



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

Key Stage 3 Assessments & Target Setting - PIE

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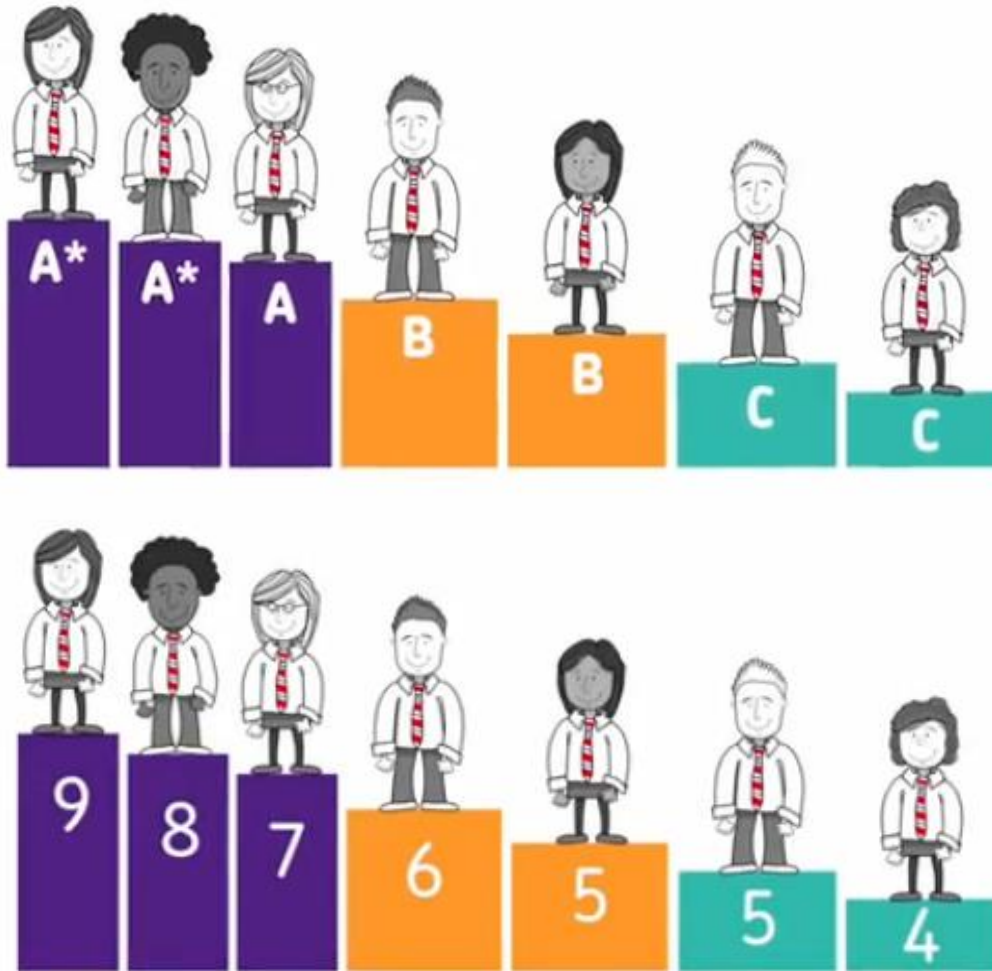
KS3 National Reforms

- Removed of national curriculum level descriptors since September 2014
- Need to deliver a curriculum relevant to our pupils
- Need an assessment system to check on progress
- IGS continued with levels based on 'old' NC levels

KS4 National Changes

- New style GCSEs lead by English and mathematics from September 2015
- Removal of coursework
- New grading structure
- Focus on 'academic' qualifications

