



26 May 2023

Dear Parent/Carer,

### **Developing our assessment model**

A characteristic of our schools and our Trust is that we regularly review our practice, always on the lookout to improve our provision for our pupils and students.

In October 2022 you may remember that Graham Attridge, Trust Lead for Assessment and Reporting, wrote to parents regarding our continued commitment to improve the way that we assess the academic achievement of pupils and students and how we report to parents.

This focused on two specific areas:

- How we assess student's progress – especially in key stage 3, and how we report this to you
- How we report to you about your child's engagement in lessons and their attitudes to learning

Following significant research in a cross-Trust working party with representatives from each of the secondary schools, we are now able to ask parents for some feedback on our proposed changes to assessment and reporting, which we plan to introduce for September 2023.

### **Proposed Changes** (Further detail can be found in **Appendix 1**)

- **For students in key stage 3, we will move to a point in time assessment (PITA) approach, replacing the current "flightpath" approach.**
  - Instead of a number, the current attainment of a student will be reported to parents using 4 terms: excelling, deepening, securing, and beginning. (see **Table 1**).
  - A student makes progress if they receive the same descriptor in consecutive data collection points as the curriculum will have progressed and so pupils will need to "know more and remember more". This change reflects best-practice in assessing a child's progress in learning during their time in school.
- **For students in key stage 3, we will remove "end of year 11" target grades.**
- **For key stage 4 and 5 students:**
  - a) We will provide one benchmark grade which will act as a target grade using the relevant examination grading system (e.g. 1-9 at GCSE, A\*-E at A-level).
  - b) We will give a predicted attainment grade, using the relevant examination grading system.
  - c) At KS4, the predicted grades 7, 8 and 9 will be reported as 7+.
- **We will introduce "Attitude to Learning" criteria and remove "behaviour for learning" statements/codes when reporting to parents.**

A suggested report format can be found in **Appendix 2**.

We would welcome your feedback and comment on these proposals. Please click [here](#) to complete a short feedback survey by **Thursday 8 June**.

The feedback will be collated and reviewed, with appropriate amendments made following agreement by the Trust Educational Leadership team in June. The final version will be agreed by the Board of Trustees in July and shared with parents in September.

Yours sincerely



Andy Johnson  
Executive Director of Education



Sara Elliss  
Director of Curriculum and Continuous  
Improvement

## **Appendix 1: Proposed changes – further detail**

### **1. KS3 will move to a point in time assessment (PITA) approach, replacing the current flightpath approach.**

Point in time assessment is an approach which measures how well a student has understood the pre-determined, age-appropriate curriculum at a given point (which we call a data collection point or DCP). This approach embeds the concept that the curriculum is clearly sequenced, and gets progressively more challenging, towards curricular goals or outcomes and is committed to long term memory. i.e. the curriculum is the progression model, we assess how much of the curriculum has been learnt. This is a continuation of the effective assessment approach used in mainstream primary schools.

A member of staff would assess the student's CURRENT attainment against the curriculum which has been taught up to that point.

A student would have made progress if they receive the same descriptor in consecutive data collection points as the curriculum will have become more difficult. If a student is Beginning in a subject, it would highlight the need for further teacher support or intervention to enable the student to have a secure understanding of the content covered up to that point.

### **2. Benchmark grades for KS4 and KS5 students only, removal of target grades for KS3.**

As a student approaches their summative examination it becomes increasingly important to monitor their progress against the examination board criteria and to use this to make a judgement regarding a student's predicted grade towards a suggested outcome. At the start of each key stage students will receive their FFT5 benchmarks and be given an opportunity to reflect on these.

A member of staff will record in Bromcom a PREDICTED attainment measure (ie what they think that the student will eventually achieve) at KS4 and KS5. Predicted attainment can go up and down throughout the key stage.

At key stage 4, predicted attainment would be given in individual grades up to and including Grade 6. Grades 7, 8 and 9 would be reported as Grade 7+. PPE grades would report Grades 1-9 as children can attain these individual grades on an examination paper. For students who have not reached the required standard at KS4 or KS5 to obtain a grade, a U grade would be issued.

### **3. Introduction of Attitude to Learning criteria, removal of Behaviour for Learning.**

From September 2023, the Behaviour for Learning codes/statements will no longer be used and instead a teacher will need to make a judgement regarding the child's Attitude to Learning (ATL) (**Table 2**). For more detailed and relevant improvement suggestions, parents will continue to be directed to look at their child's books.

