

Assessment Policy

Introduction

Assessment is a measure of a student's individual and relative performance and is an integral part of the teaching and learning process. *Its purpose is to ensure that each student's progress is tracked and attainment clearly identified.* The results of assessment are used to make timely intervention, to encourage students, keep them and their parents informed and to help students, regardless of starting point, make the progress expected of them.

Inspectors will:

- Spend more time looking at the range of students work to consider what progress they are making in different areas of the curriculum.
- Talk to leaders about the schools use of formative and summative assessment and how this improves teaching and raises achievement.
- Evaluate how well students are doing against relevant age-related expectations, as set out by the school.
- Consider how we use assessment information to identify students who are falling behind in their learning or who need additional support to reach their full potential.
- Evaluate the way we report to parents and carers and assess whether reports help parents to understand how their child is doing in relation to the standards expected.

Therefore, assessment at Weatherhead:

Gives reliable information about how each student in the school is performing.

- a. We have meaningful tracking of students against end of key stage expectations.
- b. We use this tracking of students to take action relating to students who are falling behind, and those who are excelling.
- c. We communicate student assessment data and our intervention actions to parents clearly and regularly.
- d. We provide information which is transferrable and easily understood, and covering both qualitative and quantitative assessment.

Helps drive improvement for students and teachers

- a. Assessment is closely linked to improving the quality of teaching.
- b. Almost all assessment is used formatively (focussing on specific and tangible improvements) to support pupils to make progress and close gaps in skills and knowledge.
- c. Students and their parents act on this advice to make learning gains.
- d. We produce recordable measures which can demonstrate comparison against our expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Our approach to assessment has been created in consultation with those delivering best practice.
- b. Our policy and practices will be subject to annual quality assurance to ensure they are always at the forefront of developments in assessment.
- c. This policy will be reviewed in light of this quality assurance.

Timeline of Changes to KS3 and KS4 Assessments

YEAR	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	RESULTS	ACTION
SEPT 16	KS3 Assessment embedded		Continue New Levels in all subjects	First Teaching of new GCSEs in second wave: Sci, Comp, MFL, Ge, Hi, A&D, DT, Dr, Da, PE, Mu & RE	Continue: New GCSE in English and Maths Old GCSEs in all others	<u>August 2017</u> A8 / P8 9-1 for English & Maths A*-G all other	Write to Y7 parents explaining assessment systems at KS3 Write to Y10 parents to explain that results will be 9-1 in almost all subjects, but A*-C in others.
SEPT 17			Teaching of new GCSEs in all subjects First teaching of third wave new GCSEs and others withdrawn	Continue Teaching of new GCSEs in second wave: Sci, Comp, MFL, Geog, Hist, A&D, DT, Dr, Da, PE, Mu and RE	<u>August 18</u> A8 / P8 9-1 in En, Ma, Sci, Comp, MFL, Geog, Hist, A&D, DT, Dr, Da, PE, Mu and RE A*-G in all others	Write to Y7 parents explaining assessment systems at KS3 Write to Y10 parents to explain that results will be 9-1 in all subjects	
SEPT 18			Continuation of new GCSEs in all subjects	<u>August 19</u> A8 / P8 9-1 in all subjects	Write to Y7 parents explaining assessment systems at KS3		

Assessment Practices – A Guide for Staff at Weatherhead High School

What is Assessment?

There are three linked aspects of assessment that should be consistently applied across curriculum areas. These are outlined below:

Aspect	Key Features
Day-to-day	Learning outcomes and success criteria are made explicit so that the students know not only what they are intended to learn but also how they will demonstrate their achievement. Learning outcomes and success criteria are revisited during the course of the lesson through targeted questioning and mini-plenaries. Peer and self-assessment is used. Students receive immediate oral feedback and quality written feedback on their work. Feedback causes a cognitive response. Students respond to it to make more progress. Dialogue between student and teacher is such that a teacher has an informal 'feel' for a student's progress. Students are given time to reflect on their learning.
Periodic	A broader view of progress is provided across a subject for teacher and learner. National and school standards (levels or grades, depending on stage) are used in the classroom. Grades are given but only after targeted feedback and the 'delay the grade' principle applies. Any summative tests are used in a formative manner. There is time for student reflection on units of work.
Transitional	Internal or external (depending on stage) tests or tasks are sat. Achievement is reported to students, parents/carers and (if appropriate) the next teacher. Students (where appropriate) receive formal recognition for their achievements.

