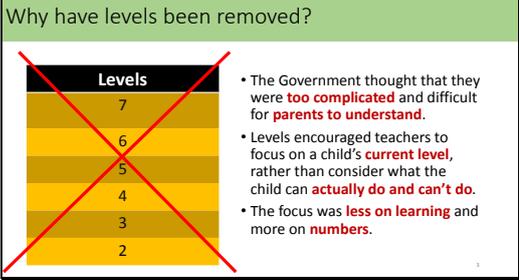
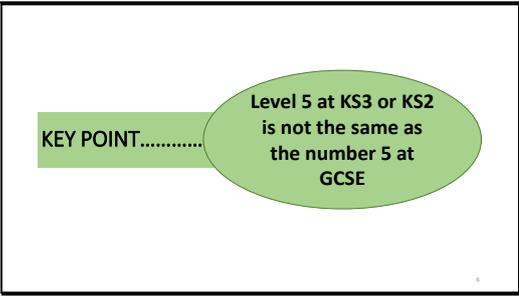
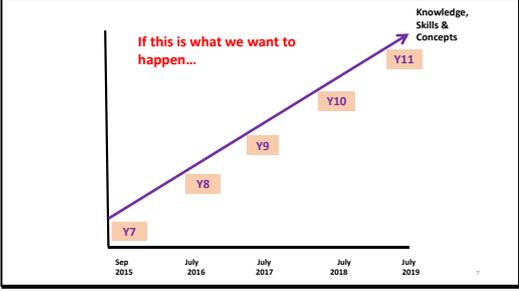
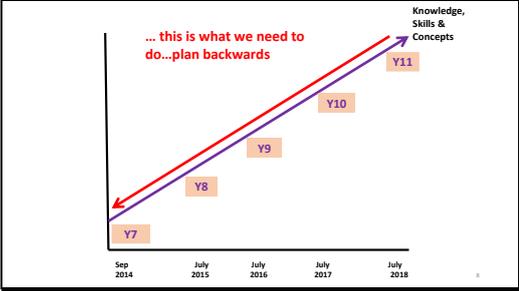
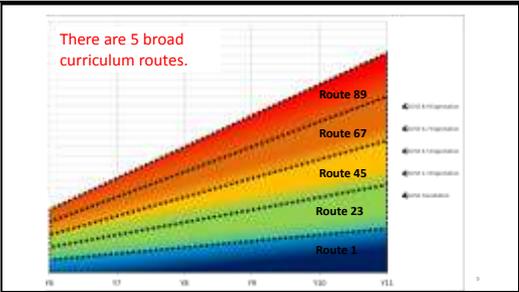
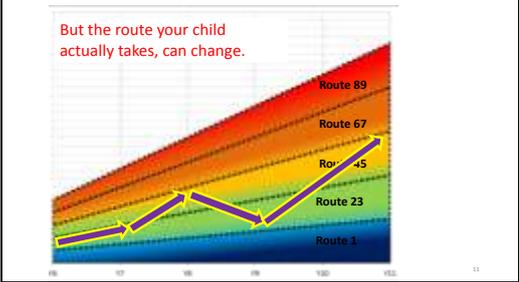


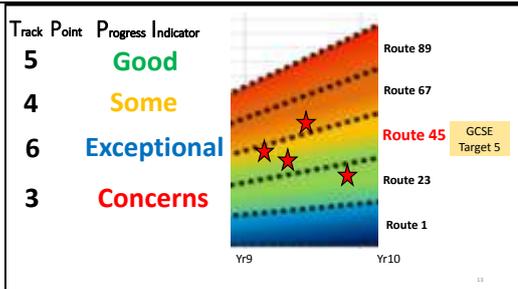
<p>Slide 1</p>		
<p>Slide 2</p>	<ul style="list-style-type: none"> •Why have KS3 levels been removed? •What is the new GCSE national grading system? •How will we now report to parents and how will you know how well your child is doing? •Where can I find out more? 	
<p>Slide 3</p>	<p>Why have levels been removed?</p>  <ul style="list-style-type: none"> • The Government thought that they were too complicated and difficult for parents to understand. • Levels encouraged teachers to focus on a child's current level, rather than consider what the child can actually do and can't do. • The focus was less on learning and more on numbers. 	<p>Levels are now gone at KS3. Levels will be gone in 2016 at KS2.</p> <p>It is now up to each school how they assess the learning and progress of their students.</p>

