



# Anthony Gell School

## A Parent's Guide to Assessment Information 2021-22

This document explains how we will assess and report information about your child's progress from Year 7 through to Year 13.

Each child is unique and will make progress according to their talents and abilities. We know that the best way to progress in learning is to work hard, be positive and both seek and accept support from both teachers and parents. By working together, it is much more likely a child will reach their potential and will enjoy the widest possible range of choices in later life.

*Please note: assessment data is formally released to students and parents at the end of each term (3 x yearly). Mid-term data is collected internally to support student learning and intervention and may not reflect the full range of assessment which take place across the complete term.*

***Data release dates:***

*Autumn Term: 15<sup>th</sup> December 2021*

*Spring Term: 6<sup>th</sup> April 2022*

*Summer Term: 11<sup>th</sup> July 2022*

## **Key Stage 3: Years 7, 8 & 9**

We will assess your child's progress against a **Progress Pathway**. This pathway will indicate the outcomes your child may go on to achieve in their GCSEs at the end of Year 11.

In Year 7, we will use a range of assessment data to calculate a likely end point of your child's progress pathway. In the absence of the Year 6 national tests in 2020 and 2021, most of our Y6 partner schools have provided us with an assessment of your child's abilities in reading, writing and maths. We have used this information, along with our own initial teacher observations of your child's abilities to help set initial subject targets. We also use the outcomes of the Cognitive Ability Tests (CATs) your child sits in September of Year 7 to help us to make decisions about your child's learning.

The Progress pathway grade will be given in a range between 9 to 1. The table below shows the full range of available GCSE grades, with grade 9 being the highest.

Progress Pathway grades	<b>1/2</b>	<b>2/3</b>	<b>3/4</b>	<b>4/5</b>	<b>5/6</b>	<b>6/7</b>	<b>7/8</b>	<b>8/9</b>
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In Key Stage 3, we will give you an indication of what the most likely GCSE grade your child is likely to achieve in each subject i.e. what they are working towards and we will indicate a band rather than an exact grade. Once we have done this we will report regularly on whether your child is on track to achieve this or not. The band is expressed as a pair of 9 to 1 grades e.g. 4/5 or 6/7. *The lower of the two grades reflects the most likely progress of similar students nationally. The higher grade is an aspirational target which can be achieved if your child tries their best in each lesson and makes progress at a faster rate.*

### **What information will you receive?**

At each assessment point (at least 3 times per year aligned with the end of each full term), you will receive a Teacher Assessment of your child's progress. This will be based on formal assessments (tests), other marked work, oral assessments and classroom observations. Teaching staff will then assess how your child is progressing against their Progress Pathway and will select a progress descriptor as shown in the table below:

Progress Pathway	Progress Descriptor	What does this mean?
e.g. 4/5	<b>Well Above Target</b>	My child is working well above their expected level and is likely to exceed both pathway target grades at GCSE
	<b>Above Target</b>	My child is working above their expected level and is likely to achieve the higher pathway target grade at GCSE
	<b>On Target</b>	My child is working at their expected level and is very likely to achieve their pathway target grade at GCSE
	<b>Below Target</b>	My child is working below their expected level and is likely to achieve the lower target grade or below at GCSE
	<b>Well Below Target</b>	My child is working well below their expected level and is likely to achieve a lower grade at GCSE than expected

You will receive a progress descriptor (as shown in the table above) for each of your child's subjects and this will show how they are working and progressing across the curriculum.

## Can my child's Progress Pathway change?

If your child is consistently achieving 'above' or 'well above' target then the school will consider altering their Progress Pathway to reflect this. This could mean that they move on to a higher pathway and shows we believe they will go on to make more progress than was initially expected.

Our new Year 7 cohort (2021-22), along with our current Year 8's, do not have outcomes from the Year 6 national tests to inform their target grades (progress pathways). As a result, we will review our targets more frequently to allow changes to be made if we see learning which teachers feel should result in a different set of target grades.

## Effort grades:

We will also collect effort grades from your child's teachers and we consider these to be very important. It is true to say that most children will achieve their full potential if they work hard, contribute and seek support in their learning.

Effort grade	What does this mean?
<b>A</b>	Outstanding effort, excellent contribution to learning and progress
<b>B</b>	Good effort, a promising contribution to learning and progress
<b>C</b>	Effort is variable and progress is lower than expected
<b>D</b>	Rarely shows a good level of effort with little progress being made
<b>E</b>	Disengaged from learning and no progress being made

## Key Stage 4: Years 10 and 11

For most GCSE courses the GCSE grading system is based on the 9 to 1 scale. When your child collects their final qualification exam grades they will receive grades according to the new system and not the old (with several exceptions e.g. BTEC qualifications). In the new grading system 9 is the top and 1 is the bottom of the grade awards on offer.

There is no direct comparison between the old A\* to G and the new 9 to 1 grading systems but we can draw relationships between them. These are shown in the table below.

### Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5 <b>STRONG PASS</b>	
4 <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U

The Government benchmark for a **standard pass** (high grade) at GCSE is a grade 4. Previously (under the old A\* to G grading structure) the Government considered a grade C as a higher GCSE grade. As shown in the table on the previous page, a grade 5 is now called a **strong pass** at GCSE. This is a higher grade than the old C grade and is more challenging to achieve.