In terms of teaching and learning and the accuracy of assessment, Ofsted are interested in:

- How assessment is used to modify teaching so that students achieve the expected standards by the end of the year key stage.
- How teachers draw on a range of evidence as to what students know, understand and can do in the different aspects of subjects and how this is used to ensure that all students are making progress.
- Teachers making consistent judgements and sharing them with each other as a means of standardisation.
- Students' strengths and misconceptions being identified and acted on by teachers during lessons and more widely to plan future lessons, remedy what students are struggling with and deepen the knowledge and understanding of the most able.

There are two types of Assessment – Assessment of Learning and Assessment for Learning:

1 – Assessment of Learning

These are summative assessments which are used to inform students and their parents of progress. These may take the form of tests, written assessments, practical assessments or oral assessments and are used to demonstrate what a student knows or can do. These should be incorporated into Schemes of Work and Planning Schedules.

a) School & External Examinations

Formalised testing of Year 12 and 13 students will take place every half term. Year 12 will take five classroom based tests (one every half term) and an End of Year Examination in the Summer Term. In the Autumn Term, Year 13 will take 2 classroom based tests (one each half term) followed by a formal mock examination in the Spring Term and End of Term Tests before Easter. In the Summer Term, Year 13 will take a second mock examination in all subjects in which they should demonstrate how they have improved and addressed targets from the first mock examination. Their final external examinations will take place in the Summer Term.

b) KS4 School and External Examinations

Formalised testing of Year 10 and 11 students will take place every term. In the Autumn Term, Year 10 will take an End of Term Test and Year 11 will sit mock examinations in the Sports Hall. In the Spring Term, Year 10 will sit End of Term Tests and Year 11 will complete re-sit mock examinations. Year 10 will take mid-course examinations in July and Year 11 will sit external GCSE examinations in the Summer Term.

For all internal tests and examinations the principle of ‘delay the grade’ should be applied to facilitate effective feed forward activities.

c) Termly testing in KS3

Students in Years 7, 8 and 9 will take end of term tests in English, Mathematics, Science, Geography, History, RE, MFL and ICT/Computing.

This assessment will be **cumulative and revisited**, based on the following testing model:

Autumn Term – The first term’s work

Spring Term – The first and second term’s work

Summer Term – The whole year’s work. *In the Summer Term, students will take an end of year exam.

Tests are marked by staff with a percentage awarded but feedback first through formative feedback – “delay the grade” is our mantra.