<p>Slide 4</p>	<p>What are the changes to GCSE?</p> 	<p>For students in Years 7, 8 and 9 the traditional GCSE grades (A*-G) will no longer be used.</p>																				
<p>Slide 5</p>	<p>The New GCSE Grading System</p> <table border="1" data-bbox="288 797 807 1014"> <thead> <tr> <th>OLD GCSE GRADE</th> <th>NEW GCSE GRADE</th> </tr> </thead> <tbody> <tr> <td>Top 20% of A* will achieve a grade 9</td> <td>9</td> </tr> <tr> <td>A+/A*</td> <td>8</td> </tr> <tr> <td>A</td> <td>7</td> </tr> <tr> <td>B/B+</td> <td>6</td> </tr> <tr> <td>C+/B-</td> <td>5 = new good pass</td> </tr> <tr> <td>C-/C</td> <td>4</td> </tr> <tr> <td>E+/D</td> <td>3</td> </tr> <tr> <td>F/E</td> <td>2</td> </tr> <tr> <td>G/F-</td> <td>1</td> </tr> </tbody> </table>	OLD GCSE GRADE	NEW GCSE GRADE	Top 20% of A* will achieve a grade 9	9	A+/A*	8	A	7	B/B+	6	C+/B-	5 = new good pass	C-/C	4	E+/D	3	F/E	2	G/F-	1	<p>The new national GCSE grading system is based on the numbers 1 – 9. The table above shows the link between the old letter and new number grades.</p> <p>It should be noted that whereas in the old system Grade C and above was defined as a good pass grade, in the new system it is Grades 5 and above.</p> <p>As levels are gone and there is now a new GCSE grading system we have developed a new assessment system that is based on GCSE grades 1 - 9 which covers years 7 to 11 as will be explained later.</p>
OLD GCSE GRADE	NEW GCSE GRADE																					
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E+/D	3																					
F/E	2																					
G/F-	1																					
<p>Slide 6</p>																						

<p>Slide 7</p>		<p>So with levels at KS3 gone and new GCSEs coming in, what have we planned at Rushey Mead School?</p> <p>We know that children come into school and after 5 years in year 11, they take their GCSE exams to see how much they have learnt over the last 5 years...</p>
<p>Slide 8</p>		<p>.... so... as we know what knowledge, skills and concepts are needed in year 11 to be successful, we have planned our 5 year curriculum backwards from year 11 to year 7.</p> <p>This ensures that all age appropriate knowledge, skills and concepts needed to be successful at GCSE can be covered.</p>
<p>Slide 9</p>		<p>Our planning led to 5 broad curriculum routes as shown above.</p> <p>So for example, in Curriculum Route 45 we cover all the knowledge, skills and concepts needed to achieve success at GCSE Grades 4 and 5.</p> <p>Each child will initially be placed on a route according to a wide range of information that we have about the child.</p> <p>Your child maybe on different routes for different subjects.</p> <p>Although this Rushey Mead Assessment Framework is bespoke to meet the needs of your children, we have worked with other City schools and they are doing something similar.</p>

<p>Slide 10</p>	<p>So, what does this mean for your child?</p> <ul style="list-style-type: none"> • Teachers will have the freedom to help your child learn even better. • The curriculum has become more focussed and directly linked to GCSEs – seamless transition from KS3 to KS4. • Focusses our energies on the absolute key concepts and ideas that matter for GCSE. • We will have the flexibility to do GCSE standard work at a young age, if appropriate. • It allows exceptional progress to be acknowledged no matter what the starting point. • Before progress was shown by numbers increasing; level 2, 3, 4 etc. In this model the 'progress indicator' tells you and your child, if the student is making good progress or not. 	
<p>Slide 11</p>	<p>But the route your child actually takes, can change.</p> 	<p>A child will not necessarily stay on the same route throughout their 5 years at Rushey Mead School.</p> <p>A child may be assigned Route 23 when they come into year 7 and they work very hard and move up to Route 45 in year 8, so they are now aiming for grade 4/5.</p> <p>Then for example, for some reason, they do not work so hard and drop down to Route 23 in year 9.</p> <p>Finally in years 10 and 11 they decide to change improve their attitude to learning and so make excellent progress ending up with a GCSE Grade 5</p>
<p>Slide 12</p>	<p>Knowing how well your child is doing</p> <ul style="list-style-type: none"> • Your child will be given their Route Number and a GCSE target in year 9 (based on what we know about them already) • On a regular basis, teachers will assess their work and give them a Track Point score • They will also be given a Progress Indicator 	<p>A child's Route Number, GCSE Target, Track Point and Progress Indicator all work together to describe how well that child is doing.</p> <p>This is shown on the next slide</p>