## Appendix 2: Suggested report to parents

NAME: XXXXX

TUTOR: 8XX

ATTENDANCE: 100%

SUBJECT	AUTUMN		SPRING		SUMMER		TEACHER
	CURRENT ATTAINMENT	ATTITUDE TO LEARNING	CURRENT ATTAINMENT	ATTITUDE TO LEARNING	CURRENT ATTAINMENT	ATTITUDE TO LEARNING	
English	Securing	1	Deepening	2	Securing	2	Mrs English
Maths	Deepening	2	Securing	3	Deepening	2	Mrs Maths
Science	Deepening	2	Deepening	2	Deepening	2	Ms Science
Art	Beginning	4	Beginning	3	Beginning	4	Mr Art
Computer Science	Beginning	2	Beginning	2	Securing	2	Mr Comp
Drama	Beginning	3	Beginning	4	Beginning	3	Mr Drama
French	Beginning	3	Beginning	3	Beginning	3	Mrs French
Geography	Excelling	2	Excelling	2	Excelling	2	Ms Geog
History	Deepening	1	Deepening	1	Excelling	1	Mr History
Music	Excelling	2	Excelling	2	Excelling	2	Miss Music
PE	Beginning	4	Beginning	4	Beginning	4	Miss PE
Religion	Excelling	1	Excelling	1	Excelling	1	Mr RE
Technology and Design	Securing	2	Securing	2	Securing	2	Miss Design
Technology Food	Deepening	2	Excelling	2	Deepening	2	Mr Food

## Current Attainment

Each subject has age-appropriate curriculum which has been designed to support all children develop and improve their knowledge and skills of the subject. The contents of this curriculum can be found on the school website. For information on how your child can improve, please check the feedback in their books.

Description	Definition
<b>Excelling</b>	Your child has demonstrated knowledge and understanding well beyond the age-appropriate subject curriculum and associated skills.
<b>Deepening</b>	Your child has a deepening knowledge and understanding of the age-appropriate subject curriculum and associated skills.
<b>Securing</b>	Your child has a secure knowledge and understanding of the age-appropriate subject curriculum and associated skills.
<b>Beginning</b>	Your child is beginning to work towards the age-appropriate knowledge and understanding of the subject curriculum and associated skills.

Table 1: Proposed KS3 assessment terms and definitions

\*N.B. Colours are not yet confirmed

## Attitudes to Learning

Description	Definition
1	<ul style="list-style-type: none"> <li>Classwork and homework demonstrate a love of learning and a high level of enthusiasm and dedication.</li> <li>Listens very well in lessons and willingly seeks feedback to further their understanding.</li> <li>Is always prepared and prompt for lessons, never needs reminding of expectations and is always on task.</li> </ul> <p><b>Learners produce work which is above and beyond teachers' expectations. These learners are likely to make much better progress than their peers.</b></p>
2	<ul style="list-style-type: none"> <li>Classwork and homework demonstrate an enjoyment of learning and perseveres when work is challenging.</li> <li>Listens well in lessons and responds positively to feedback to further their understanding.</li> <li>Is typically prepared and prompt for lessons, rarely needs reminding of expectations and is usually on task.</li> </ul> <p><b>Learners produce work that is in line with teachers' expectations. These learners are likely to make expected progress</b></p>
3	<ul style="list-style-type: none"> <li>Classwork and homework demonstrate a passive approach to learning except when pushed and may give up quickly.</li> <li>Does not listen sufficiently in lessons and responses to feedback are limited.</li> <li>Is sometimes prepared and prompt for lessons and/or may need reminding of classroom expectations.</li> </ul> <p><b>Learners produce work that is below teachers' expectations. These learners are likely to make less than expected progress.</b></p>
4	<ul style="list-style-type: none"> <li>Classwork and homework demonstrate a poor attitude to learning which may be perceived as a lack of effort, avoiding challenge.</li> <li>Does not listen sufficiently in lessons and may not respond to feedback.</li> <li>Is often unprepared or late to lessons and/or may frequently need reminding of classroom expectations.</li> </ul> <p><b>Learners produce work that does not represent their ability and/or their teachers' expectations. These learners are likely to make little to no progress.</b></p>

Table 2: Proposed Attitude to Learning criteria