

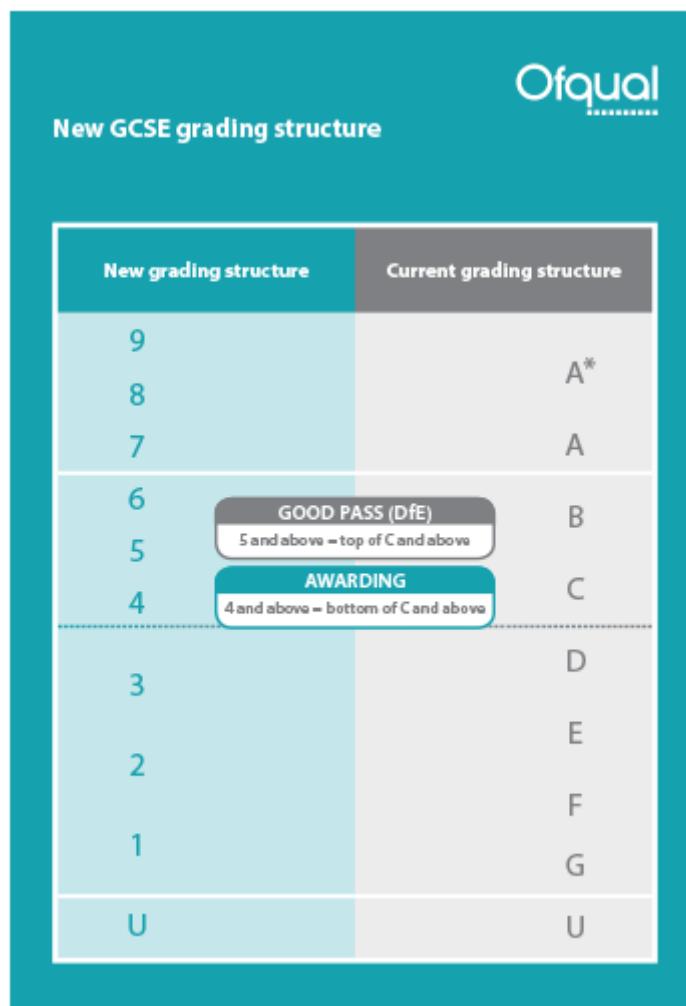
A Guide for Parents: Assessment and Reporting at Colton Hills

Changes to GCSE Grades and Assessment at Key Stage 3

- GCSE A*-G grades have been phased out and replaced with a 1 to 9 number grading system.
- In September 2017, we introduced a new assessment system in line with these changes. This document explains the system in more detail.

What are the Key Changes to GCSEs?

- Students are not working to A*-G grades. Instead, they are working on a new 1 to 9 number grading system. The new system does not mirror the old letter grade system of the legacy (old) GCSEs. However, the new grade 4 is broadly in-line with the old grade C, and the new grade 7 is in-line with the old grade A.



- Non-GCSE subjects, such as BTECs, in years 10 -11 will be graded using pass, merit, distinction and distinction* grades.
- Our current Year 11 will sit new GCSEs in all their subjects, apart from Product Design and Textiles which will use the old A*-G grades.
- The current Year 7, 8, 9 and 10 will be sitting new 9-1 GCSEs in all subjects.
- Where students in Year 11 are studying towards legacy (old) GCSEs, we will be reporting to parents using the old A*-G grades. For subjects that will be new GCSEs, we will report using the new 9-1 grades.

How will we measure progress for students in Year 7, 8 and 9?

- At Colton Hills, all students in Year 7, 8 and 9 will also be assessed on the new scale of 1 to 9 in the same way as they will when they begin their GCSE course from Year 10 onwards.
- We believe that it is very important that teachers, parents, and the students view progress as a journey that takes five years. Strong, steady progress and assessment whilst building knowledge and developing skills, is the key to GCSE success.
- Students are not expected to move up the scale quickly; progress should be steady and secure over time.
- Some students in lower years may not arrive with skills that fit into the 9-1 criteria. The criteria sets a challenging standard and a minority of students may not be working at a GCSE grade 1. To support these students, we have added a set of three 'Foundation' grades to the scale (F1, F2, and F3). Students working at these grades are still working towards GCSE grade 1. Our Colton Hills assessment scale therefore uses grades F1, F2, F3, 1, 2, 3, 4, 5, 6, 7, 8 and 9.

What are the benefits of using 1 to 9 throughout all years?

The advantages of such a system are:

- It encourages all students to stretch themselves.
- The 1 to 9 scale is linked to the new GCSE grades therefore it is easier to understand.
- It is easier for teachers, students and parents to monitor progress over time. As students are measured against the same criteria from Year 7 through to Year 11, we can clearly see the progress each individual is making in all subjects.
- The language used to report to students and parents will be the same, making it easier for students to understand what they need to do to move on, and for parents to be involved in their child's progress.

How will targets be set for my child?

- In order to support students' progress, every student in Years 7-11 has a 'flightpath' which sets out their expected journey to their final GCSE grade based on their primary school SATS result.

- At Colton Hills, we set our targets based on the progress that students should make in the top 20% of schools nationally.
- The flightpath below sets out yearly targets for students to work towards in order to achieve their GCSE target grade in Year 11.
- This flightpath is used for all subjects (except Performing arts, PE and Languages who have slightly modified flightpaths due to the nature of the subject).

Colton Hills Flight Paths

Approx. Starting point	Minimum Target Grades (MTG)				
	7	8	9	10	11
3-	3+	4+	6-	7	8
2+	3	4	5	6	7
1+	2	3-	4-	5	6
1	1+	2	3	4	5
1-	1	1+	2+	3+	4
F3	1-	1	2-	2+	3
F2	F3-	F3+	1	1+	2
F1	F2-	F2+	F3	F3+	1

- A grade with a + or - indicates performance at the top or bottom of the grade
- It is important to remember that these targets are not a ceiling to achievement. Students are taught and encouraged to work **as far above these targets** as they possibly can go to achieve their best.

Reporting your child's grades

Each term, you will receive reports regarding your child's progress.

These reports will contain:

- An end of year target grade with a statement relating to the progress made towards this target.
- An attendance percentage (the minimum target is 96%).

Colour	Attendance	Progress against end of year target
Blue	98-100% - Excellent	Exceeding – should exceed end of year target by one or more grades
Green	95-98% - Good	On track – should meet end of year target
Yellow	92-95% - Requires Improvement	Below – will achieve one grade below end of year target on current performance
Red	Below 92% - Unacceptable	Well below – will achieve more than one grade below end of year target on current performance

- *Commitment to learning, home learning and behaviour for learning* grades from 1-4 which is a measure of your child's attitude to their studies in every lesson, every day.
- Behaviour and achievement points received.

Using your child's report

- Highlight the greens and blues.
- Encourage them to think about how they can move from the yellow or red.
- Use the commitment to learning, home learning and behaviour for learning grades to highlight areas to improve.