

# Year 8 assessment and reporting

## An explanation



### Overview

Following a review of our curriculum in year 8, assessment and reporting has changed this year. We set out to develop a model that is easy to understand for students and parents and that provides a clear indication of whether a student is working on, above or below their expected target. The model we have moved to is based on developing the knowledge and skills required for success in subjects, as well as the acquisition of cultural capital and the development of key competencies, and skills.

### Assessments

Previously in year 8, one formal assessment was used to inform an equivalent GCSE grade in each subject. This year we have moved to an approach that will enable a range of evidence to be used to decide whether a student is working on, above, or below their expected target. This evidence could be on-going projects, vocabulary tests, knowledge recall tests, practicals, homework, class work and formal assessments. Progress has been built into each subject's planning, with increasingly challenging level descriptors/criteria. In other words, the criteria for a grade 5 student in December of year 8 will not be the same criteria as a grade 5 student in December of year 9. Formal end of year exams will be held in **mathematics, English and science** to provide internal data alongside progress through the year for the purpose of set moves.

### Target grades

We have introduced target grades in year 8 to enable us to support the progress of students, to help us celebrate excellent progress but also to identify and support students who are making progress below that expected. Target grades run from 9-1 to reflect the GCSE grading system. They are based on a national database, Fischer Family Trust (FFT), which uses Key Stage 2 SAT results to set an estimate for each subject. Subject teachers use these FFT estimates but may adjust them upwards in light of what they know about student achievement in their subject. For a few subjects where the correlation between KS2 scores and GCSE results isn't as strong, teachers may adjust targets up or down. This applies to the following subjects: music, art, drama, and PE.

### Adjusting the targets

Targets should be aspirational; it is really important that students do not feel disheartened by their targets. Through working hard, and speaking with teachers, tutors and parents, students can aim for the best possible outcomes over the coming years. If a student is consistently making above expected progress, targets may be raised. Likewise, if it becomes clear that, despite good effort, the targets are unrealistic we may move the target down.

### Progress comments

Each of the three progress reports issued during the course of the year will contain progress comments. These are brief comments written by subject teachers. They are designed to provide guidance for students on what to focus on in the next term. The comments should be read in conjunction with the written feedback in exercise books and the day-to-day feedback provided in lessons.

### Effort, Behaviour and Homework Grades

There are no changes to the previous grading for effort, behaviour and homework and the criteria for these grades is provided with your child's report.