Slide 13



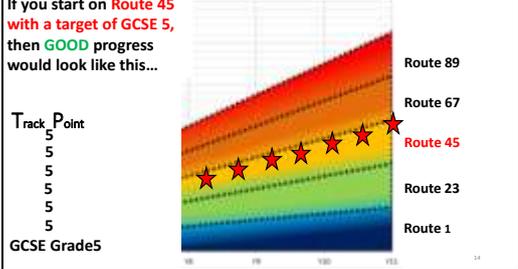
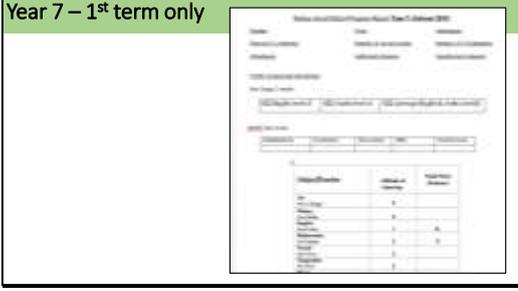
For example, A year 9 child is Route 45 with a GCSE Target of 5

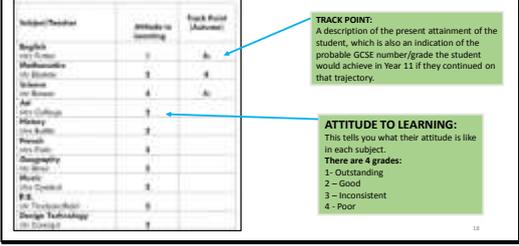
In their first assessment in year 9 they show that they have mastered the Route 45 skills, knowledge and concepts. As they have done very well in the assessment, the teacher gives them a track point 5 and the Progress Indicator would be GOOD as they are showing good progress towards their final GCSE target.

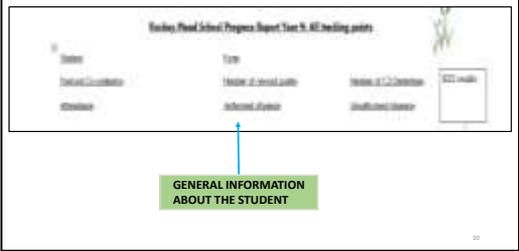
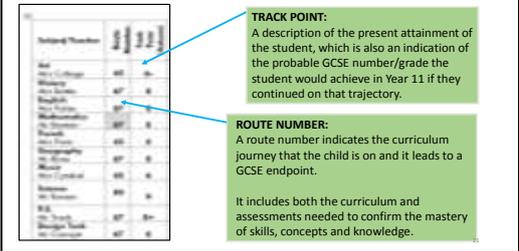
In the second assessment, perhaps because they do not make as much effort, they are given a track point of 4. This means that they have understood the Route 45 skills, knowledge and concepts for that topic but have not mastered them. This means that they are not on target to achieve a Grade 5 at GCSE in Year 11 therefore they are only making SOME progress and their progress indicator would show this.

