



# Montgomery Academy

An Academy within the Fylde Coast Academy Trust

Exec. Headteacher: Mr S.Cox BSc Hons MA (Ed) NPQH

Headteacher: Mr S. Careless BSc MSc NPQH

Senior Deputy Headteacher: Mrs C. Montgomery BSc MSc NPQSL

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## Montgomery Academy Reporting Proposal for Years 7, 8 and 9

You will be aware that one of the three areas for improvement from the OFSTED inspection in February was the use of assessment in Years 7, 8 and 9. We have moved forward significantly in this area since the inspection introducing a new set of Assessment Principles such as the introduction of knowledge checks and more regular low stakes formative assessment. Our decision-making has been based upon extensive educational research and we feel that when our new Assessment Principles have been fully embedded they will be a strength of the school. The last piece of our revised Assessment Policy is how we report assessment information to parents in Years 7, 8 and 9. Inspectors made it clear that in these year groups, students should not be assessed against potential GCSE grades and not judged whether they are on track to a certain grade in Year 11. This will, however, continue to be the case in Years 10 and 11.

As part of Montgomery's new Assessment Principles, all students in Years 7 through to Year 9 will complete two major summative assessments a year. These will be reported on in January and June. Students have been completing their first summative assessments in the last few weeks.

We will not be giving any form of GCSE grade or 'On Track' indicator for students in Years 7 to 9. Instead, we will give them a score for their assessment that will give you and your child an indication of how they have done in relation to, in most subjects, all the other students in their year group.

I will go through two ways that this information could be presented. Then we ask you to give us some feedback via an online form, to help us decide which way we will move forward with in the new year.

### Option 1 - Standardised Scores

Subject	Effort score (1-5)	Assessment 1 Standardised score	Assessment 2 Standardised score
English	5	87	92
Maths	4	90	98
Science	4	111	102
History	3	120	105
Geography	3	98	100
Computer Science	3	102	110
French	4	105	99
Physical Education	2	101	96
Design Technology	5	97	92
Food Technology	4	102	115
Art	4	101	105
Performing Arts	4	90	107
Religious Education	3	115	118
	Effort Score	Assessment 1	Assessment 2
Averages	3.8	101.1	103.3



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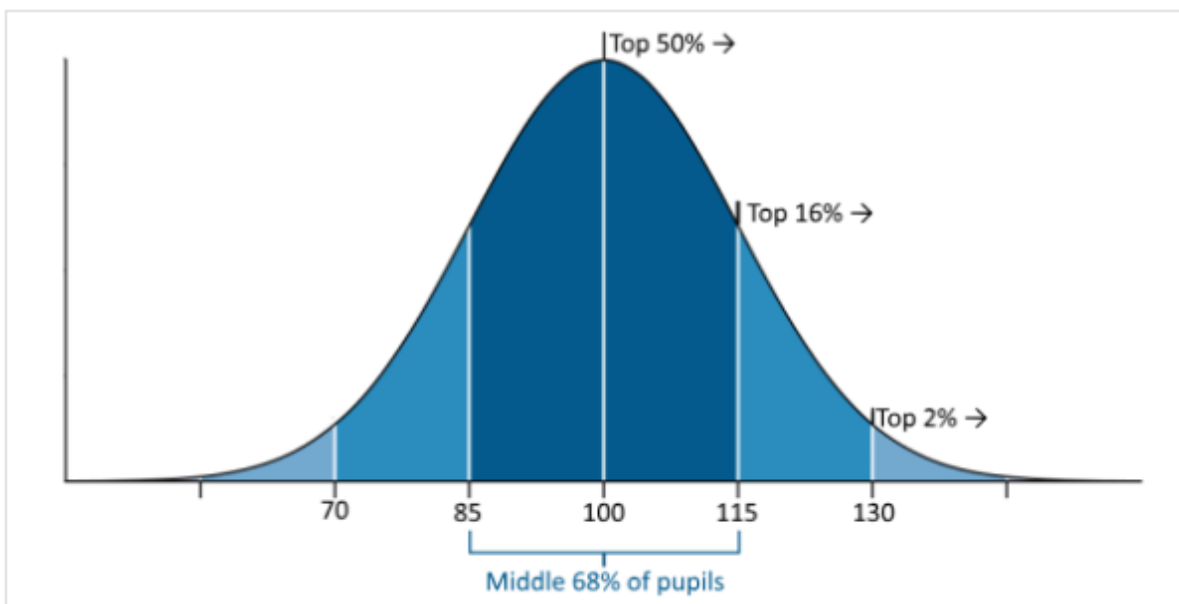
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In this method all assessment scores are converted into a standardised score with almost all students given a score between 70 and 130, with 100 being the average for all the students that sat the assessment. With this method of standardised scores given twice a year in all subjects, scores can be compared within and across subjects more easily.