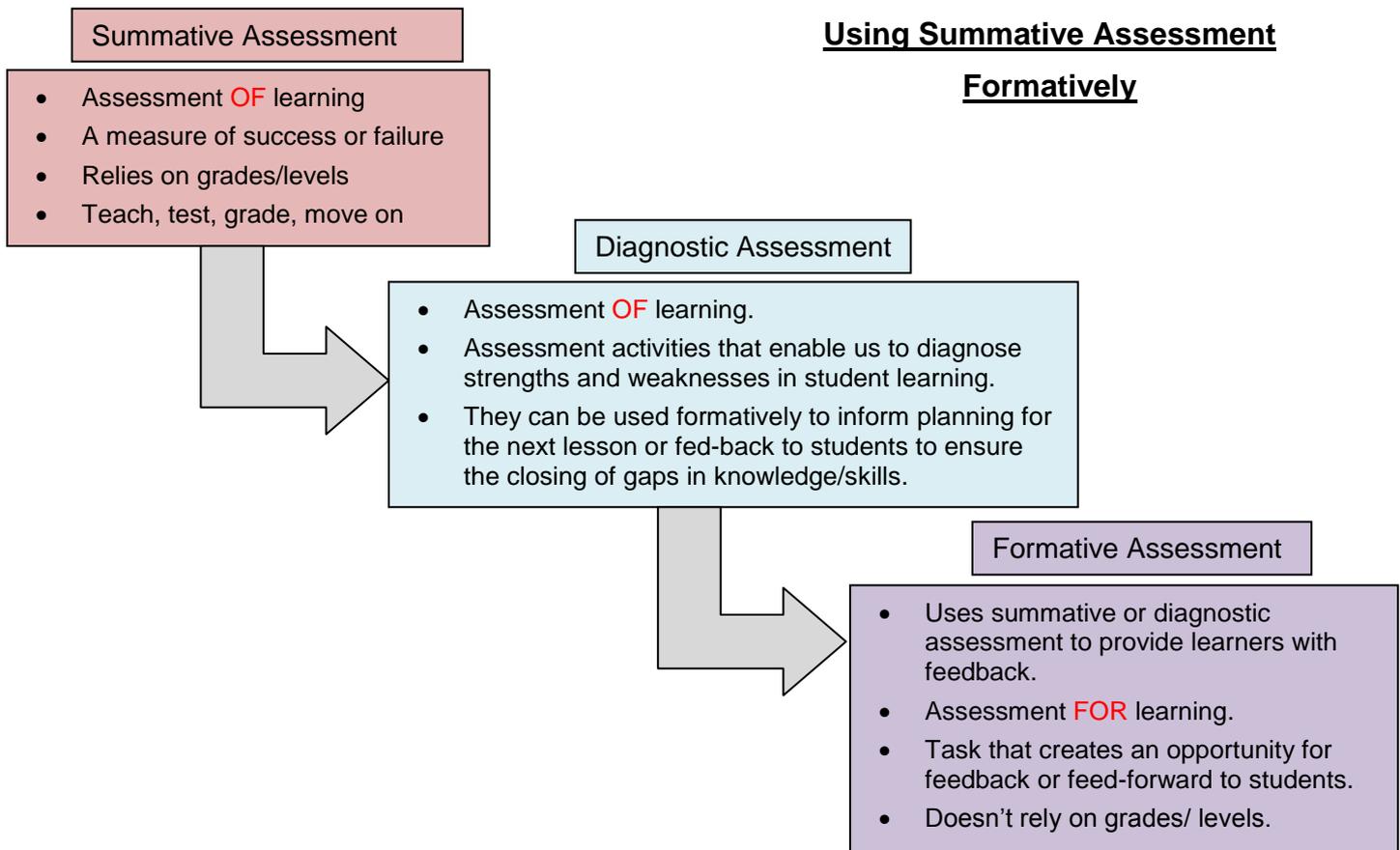
This style of assessment required securing a suitable level of understanding before moving onto the next topic. This is a challenge for some students, departments need to determine the cut off at which they accept student not to do a resit / undertake intervention.

These tests at the end of Year 7 and 8 should also transition with the student and form the basis of planning for the first part of the new school year.

Results from this type of assessment should:

- Give direct information about a student’s knowledge in relation to the aspects of the curriculum being assessed and be integral to the process of assigning of a predicted grade in KS4/5.

- Provide a basis for decisions about further learning needs – i.e. be formative and diagnostic in recognising positive achievement and initiate appropriate help/guidance. The diagram below explains how summative assessment should become formative.



d) Teacher Assessments

Teacher assessment is a vital part of our assessment processes. Teacher assessment should be based on a range of information, not just student performance on summative tests. Teachers should use their professional judgement when making teacher assessments.

2 – Assessment for Learning

This is the process of seeking and interpreting evidence for use by learners and their teachers to decide:-

- 1) Where learners are in their learning
- 2) Where they need to go and crucially
- 3) **How best to get there**

It is essential that teaching and learning policy on the use of success criteria is applied so that learning outcomes can be measured to enable students to demonstrate progress. The focus on quality Assessment for Learning is such at Weatherhead that Schemes of Work must give reference to Assessment for Learning opportunities so that the student's experience of AfL in a curriculum area is well planned, systematic and progressive.

The diagram over the page makes Weatherhead's approach to AfL clear. It is not an add-on or a school project; it is **central to effective teaching and learning**.

AFL @ WEATHERHEAD

Teachers should:

Express to children what they are doing well and what they are not doing so well.

Utilise the strategies of AfL to close these gaps and make progress.

Empower our children with the opportunities to reflect/act on their actions.

Formative use of summative assessment

Quality questioning

THE PUPIL'S LEARNING NEEDS TO MOVE HERE

Oral and Written feedback

Peer and Self Assessment

Outcome led lessons

THE PUPIL'S LEARNING IS HERE

Students should:

Have a clear understanding of where they are.

Have a clear understanding of what is expected of them.

Understand how to improve.

Use time given to them to reflect and act upon advice given.

Have the confidence to know they can improve.

Baseline Assessment and Numerical Target Setting

Students at Weatherhead are formally tested on entry using the University of Durham MidYIS methodology. The results of the analysis are used in combination with entry level (scores for 2017 cohort) from KS2 and qualitative information from the transition process, to group students into 4 broad ability bands and subsequently, teaching groups.