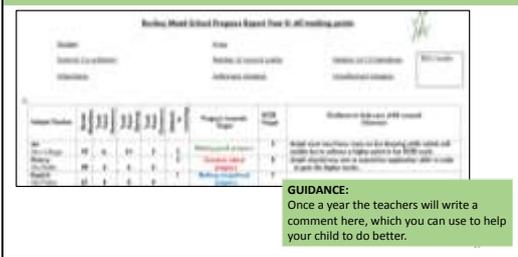
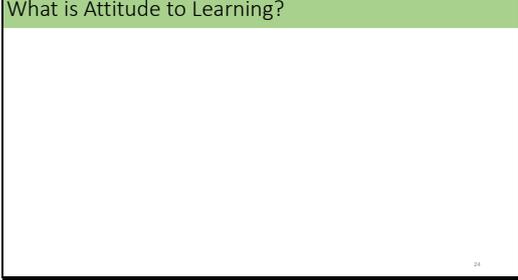
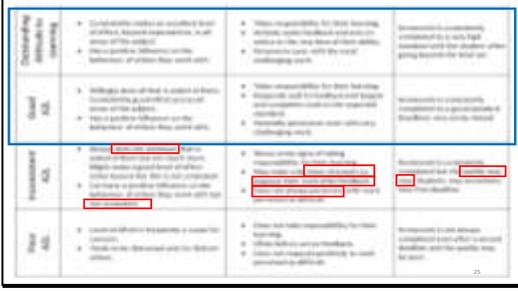
In the third assessment they show that they have acquired many of the skills, concepts and knowledge on Route 67 so their teacher gives them a Track Point of 6. This means that if they continued in that way they could achieve a GCSE grade 6 at the end of year 11, which is above their target of Grade 5. This means that their Progress Indicator would be EXCEPTIONAL.

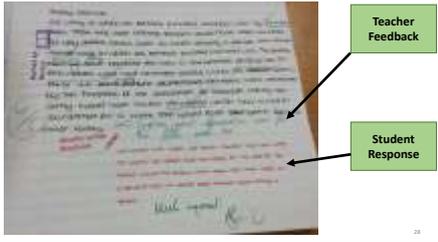
Of course if something happens and the child shows that they are only mastering the skills, knowledge and concepts of Route 23, then their Track Point would be 3 and their Progress Indicator would show that we have serious CONCERNS about their work and progress.

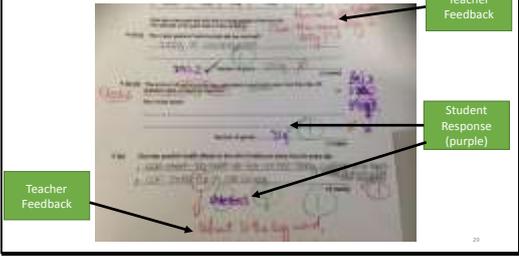
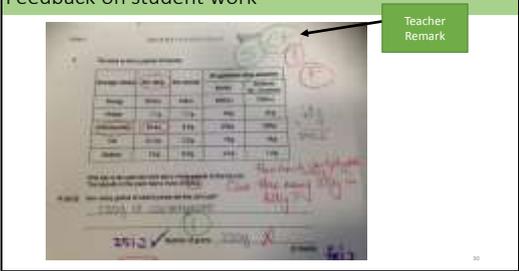
<p>Slide 14</p>	<p>If you start on Route 45 with a target of GCSE 5, then GOOD progress would look like this...</p>  <p>Track Point 5 5 5 5 5 5 GCSE Grade5</p> <p>Route 89 Route 67 Route 45 Route 23 Route 1</p>	<p>In the old system of levels you would expect progress to be shown by students achieving higher and higher levels. However, in our new Rushey Mead Framework, if a student was initially allocated to Route 45 with a GCSE Target of 5 and they consistently achieved a Track Point of 5, they would be making GOOD progress towards their final GCSE Target.</p>
<p>Slide 15</p>	<p>What will our new reports to parents look like?</p> 	
<p>Slide 16</p>	<p>Year 7 – 1st term only</p> 	<p>In the first term of year 7, we focus on a child's attitude to learning. This is explained in more detail later.</p> <p>Only in mathematics, English and science will be assessed and given a Track Point.</p>

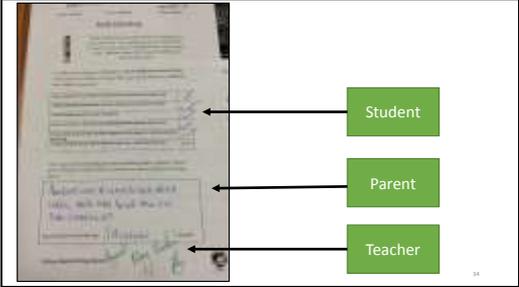
<p>Slide 17</p>	<p>Year 7 – 1st term only</p> 	<p>Each report contains some standard information about a child such as their attendance and number of reward points.</p> <p>Note that the Midyis Test is a standard way of assessing a child's ability across a range of learning areas. A Midyis scores of 100 is average compared to all children nationally.</p>
<p>Slide 18</p>	<p>Year 7 – 1st term only</p>  <p>TRACK POINT: A description of the present attainment of the student, which is also an indication of the probable GCSE number/grade the student would achieve in Year 11 if they continued on that trajectory.</p> <p>ATTITUDE TO LEARNING: This tells you what their attitude is like in each subject. There are 4 grades: 1- Outstanding 2 – Good 3 – Inconsistent 4 – Poor</p>	<p>Attitude to learning is explained in some detail later.</p>
<p>Slide 19</p>	<p>Parent Reports: Year 7 term 2 and 3, year 8 and year 9</p> 	<p>The following slides explain the report in more detail.</p>