**BTEC, and other vocational qualifications** use a related grading system including a range of grades shown below:

Grade	Equivalent points score (when compared to the 9 to 1 grade system (see above))
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Pass	1.25

Your child will receive assessment data according to this scale from each of their teachers. The following table describes the different types of information we collect in Key Stage 4:

Assessment type		Data entry		
<b>Aspirational target (GCSE grade)</b>	This will be a <b>whole numerical grade</b> using the GCSE 9 to 1 Grading (or equivalent) This reflects the grade your child could achieve if they work hard consistently and make good progress.			
<b>Assessment grade</b>	This will be a <b>whole numerical grade</b> reflecting the outcome of recent assessments e.g. mock exams and coursework			
<b>Predicted grade</b>	This can be a whole grade or the new equivalent of the old 'slash' grade. Grades will be available using a "+" or "-" to reflect the lower or upper part of the scale. It is preferable to commit to a whole grade for most students			
	<b>Example</b>	5-	Equivalent to 5/4	On the border between grades but more likely to achieve the lower grading
		5	Firm grade	Highly likely to achieve this grade
		5+	Equivalent to 5/6	On the border between grades but more likely to achieve the higher grading

### Effort grades:

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## Year 12 and 13.

The grading system used at A level has not changed since 2016 and there will be no change in the way we report progress to you. All subjects will report progress using one of two scales as shown in the table below:

Academic A Levels	Vocational A Levels
A* to G	Distinction * Distinction Merit Pass

When reporting progress we will collect the following data:

Assessment type	Data entry
<b>Aspirational target grade</b>	This will be a <b>whole numerical grade</b> using the grading systems above (or equivalent) This reflects the grade your child could achieve if they work hard consistently and make good progress. Target grades are generated from a student's average GCSE points score and are calculated to match the progress expected of the top 25% of similar students nationally.
<b>Assessment grade</b>	This will be a <b>whole numerical grade</b> reflecting the outcome of recent assessments e.g. mock exams and coursework
<b>Predicted grade</b>	This can be a whole grade or the new equivalent of the old 'slash' grade. Grades will be available using a "+" or "-" to reflect the lower or upper part of the scale. It is preferable to commit to a whole grade for most students

### Effort grades:

We will also collect effort grades from your child's teachers and we consider these to be very important. It is true to say that most children will achieve their full potential if they work hard, contribute and seek support in their learning.

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## How Can I Find out about my child's progress?

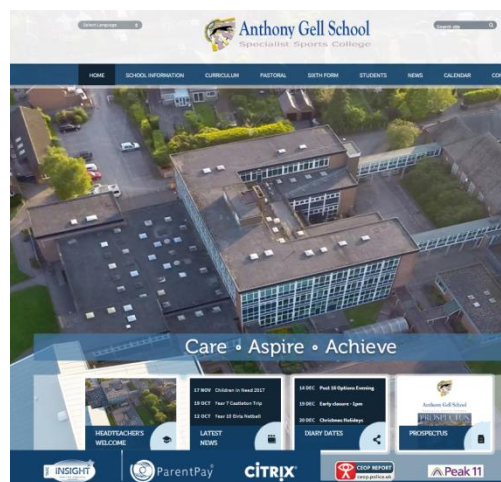
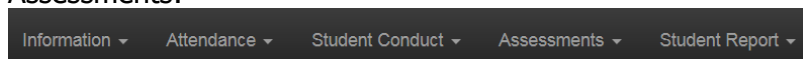
We will upload your child's progress scores onto our parents 'Insight' facility. You can find this by accessing the school's website:

<http://www.anthonygell.co.uk/>

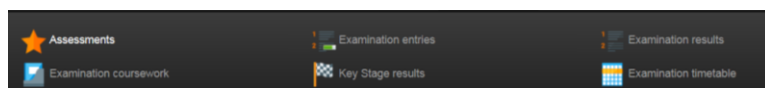
Then, click on the INSIGHT link within the home screen of the website:

Logon using your unique logon, which you should already have received from the school. If you do not have these details, please contact the school

On the menu at the top of the page select Assessments:



Next, select Assessments from the drop down menu:



You will then see all your child's assessment grades in subject alphabetical order and then in time order (most recent first):

Aspect	Result block	Result Date	Result
<b>Art</b>			
Art Achievement Level KS3	Summer Half Term 2 2016	23/06/2016	5+
Art Effort Grade KS3	Summer Half Term 2 2016	23/06/2016	A
Art Achievement Level KS3	Spring Half Term 2 2016	10/03/2016	5+
Art Effort Grade KS3	Spring Half Term 2 2016	10/03/2016	A
Art Achievement Level KS3	Autumn Half Term 2 2015	23/11/2015	5-
Art Effort Grade KS3	Autumn Half Term 2 2015	23/11/2015	A
<b>Dance</b>			
Dance Achievement Level KS3	Summer Half Term 2 2016	06/07/2016	5+
Dance Effort Grade KS3	Summer Half Term 2 2016	06/07/2016	A
Dance Achievement Level KS3	Spring Half Term 2 2016	22/03/2016	5+
Dance Effort Grade KS3	Spring Half Term 2 2016	22/03/2016	A
Dance Achievement Level KS3	Autumn Half Term 2 2015	04/12/2015	4+
Dance Effort Grade KS3	Autumn Half Term 2 2015	04/12/2015	A
<b>Drama</b>			

### **How do I contact the school if I have concerns over my child's progress:**

If you have a general question, please contact your child's tutor in the first instance. If you have a specific question you can contact your child's subject teacher. Either call the school on **01629 825577** or email [enquiries@anthonygell.co.uk](mailto:enquiries@anthonygell.co.uk) stating the name of the member of staff you would like to communicate with.