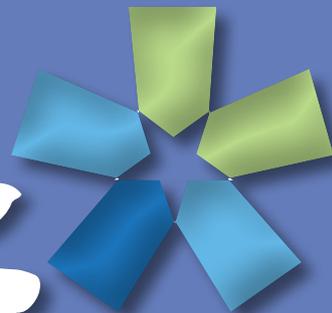


# Longfield

The magazine produced by  
Longfield Academy of Sport

# LIFE



Term 1 2015-16

The **ASSESSMENT** and **REPORTING** issue. This special edition includes information about:

- \* How we will assess in Key Stage 3
- \* Key changes to the GCSE grading structure
- \* How pupil progress will be reported to parents and carers
- \* Further development of our 'rigorous systems that check pupils' progress and attainment' (Ofsted 2015)



## Aims of Assessment at Longfield

Assessment is used by all teachers on a regular basis to provide information about pupils' progress, inform the planning of lessons that will enable pupils to progress further and let pupils know what the next steps in their learning will be.

Data from assessments allows us to individualise the strategies we use to support pupils and maximise their potential; we ensure that steps are being taken to help all pupils to make or exceed expected progress. We also use data to provide the clearest and most accurate information to parents and carers through termly reports.

Recent national changes to Key Stage 3 and 4 assessment have presented us with an opportunity to develop our in-school assessment and reporting systems further and tailor them specifically to the needs of all pupils at Longfield.

## National Changes to Education

Key National Changes include:

- The removal of levels at Key Stages 2 and 3
- The introduction of a new National Curriculum in Key Stage 3
- A new GCSE grading structure and revised courses to be delivered in Key Stage 4 from 2015 onwards

## Key Stage 2 and 3 Levels

As from 2016, pupils will no longer receive a level as a result of Key Stage 2 testing, therefore the system of awarding a level in Key Stage 3 is no longer appropriate. The Government has given schools the autonomy to design their own systems for assessing in Key Stage 3.

## New National Curriculum in Key Stage 3

In 2014, the Government introduced a new National Curriculum with the aim of increasing pupils' breadth of knowledge and better preparing them for the changes to GCSE course content in all subjects.

## Changes to the GCSE Grading Structure

Pupils beginning GCSEs in 2015 will be the first to be affected by this reform. English and Maths will be the first subjects graded under the new system, with all other subjects coming into effect the following year. The grades A\*-G will be replaced by a numerical system whereby pupils will be rewarded grades 9-1.

**Fig. 1** - Diagram based on Ofqual's postcard (new version issued this week)

Grade 5 or better will be considered to be a good GCSE pass. For one year only, in 2017, pupils will receive a combination of the current and new grades. New, more challenging GCSE courses have also been introduced in 2015 for English and Maths, followed by all other subjects in 2016.

## The Future of Assessment at Longfield

In response to these national educational changes to curriculum and assessment, Longfield is implementing an approach that will focus closely on tracking pupils' knowledge, skills and understanding in each subject. This system, known as Progress Paths, will be phased-in to reflect the timing of national changes over the next two years and will assess pupils using a 9-1 progress point (in line with the new grading structure at GCSE). The data provided by the system will enable us to identify whether pupils are on track to meet their GCSE targets. English and Maths will be the first subjects to use this approach to assessment from September 2015.

## Reporting to Parents and Carers

This academic year, parents and carers will notice that pupils in Years 7, 8 and 9 will receive a new style of reports for English and Maths, which are based on the new Progress Paths system. Reports for other subjects will continue in the current format for another year. The new reports will include graphs that represent different aspects of pupil progress.

**Fig. 2** - Progress graph showing progress from baseline to end test

**Fig. 3** - Graph showing progress versus possible progress

**Fig. 4** - Table comparing pupil progress to class and year group

Firstly, parents and carers will be made aware of their son's or daughter's progress from a baseline test at the beginning of the academic year to the most recent assessment; skills, knowledge and understanding in each subject will be broken down into specific areas (see figure 2).

Furthermore, the amount of progress pupils have made versus the progress it was possible to make will be shown, allowing parents and carers to see whether pupils have maximised their potential within a given period of time (figure 3). Finally, information will be given regarding a pupil's progress in relation to their class and year group to enable parents and carers to compare their son's or daughter's progress to that of their peers (figure 4).