The MidYis baseline is also used to set targets in non-core national curriculum subjects.

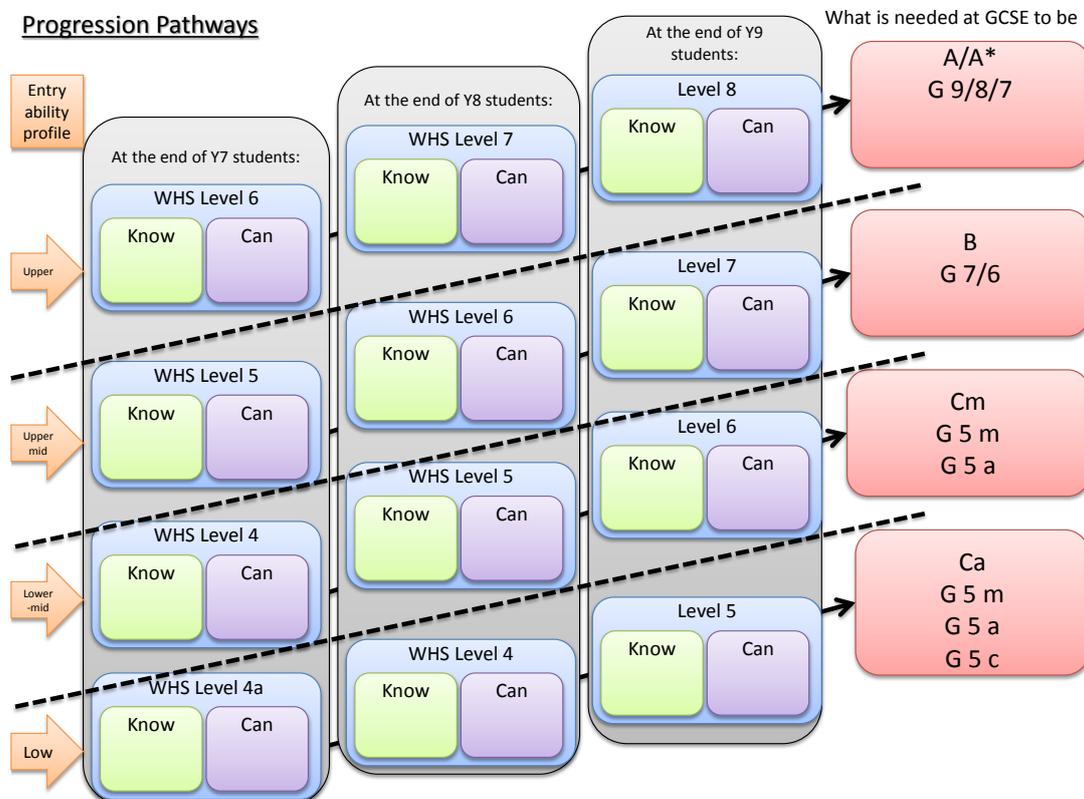
Target setting at Weatherhead is in a period of transition owing to national changes.

All curriculum areas are encouraged to develop baseline testing in their department to give all staff a feel for ability on entry.

Presently our target setting system involves concentrating on our students' prior attainment, applying this to national rates of progression (for girls) and calculating a projected outcome for KS3, 4 and 5. This process will remain at KS5, using ALPs target setting principles.

Ambitious target setting is critical if students are to achieve the outcomes of which they are capable. We use a model of a long term target setting process which is underpinned by a process of 'flightpaths for progression' at KS3 that prepare students for high-levels of performance at KS4. *The aim of our target setting is to improve on current performance using all information available to the school, whilst remaining mindful of the given cohort's ability and seeks to 'build out' gaps in attainment for disadvantaged students.*

The diagram below explains the approach:



Our ambitious targets for student progress at Weatherhead are:

KS3

- An increasing number of low ability students in English and Maths will demonstrate 'exceptional progress', as defined by our new assessment system.
- The majority of students of middle and upper ability (as defined by our baseline protocol) will make 'expected progress' in KS3.
- The mean percentage grade on departmental termly summative assessment will incrementally increase.

