not completed at all. You have been sanctioned for this. Improvements are needed and you need to seek assistance when required.	At times your behaviour and conduct has not matched the school code. You may not have acted in a respectful or cooperative manner and have been sanctioned as a result. You need to be more responsible for your actions.
1 - Serious cause for concern	Your lack of application to classwork and completion of class activities is a serious cause for concern. Too often work is not completed or is of a very poor standard, below what is expected. Feedback is ignored or not utilised.	You rarely complete homework, or complete it to an acceptable standard. This is unacceptable. You have had numerous sanctions for this.	You regularly fail to adhere to the school code in lessons and you have had numerous sanctions as a consequence.





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UTC	Unfortunately, I am unable to comment on classroom attitude. A lack of attendance to subject lessons may be the reason for this.	Unfortunately, I am unable to comment on attitude towards homework. A lack of attendance to subject lessons may be the reason for this.	Unfortunately, I am unable to comment. A lack of attendance to subject lessons may be the reason for this.
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Appendix table 3: Teacher’s judgement of progress statements for all reports

Please note that the teacher’s judgement of progress relates to how the student is progressing through work covered during lessons and homework. The judgement does not necessarily relate to the ‘working at’ or ‘estimated grades’.

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