The aim of showing pupil progress in this way is to support pupils, parents and carers in understanding specific strengths and areas to improve within subject areas and to indicate whether pupils are on course to achieve or exceed their target GCSE grades. From 2016, reports for all subjects will be presented in this format.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

Fig. 1

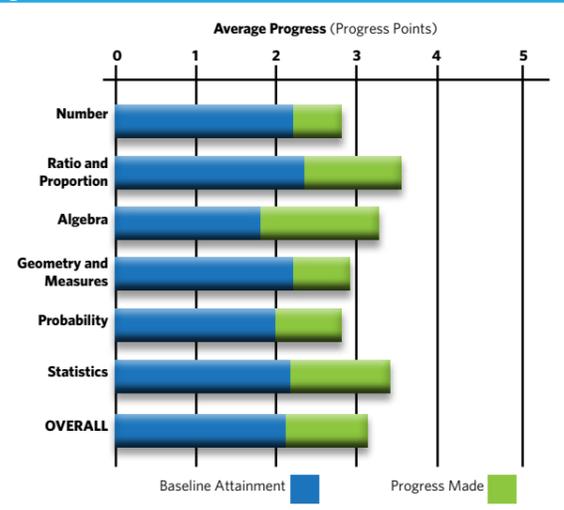


Fig. 2



Progress points increase	
[Pupil Name]	1.10
Class average	0.98
Year group average	1.34

Fig. 4

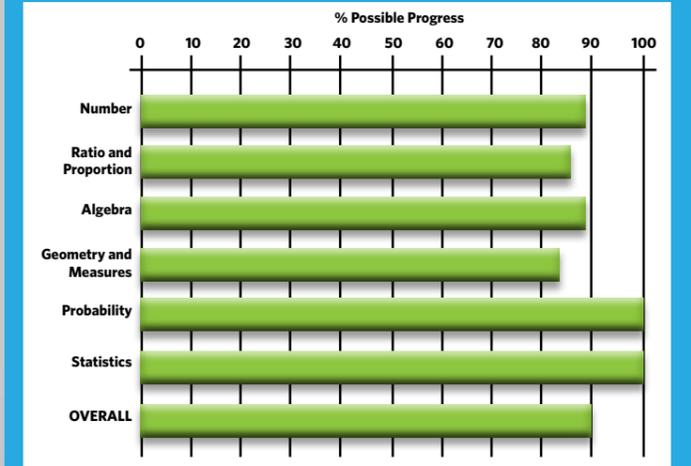


Fig. 3

### **Supporting Pupil Progress**

At Longfield, we aim to further develop our 'inspiring and sometimes rousing teaching which captures pupils' imagination and constantly stretches their thinking and adds to their understanding' (Ofsted 2015). We continue to invest in staffing, training and resources, review key policies, and rigorously and continuously check the quality of lessons in order to ensure that teaching and learning is of the highest quality.

### **Assessment and Marking Policy**

All subject areas have recently reviewed their assessment arrangements in line with the new National Curriculum and GCSE courses, and have identified key and main assessment opportunities that will take place on a half-termly basis. As a result, pupils receive detailed, personalised feedback informing them of their next steps and are given response time in which they can use the feedback to improve their work. English, Maths and Science mark pupil work on at least a fortnightly basis with all other subjects marking work every three weeks as a minimum. Pupils also receive verbal and peer feedback alongside the marking provided by their teachers.

### **Homework Policy**

The provision of homework at Longfield aims to:

- ✳ Strengthen and consolidate learning in the classroom
- ✳ Encourage independent learning
- ✳ Provide the opportunity for creative and thoughtful responses to key subject ideas
- ✳ Provide the opportunity for a dialogue between pupils and parents/carers
- ✳ Enable pupils to learn how to manage time effectively and work to set deadlines

Each faculty at Longfield has their own policy with regards to the frequency and nature of homework set. The frequency of homework for each subject is based on the amount of curriculum hours taught in Key Stages 3 or 4. Parents and carers can check homework set and assist their son or daughter in its completion through the use of the online timetable on the learning portal. Pupils are also able to attend the Support for Learning Base at lunchtimes and after school in order to receive additional support with homework.



We are ambitious. We are welcoming. We are Longfield. For further information, contact:

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