**Guide to Assessment at Walton-le-Dale**

**(from Oct 2018)**

**What parents and carers need to know**

At primary school, before joining Walton-le-Dale, students will have been assessed. Up until 2015 they will have been given a national curriculum level and from 2016 they have been given a maths and reading score. Nationally, levels have now been removed in both KS2 and KS3, so we have developed a new way of assessing students in KS3, without levels. This system draws upon the best of the work done by other schools across the country.

The principles behind the approach are as follows:

* We want to let students and parents know the progress they are making, relative to their starting points from the end of KS2 (their KS2 levels or reading and maths scores).
* We don’t want to limit what students think they can achieve, so don’t set them ‘targets’ – we want to raise their aspirations.
* We want to celebrate the progress of all students, from all starting points.

When students come to us from primary school, we create their “Walton-le-Dale Profile”. This takes everything that we know about them - KS2 Maths level or score, KS2 English (Reading) level or score, information from their primary teachers, intial assessments that we do in the first few weeks, any information about special educational needs and information from parents/carers as well as information from the student themselves. This profile forms the baseline from which their progress is measured during their time at Walton-le-Dale.

All of our teachers have spent time considering the “Progress Ladder” in their subject that leads students from entry to the school to the highest grades at GCSE. They will look at the student’s starting point and plan appropriate lessons and assessments. These formative assessments will guide each teacher’s planning for future lessons.

Each student will be assessed periodically to judge whether they are making

Less than Expected Progress

Expected Progress

Good Progress

Exceptional Progress

from their starting point and this is reported to parents and carers. As students enter Year 9 teachers will also give the approximate current grade in GCSE English, Maths, Science and BTEC ICT. This will continue for all subjects in Years 10 and 11. It should be noted that such current grades are very tentative as performance in GCSE now depends upon the performance of all students nationally.

Throughout the school, teachers will also look at, and report on, Effort, Behaviour, Homework, Classwork, Assessments using a 1 (highest) to 5 (lowest) scale. The descriptors for these scale points are published on our website and are attached to each report. These are possibly the most important elements of the reports as we know that those students whose attitude to learning is good perform well in their final examinations.

Teachers, heads of department and senior leaders in the school use this information to plan appropriate teaching and intervention for each student. Parents and carers should use the information to praise and support their children and to discuss any issues with the Progress Co-ordinator of the relevant section.