<p>Slide 20</p>	<p>Parent Reports: Year 7 term 2 and 3, year 8 and year 9</p> 	<p>Each report contains some standard information about a child such as their attendance and number of reward points</p>
<p>Slide 21</p>	<p>Parent Reports: Year 7 term 2 and 3, year 8 and year 9</p>  <p>TRACK POINT: A description of the present attainment of the student, which is also an indication of the probable GCSE number/grade the student would achieve in Year 11 if they continued on that trajectory.</p> <p>ROUTE NUMBER: A route number indicates the curriculum journey that the child is on and it leads to a GCSE endpoint. It includes both the curriculum and assessments needed to confirm the mastery of skills, concepts and knowledge.</p>	
<p>Slide 22</p>	<p>Parent Reports: Year 7 term 2 and 3, year 8 and year 9</p>  <p>ATTITUDE TO LEARNING: This tells you what their attitude is like in each subject. There are 4 grades: 1 - Outstanding 2 - Good 3 - Inconsistent 4 - Poor</p> <p>PROGRESS TOWARDS TARGET POINT: Making exceptional progress: doing better than what is expected and is on track to do very well. Making good progress: learning very well, so there are no concerns. Making some progress: not doing as well as he/she should be and improvements need to be made very quickly. Concerns about progress: we have some serious concerns as the learning is not as good as it should be and below what we would expect at this stage.</p>	<p>Remember, track point numbers do not have to go up to show good progress.</p> <p>So, in this example report for mathematics, the child is tracking at 7, 7+ and 7- across the three terms. This means that the child has been mastering the skills concepts and understanding needed to achieve GCSE grade 7 (old grade A) at the end of year 11. As this is their Target Grade they are making GOOD progress.</p>

<p>Slide 23</p>	<p>Parent Reports: Year 7 term 2 and 3, year 8 and year 9</p> 	<p>Once a year the school will provide additional guidance points in each subject which can be used by parents to help their child.</p>
<p>Slide 24</p>	<p>What is Attitude to Learning?</p> 	
<p>Slide 25</p>		<p>A child's Attitude to Learning is now recognised nationally as being crucial element in successful learning. Last year we developed this Attitude to Learning grid which describes the four different attitudes.</p> <p>A GOOD (2 on reports) or OUTSTANDING (1 on reports), Attitude to Learning is necessary if a child is to make the progress required to meet their targets.</p> <p>Please note that to have a 'GOOD' Attitude to Learning, ALL the elements of a GOOD Attitude to Learning needs to be demonstrated by that child.</p>

<p>Slide 26</p>	<p>What can I do to help my child?</p>  <p>26</p>	<p>This is a question that many parents ask and we value your support.</p>
<p>Slide 27</p>	<p>Information for parents</p> <ul style="list-style-type: none">• One comment per year giving subject specific guidance on how you can help your child to improve.• The subject report writing has been timetabled to complement and not duplicate feedback given at a parents' evening.• We want you to actively look at your child's books and work regularly and read the teacher's feedback and take part in a termly book polishing.• Over the year we will upload all the department Threshold Assessment Tables on to the school website for parents to access. <p>27</p>	
<p>Slide 28</p>	<p>Feedback on student work</p>  <p>28</p>	<p>When a teacher marks a child's work they will include feedback to that child which explains what your child needs to do so that they can improve.</p> <p>Your child is then expected to read the feedback and respond to what the teacher has asked them to do.</p>

