

A new assessment model has been introduced at KS3 to replace the National Curriculum levels that have now been withdrawn.

In the Academic Year 2015-16 we will still use National Curriculum levels to report attainment in Year 8 and 9 to ensure continuity and clarity for parents. In 2016-17 our Key Stage 4 curriculum will start in Year 9 so all year groups will then follow the new assessment model outlined below:

Key Stage 3 (Year 7 and 8)

In Key Stage 3 students are allocated to a Prior Attainment band (PA band) for each subject. This is based on KS2 results, Midyis (cognitive test) score and our internal baseline testing. This band relates to their target for GCSE as shown in the table below:

PA Band	New GCSE Grade	Old GCSE Grade
A	8/9	A* / A**
B	6/7	High B / A
C	5	High C / Low B
D	3/4	D / Low C
E	1/2	G-E

We will report whether a student is making the necessary progress to achieve these targets:

Grade	
P++	Making much better than expected target (consider moving PA band)
P+	Making better than expected progress
P=	On track to achieve target
P-	Not on track to achieve target requires intervention.
P--	Serious concern regarding progress

Students will be assessed using the PiXL elements model. This model identifies elements of knowledge and understanding that need to be secured in each subject to ensure progress is sustained. Example:

Topic	the PiXL club partners in excellence	Ref	ELEMENT
NUMBER- Number operations and calculations	CALCULATIONS- ADDITION AND SUBTRACTION	N1	I understand and can use a range of mental methods of computation
		N2	I can recall number facts including complements to 100
		N3	I can use formal written methods to add and subtract 3-digit numbers
		N4	I can understand and use inverse operations in the context of positive integers
		N5	I can add and subtract decimals to two places
	CALCULATIONS- MULTIPLICATION AND DIVISION	N6	I can recall multiplication facts and their associated division facts
		N7	I can use formal written methods to divide numbers by a single digit number
		N8	I can use formal written methods to multiply numbers by a single digit number
		N9	I can multiply integers by 10, 100 and 1000
		N10	I can multiply a simple decimal by a single digit
		N11	I can use formal methods to multiply 3-digit by 2-digit whole numbers
		N12	I can multiply and divide integers and decimals by 10, 100 and 1000 and explain the effect
		N13	I can multiply and divide integers and decimals by 0.1, 0.01
		N14	I can use formal methods to divide 3-digit by 2-digit whole numbers
		N15	I can recognise and use reciprocals and understand a reciprocal as a multiplicative inverse
	CALCULATIONS- OPERATIONS, ORDER AND INVERSE	N16	I can use the order of operations including brackets
		N17	I can interpret calculator displays within context
		N18	I understand and can use the rules of arithmetic and inverse operations in the context of integers and decimals
		N19	I understand and can use the order of operations including brackets, powers and roots

Schemes of Learning include assessment tasks to test which of the elements students have a secure understanding. Subject assessment plans indicate which elements students should be secure in to ensure they are making good progress towards their target.

Key Stage 4

Schemes of Learning include assessment tasks that are matched to GCSE or BTEC Grading Criteria.

Attainment Grade:

Old GCSE grades: A*, A, B, C, D, E, F, G, U

New GCSE grades: 9 – 1

BTEC levels:	Di*	Distinction plus
	Di	Distinction
	M	Merit
	P	Level 2 Pass
	L1	Level 1 Pass
	F	Fail