Reformed GCSE Grades 9-1



Ofqual

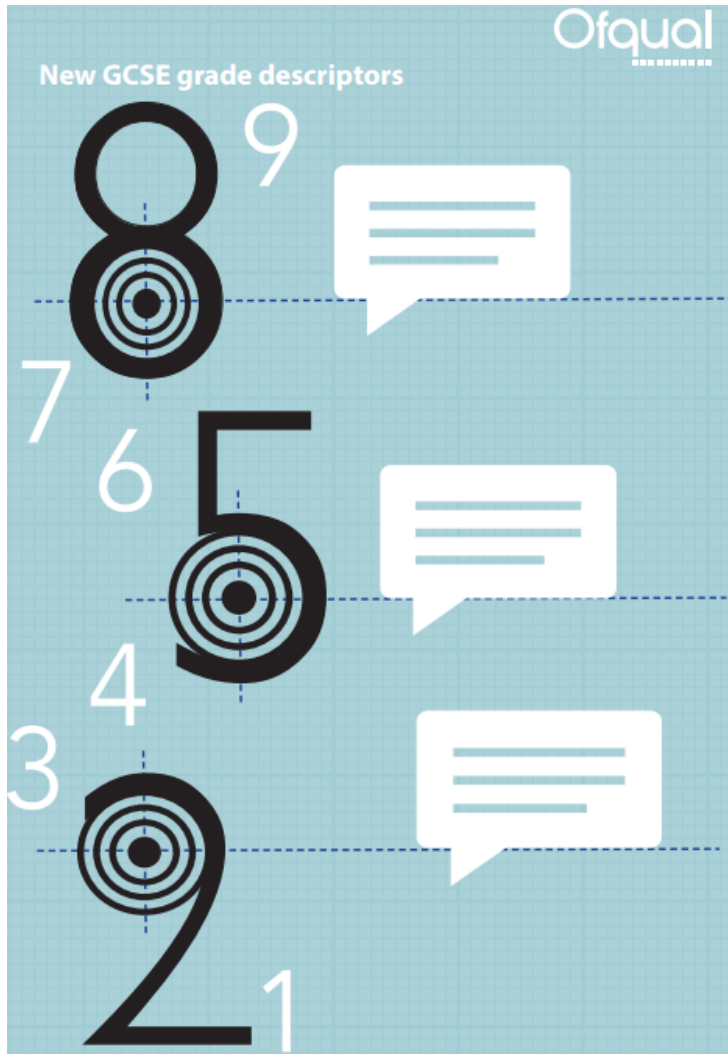
Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

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

AWARDING
4 and above = bottom of C and above

Grade descriptors



- 1-9 equivalent to the reformed GCSE

Benefits of using GCSE grades

- Assessment criteria can be used consistently within a subject through the years.
- Standardised assessment measures across all subjects.
- Ability to track progress within, and across, years.
- Clear assessment criteria.

Grade descriptors



- 1-9 equivalent to the reformed GCSE
- W (Working towards grade 1)
- F (Foundation)

Grade descriptors – English example

Sub-levels used within each grade

- **2+:** mastery of the grade 2 and working towards the next grade.
- **2:** secure in the grade.
- **2-:** grade unsecure.

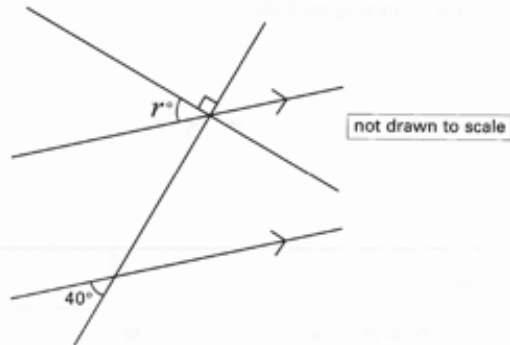
	Criteria
Foundation	<ul style="list-style-type: none"> o Mostly relevant ideas and content, brief comments o Some appropriate word choices o Ideas in sections, linked by content o Sentences usually have capital letters and full stops ABC . o Mainly simple sentences, some variation in openings o Usually correct spelling of simple high frequency words
Working towards	<ul style="list-style-type: none"> o Some appropriate ideas with some attempt to elaborate o Generally appropriate word choices o Some links between sentences within paragraphs/sections o Straightforward sentences usually demarcated with capitals, full stops, exclamation and question marks ABC . ! ? o Simple and compound sentences, reliance on simply structures sentences o Accurate basic spelling
1 Simple	<ul style="list-style-type: none"> o Simple communication of ideas, some clarity o Simple vocabulary o Simple structural features with attempt to paragraph o Evidence of conscious punctuation, commas used to separate clauses (not always accurately) ABC . ! ? , o Some variety in sentences with use of some subordinating connectives in complex sentences o Correct spelling of the majority of words used
2 Variety	<ul style="list-style-type: none"> o Communication of ideas is sometimes successful, attempt to match style/purpose o Begins to vary vocabulary o Paragraphs used although not always accurately o Sentences demarcated accurately, speech marks used ABC . ! ? , "hello" o Variety of sentence forms used with some success o Some accurate spelling of more complex words
3 Success	<ul style="list-style-type: none"> o Communication of ideas is mainly successful o Conscious use of vocabulary with some linguistic devices o Some use of paragraphs and linked ideas o Begins to use more ambitious punctuation, generally accurate ABC . ! ? "hello" ... () ; o Controlled use of a variety of sentence forms to contribute to overall effect