KS4 (from 2016)

To make year on year improvements in:

- A8 and P8 measures
- The percentage of students achieving the threshold in English and mathematics (currently a C grade, grade 5 when new GCSEs in English and mathematics are first reported in performance tables in 2017)
- The proportion of students achieving the EBacc

KS2-4 Progress

To make year on year improvements in:

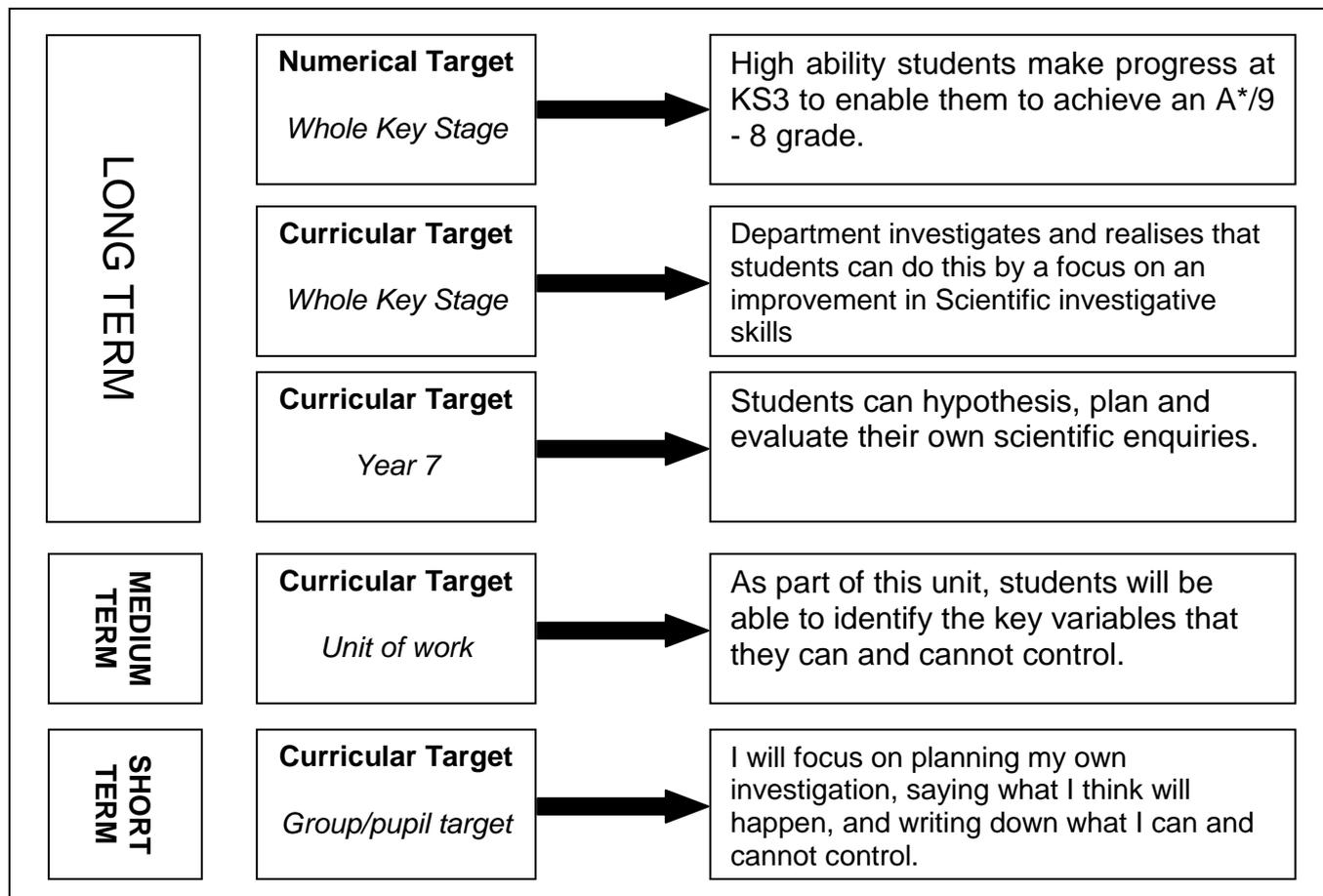
- The percentage of students making at least 3 levels of progress across KS3 and 4.
- The consistency in performance in each of the ability bands
- High-ability students making 4+ levels of progress in English and Maths

Curricular Target Setting

Numerical targets are longer-term targets and should be translated into student's 'next steps in learning' or curricular targets. Curricular targets are typically derived from a specific aspect of the curriculum as a focus for improvement and can apply to a whole class, a group or an individual student. ***It is the translation of curricular targets into teaching strategies that will help drive individual progression.***

To ensure their practical application, curricular targets are often 'layered' and linked, operating over short (e.g. work in a lesson or short series of lessons), medium (e.g. a unit of work) and long-term (e.g. a year's work) periods.