<p>Slide 29</p>	<p>Feedback on student work</p> 	<p>Here is another example.</p>
<p>Slide 30</p>	<p>Feedback on student work</p> 	<p>The impact of feedback and response to feedback can be quite significant, so it is important that your child does this properly.</p> <p>In this example, because a child has responded well to the feedback, the child has shown that they can now answer a question at a grade C+ (old GCSE grades) and has improved from a Grade F for the original answer.</p>
<p>Slide 31</p>	<p>What is book polishing?</p>  <ul style="list-style-type: none"> •This is a two step process to help ensure that your child gets the most out of their learning. •It involves both you and your child. 	<p>Book Polishing is a term we use to describe the process of a child going back over the work they have done and making sure that it is the very best that they can do. Work unfinished should be completed, all feedback given by teachers should be responded to and any spelling corrections made.</p> <p>We would expect book polishing to happen about once a term in each subject.</p>

<p>Slide 32</p>	<p>Your child's role in book polishing.....</p> <ul style="list-style-type: none"> At least once a term your child will be asked to do the following for all of his/her subjects: <table border="1" data-bbox="308 300 727 434"> <tr> <td>I have read all of my teacher's comments in my book and initialled them</td> <td></td> </tr> <tr> <td>I have answered any questions that my teacher has written in my book</td> <td></td> </tr> <tr> <td>I have finished work that was incomplete</td> <td></td> </tr> <tr> <td>I have corrected / practised any spelling (sp) and grammar (gr) errors</td> <td></td> </tr> <tr> <td>I have responded to the feedback given to me by my teacher</td> <td></td> </tr> </table>	I have read all of my teacher's comments in my book and initialled them		I have answered any questions that my teacher has written in my book		I have finished work that was incomplete		I have corrected / practised any spelling (sp) and grammar (gr) errors		I have responded to the feedback given to me by my teacher		
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I have responded to the feedback given to me by my teacher												
<p>Slide 33</p>	<p>The parent's role in book polishing.....</p> <ul style="list-style-type: none"> Once they have completed the book polishing, we will be asking all students to show their book to their parents. We would encourage all parents to go through their book and look at the feedback from the teacher as this will give you a clear idea of how you can help your child to improve their learning. Have a look at their response to marking and feedback and use the opportunity to give them further ideas of how to improve. There will be a section for you to make your own comment about your child's progress and sign it, ready for the teacher to read. 	<p>Whilst a child's book is being polished, we would like the parents to go through it with them to see what they have been working on and what advice the teacher has been giving to help them improve and check to see that your child has used the advice to improve their work.</p>										
<p>Slide 34</p>		<p>Each book polishing session is then recorded on a form like this to show that the child, parent and teacher have all been involved.</p>										

Slide 35

Examples of Threshold Assessment Tables

These tables are a summary of the skills, knowledge and concepts that need to be learnt by each child.

Slide 36

Year 7 Databases

Innovating: Can design and create a database for a new, useful application. Investigate and explain data validation and data verification. Create a validation rule and data entry form to help validate user input. Evaluate and justify design decisions.

Secure: Create and use a range of databases to analyse data using appropriate data types, tables, queries and reports. Can you explain the advantages and disadvantages of computerised databases in modern society? Can evaluate a database and recommend improvements to database design.

Developing: Understand and describe the difference between fields and records in a database. Create tables with appropriate data types. Apply understanding by creating meaningful and appropriate queries. Understand and describe results and errors and communicate them effectively using key database terms.

Foundation: Remember what a database is. And how to enter data accurately (mainly). Describe possible uses of databases. Know how to use a database to find and sort data appropriately. Know some key database terms (field; record; table).

Entry: Can you add, delete and amend records in a database. Use some tools effectively (e.g. filter/sort)- support may be required

As you can see each table is split into the 5 routes.

These tables also show the key concepts, skills and understanding that a child will be assessed to show if they have achieved mastery of the route for that topic.

The following slides show examples of some threshold assessment tables.