In the above example, a student has standardised scores in Computer Science of 102 in Assessment 1 and then 110 in Assessment 2. These are two different assessments covering different content. However, as the standardised scores relate to how everyone has done, the two scores can be compared and suggest that this student has improved relatively in Computer Science. Comparing scores across subjects would suggest that this student is showing more ability relative to his other subjects in History, Science and Religious Education in the first assessment.

The average Assessment scores at the bottom also suggest that this student is improving overall relative to the other students in the year.

Parents, carers and students have experience of standardised scores, as KS1 & KS2 SATs results in both Reading and Maths are given using such scoring systems.



## What does a score of 110 mean?

You can see from the graph that a score of 110 is above average as it is bigger than the average score of 100. Also, the graph shows that generally the middle 68% of the year group have a scaled score of between 85 and 115. The score of 110 is below 115, so it would not normally be within the top 16% as shown by the graph.



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## Option 2 - Percentages

Subject	Effort score (1-5)	Assessment 1 %	Year group Average %	Assessment 2 %	Year group Average %
English	5	87	65	80	70
Maths	4	90	64	87	93
Science	4	78	41	89	97
History	3	55	68	94	47
Geography	3	98	54	55	14
Computer Science	3	56	73	16	18
French	4	87	29	57	32
Physical Education	2	62	69	61	53
Design Technology	5	54	73	73	35
Food Technology	4	60	98	34	81
Art	4	72	89	73	18
Performing Arts	4	90	20	49	80
Religious Education	3	67	57	67	9
	Effort	Assess 1	Year group	Assess 2	Year group
Averages	3.7	75.1	60.9	61.2	49.8

With this option all scores for each assessment are shown as percentages. How the student's percentage compares to the overall year group average gives you and the student an indication as to how they are doing in relation to the rest of their year group.

Despite percentages being easier to understand, comparing these across the two assessments in the year and across subjects is more difficult. As these are different assessments, the student being 22% higher than the mean in the first has no relevance to the student being 10% above in the second, as results may be spread completely differently in the two different tests. This is not an issue when using the standardised scores.

We will be putting more emphasis upon our already well-established effort grade system. We will include a general statement on the report, such as the one given below, in reference to the student's average effort grade.

**Over the last five years the students that have achieved the best grades when they leave Year 11, have consistently had an effort score of 3.75 or higher.**

The current criteria for effort grades are shown below.

### Effort grades

5 - Over and above! Completes extension and extra independent work (All '4' criteria evident)

4 - All homework completed on time and to a high standard. Excellent effort in class and with all tasks (including Entry Tasks). Completes Challenge Question work.



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3 - Homework completed (may be after deadline or not to standard). Pays attention. Good effort with all tasks attempted (including Entry Tasks and Challenge Questions). Asks for support

2 - Homework submission variable. Inconsistent effort with tasks (including Entry Tasks and Challenge Questions). Variable standard of work and focus

1 - Most homework not completed or done to a poor standard. Little/no work done in class. Lacks focus and appropriate attitude to learning

0 - Very poor effort

## Other information included on the new KS3 reports

As well as the summative assessment scores and effort grades, additional information will be given including attendance and punctuality.

Please remember these changes are proposed for our reports for students in Years 7 to 9 and not for those in Years 10 and 11, where reports will remain unchanged.

## Parent/carer feedback on the proposed options for reports in Years 7 to 9 going forward

We value your opinions on the two options described above, standardised scores or percentages. Please follow the link below to give your opinion before we make a final decision at the start of the Spring Term in January. The form should take around 5 minutes to complete, so I thank you for your time and feedback in advance. **The deadline for feedback is 4pm on Friday 6<sup>th</sup> January 2023.**

<https://forms.gle/4rRdqCs6NgGBfcqN8>

Yours sincerely,

Mr. Careless