Grade descriptors – maths example

Grade	Skills	Number	Algebra	Measures & Data Handling
7	Pupils develop and follow alternative approaches, performing procedures accurately. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work. They examine generalizations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained.	<ul style="list-style-type: none"> * Fractional index numbers * Recurring decimals proof * Direct and inverse proportion 	<ul style="list-style-type: none"> * Rearranging complex formula * Quadratic formula * Factorising quadratics with coefficient of x^2 bigger than 1 * Algebraic proof * Exponential functions 	<ul style="list-style-type: none"> * Trigonometric graphs * Sine and cosine rules * Similarity * Histograms * Conditional and independent probability
8	Pupils can apply the majority of the content from grades 1 through to 7/8 that they have learned to solve these problems.	<ul style="list-style-type: none"> * Surds * Limits of accuracy 	<ul style="list-style-type: none"> * Completing the square * Perpendicular lines * Algebraic fractions * Quadratic simultaneous equations * Quadratic sequences * Composite and inverse functions 	<ul style="list-style-type: none"> * Pythagoras theorem in three dimensions * Trigonometry in three dimensions * Vectors
9	<p>Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and of alternative lines of enquiry or procedures.</p> <p>They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables.</p> <p>Pupils can apply all of the content from grades 1 through to 8 that they have learned to solve any type of complex problem they are presented with.</p>			

This is an example of a topic with a 'rough guide' of a grade 3 (angles on parallel lines)

In this diagram the two parallel lines are marked with arrows.

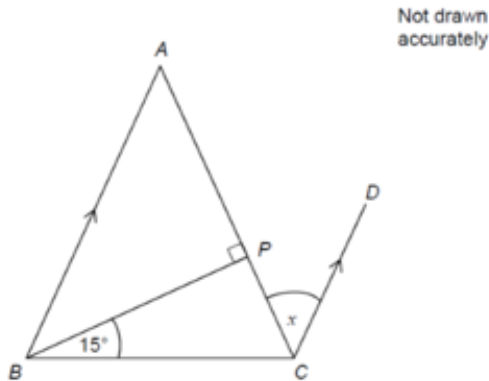


Work out the value of r

Then below, a much more difficult question, which requires knowledge of the above topic to fully develop and solve the problem.

ABC is a triangle with $AB = AC$

BA is parallel to CD .



Show that angle $x = 30^\circ$

[3 marks]

Grade descriptors – MFL example

Grade	Listening:	Speaking:	Reading:	Writing:
Foundation F	I can understand a few familiar words (F-), short phrases (F) & questions (F+) but many need some repetition & teacher gestures to help me.	I can say a few words (F-) or short phrases (F). I have good pronunciation (F+). I might sometimes need pictures or ask my teacher for help.	I can recognise and read out a few (F-) or a variety of (F) single words , with fairly accurate pronunciation (F+), using visual clues to help me.	I can copy and select
Working towards W	I can demonstrate understanding of some familiar words and phrases, spoken clearly and repeated if necessary.	I can say single words and short phrases with support. I can answer simple questions (W) &/or give descriptions using short set phrases (W+) .	I can demonstrate understanding of familiar words and phrases. I can understand various short phrases and read them out loud with mainly good pronunciation (W+) . I can also check the meaning of new words from the word list in my textbook.	I am able to copy correctly. I can copy and label items. I can write a few words.
1	I can demonstrate understanding of short phrases (Grade 1-) or longer sentences (Grade 1) and points from slowly spoken language which uses familiar vocabulary. I can pick out the main points from slowly spoken language also (Grade 1+).	I can answer simple questions (Grade 1-) I can also exchange simple answers to basic questions in brief dialogues (Grade 1) using the present tense in the 1 st person and/or the 3 rd person (1+)	I can demonstrate understanding of familiar words and phrases. I can also read familiar words and phrases aloud with an improving accent. I can understand a few (Grade 1-), many (Grade 1) most (Grade 1+) of the main points and personal responses contained in short passages of written French/Spanish with familiar language in simple sentences .	I can write accurately (Grade 1) using my own words. I can write a few words with verbs.
2	I can demonstrate understanding of main points and opinions from short passages using familiar vocabulary (Grade 2-), short phrases and common verbs in the present tense, spoken clearly (Grade 2). I can also understand a range of varied activities and opinions (Grade 2+).	I can ask and answer simple questions in the 1 st person and 3 rd (Grade 2-). I can also exchange simple opinions as well as take part in brief dialogues (Grade 2), using short phrases referring to the present tense and varied opinions (Grade 2+).	I can demonstrate understanding of main points in short texts using familiar language (Grade 2-). I can translate familiar words and short phrases into English (Grade 2). I can match sound to print by reading aloud words and phrases and varied opinions also (Grade 2+).	I can write with support. I can write simple words. I can write familiar words. I can write target language accurately and measure errors in longer texts.