Slide 37

SCIENCE YEAR 7 Conservation of energy

Apply knowledge of conservation of energy to identify whether the efficiency of different types of machines (levers, cranes, pulleys, wedges, gears) has increased or decreased. Efficiency: Consider the costs of using each type of machine. (Open-ended task)

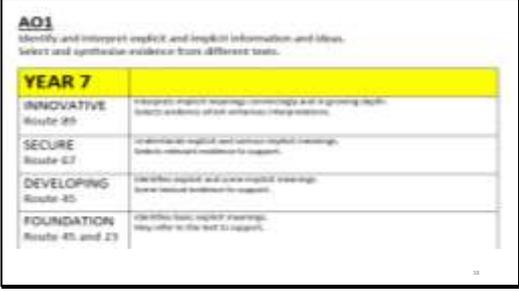
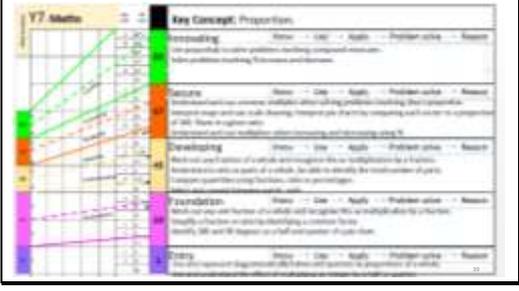
Explain the use of conservation of energy. Create energy flow diagrams for mechanical systems. Determine the efficiency of systems (springs, levers, cranes, gears, pulleys)

Investigate different energy flow diagrams for different objects/situations highlighting the useful and wasted energy. (To do this the source of energy for the starting and ending energy states. How the useful happens in the system/energy store.)

Identify the differences between the stores and give an example of each type in everyday objects/situations. (Make a simple energy flow diagram for a simple system (eg. lifting a book one at a time, jumping up to feel when another book is added ready to be released.)

Identify the differences between stores in the stores/ situations given. Complete a simple energy flow diagram for lifting a heavy weight.

Example from science

<p>Slide 38</p>	 <p>AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>YEAR 7</p> <table border="1"> <tr> <td>INNOVATIVE Route 95</td> <td>Extends explicit meaning, knowledge and awareness depth. Selects evidence which enhances interpretations.</td> </tr> <tr> <td>SECURE Route 67</td> <td>Understands explicit and implicit meaning. Selects relevant evidence to support.</td> </tr> <tr> <td>DEVELOPING Route 45</td> <td>Understands explicit and some implicit meaning. Some relevant evidence to support.</td> </tr> <tr> <td>FOUNDATION Route 45 and 23</td> <td>Understands basic explicit meaning. May refer to the text to support.</td> </tr> </table>	INNOVATIVE Route 95	Extends explicit meaning, knowledge and awareness depth. Selects evidence which enhances interpretations.	SECURE Route 67	Understands explicit and implicit meaning. Selects relevant evidence to support.	DEVELOPING Route 45	Understands explicit and some implicit meaning. Some relevant evidence to support.	FOUNDATION Route 45 and 23	Understands basic explicit meaning. May refer to the text to support.	<p>Example from English.</p>																
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<p>Slide 39</p>	 <p>Y7 Maths</p> <p>Key Concept Progression</p> <table border="1"> <tr> <td>Understanding</td> <td>None</td> <td>Low</td> <td>High</td> <td>Problem solve</td> <td>Reason</td> </tr> <tr> <td>Problem solving</td> <td>None</td> <td>Low</td> <td>High</td> <td>Problem solve</td> <td>Reason</td> </tr> <tr> <td>Reasoning</td> <td>None</td> <td>Low</td> <td>High</td> <td>Problem solve</td> <td>Reason</td> </tr> <tr> <td>Foundation</td> <td>None</td> <td>Low</td> <td>High</td> <td>Problem solve</td> <td>Reason</td> </tr> </table>	Understanding	None	Low	High	Problem solve	Reason	Problem solving	None	Low	High	Problem solve	Reason	Reasoning	None	Low	High	Problem solve	Reason	Foundation	None	Low	High	Problem solve	Reason	<p>It is our plan to publish these Threshold Assessment Tables once we have checked and moderated them. You will then, as parents have access to them through the website.</p>
Understanding	None	Low	High	Problem solve	Reason																					
Problem solving	None	Low	High	Problem solve	Reason																					
Reasoning	None	Low	High	Problem solve	Reason																					
Foundation	None	Low	High	Problem solve	Reason																					
<p>Slide 40</p>	 <p>Thank you</p>	<p>Thank you for taking the time to read this presentation.</p> <p>Rushey Mead School thankfully acknowledges that aspects of this framework has been developed from the work of Durrington High School and in consultation with Leicester City Schools through the E.I.P.</p> <p>Except where otherwise noted, content on this resource is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License, and should be attributed to Rushey Mead Secondary School</p> 																								