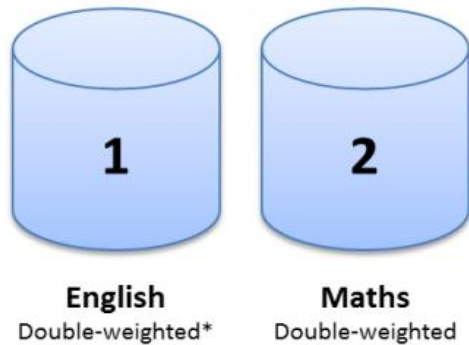
Grade descriptors – PE(rugby) example

- Bronze, Silver, Gold and Platinum

Catching	I can catch the ball on a few occasions when not under pressure.	I can often catch the ball, and I can sometimes catch it whilst under a little pressure.	I can catch the ball whilst under pressure.
Running	I can run with the ball and pass accurately most of the time.	I can run with the ball, and sometimes beat opponents. I pass accurately most of the time.	I usually beat opponents. I am beginning to use changes of speed. I nearly always pass accurately.
Tackling	I can sometimes tackle an opponent.	I can usually tackle an opponent.	I can successfully use different types of tackle.
Ruck	I know about the Tower Of Power (TOP) body position needed to ruck. I can stand over the ball in a ruck	I have a good understanding of the Tower Of Power (TOP). I can stand over the ball in a good TOP position	I can perform the Tower Of Power position well and perform the TOP position over the ball in almost every ruck.
Scrum	I know about the Tower Of Power (TOP) body position needed to scrum. I can scrum age uncontested 1v1.	I have a good understanding of the Tower Of Power (TOP). I can scrum in a good TOP position 1v1 and 2v2 most of the time when contested.	I can perform the Tower Of Power position well and perform the TOP position in contested scrums in almost every scrum 3v3
Rules	I know the basic rules.	I know the rules but find it difficult to apply them as a referee.	I can apply the rules in a game situation.
Physical capacity	I have limited physical capacity (ie speed, stamina, strength and flexibility) to cope with the demands of the activity.	One area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.	More than one area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.
Mental capacity	I have the confidence to have a go and I can face challenging situations with help.	I am determined to succeed. I can deal with a few challenging situations, but I find it difficult to deal with my emotions.	I am determined to succeed, I keep going in most challenging situations, and I can deal with my emotions most of the time.

How Progress is Measured

- The Government School Performance Tables now use 'Progress 8'
- Our Progress 8 figure in 2016 was +0.30



*Higher score of English Language or English Literature double-weighted if a student has taken both qualifications

Target Setting – Year 7 (CHECK)

- Based on Progress 8
- Aspirational targets for the end of Key Stage 4
- What about students without Key Stage 2 scores?

2016 KS2	GCSE Grade
N	1
80	2
82	3
88	4
91	4
94	5
97	5
100	6
103	6
106	7
109	7
112	8
116	8
119	9
120	9

Target Setting – Flightpath (Core)

- End of Year targets
- Specific for subject

KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	GCSE Result
N	F	F	W-	W+	1	1
80	F	W	1-	1+	2	2
82	W	1	2-	2+	3	3
88	1-	2-	2+	3	4	4
91	1	2	3-	3+	4+	4
94	1+	2+	3	4	5	5
97	2-	3-	3+	4+	5+	5
100	2	3	4-	5	6	6
103	2+	3+	4	5+	6+	6
106	3-	4-	5-	6	7	7
109	3	4	5	6+	7+	7
112	3+	5-	6-	7	8	8
116	4	5	6	7+	8+	8
119	4+	6-	7-	8	9	9
120	5	6	7	8+	9+	9

Students

- Student friendly descriptors.
- Assessment and feedback clearly linked to criteria.
- Monitor their own progress.

Reporting to Parents

- Clear information about assessment methodology on the website.
- Progress of your child can be monitored.
- 3 tracking reports per year.