A diagram to explain this concept is shown below (all information is hypothetical as an example):



School Reporting procedures – progress updates and reporting to parents

a) Progress Updates

- **KS4 and KS5 Progress Updates** generate a single sheet for parents giving an effort grade, attainment and target grade at KS4/5, % attendance and number of lates.
- **KS3 Progress Updates**
Parents will be provided with a single sheet giving effort grades, current progress level, target level, % attendance and number of lates. Progress Levels are reported as being Secure (SS) or Working Towards (WT).

Secure = A student is achieving the majority of the criteria for a Weatherhead level and/or are working comfortably within a level.

Working Towards = A student is not achieving the criteria for a Weatherhead level. She is working within the level below

or

A student is achieving all of the criteria for a Weatherhead level and making good progress towards achieving the next level

Progress is reported in one of the four following ways:

- Below Expected
- As Expected
- Above Expected
- Exceptional

Progress levels and Progress Is are explained in the table below.

	Target	Progress Level	Progress Is
Student A	WHS 5	Secure 5 (S5)	As expected
Student B	WHS 6	Secure 7 (S7)	Exceptional
Student C	WHS 7	Secure 6 (S6)	Below Expected
Student D	WHS 5	Working Towards 6 (WT6)	Above Expected
Student E	WHS 6	Working Towards 8 (WT8)	Exceptional
Student F	WHS 8	Working Towards 7 (WT7)	Below Expected

b) Main Reports

Attainment and progress are reported in the same way as the Progress Update with an emphasis on targets and strategies for improvement.

Guidance on Completing Progress Updates and Report Writing

This can be found on the 'reports' section of the SSA.

A Common Approach to Grammar and Spelling in Reports

The document 'Weatherhead High School – A Common Approach to Grammar and Punctuation on school reports' can be found in the 'reports' section of the SSA.

Tracking and monitoring of progress and attainment

Whole school tracking procedures exist at Weatherhead so that we can ensure that students' progress is systematically monitored and reviewed and the findings acted upon.

A – Ongoing

All staff can utilise systems in SIMS for tracking and monitoring their own classes. A series of 'how to' guides can be found in the virtual staffroom in the section, 'using SIMS and Assessment Manager'.

Curriculum Leaders and Heads of Department use SISRA to track and monitor pupil progress at KS4.

All staff have varying degrees of responsibility to use ongoing assessment to improve student progress.

a. Class Teacher

The very best classroom teachers track the progress of their students closely, and adjust their teaching to ensure that all make the best possible progress. Classroom teachers should monitor the progress of their classes, using the data rigorously to evaluate past teaching, shape their planning and maintain the progress of their students.

Teachers can also make a rapid response at the point at which students begin to fall behind, so that there is a focus on pace and students keeping up with expectation.

This, of course, also encourages a dialogue that draws students' attention to their rate of progress and performance. Further, dialogue around student data between teacher and student can explore any issues in teaching and learning, allow both to ask and answer questions and reflect on what has been learned. Students must be able to articulate what they need to do to progress to the next level (KS3) or grade (KS4/5).

Classroom teachers should utilise data ongoing and informally through their own record keeping and formally after a data collection for the Year Group in which they teach.

For KS3 Classes

Teachers should use new Departmental Weatherhead levels when assessing the progress of their students.

Level descriptors should be used to inform teacher planning, allowing teachers to plan differentiated class and homework tasks that stretch and challenge all students.

When marking staff should use level descriptors to set challenging question targets to extend learning.

Level descriptors are a working document, however, teachers should not be using levels in a summative way at the end of a piece of work.

b. Curriculum and Subject Leaders

Curriculum and subject leaders monitor their subject areas as a whole and each class within the cohort.

Data for each Year Group is available immediately after curriculum teams have input the required information into assessment manager.

DHT – assessment will provide documents for CLs/HoDs to review department performance and **intervene** to improve where necessary.

c. Tracking groups

The school has defined a series of tracking groups that will be monitored by key personnel when data is available.

Overall monitoring of performance is conducted by the DHT – Assessment in conjunction with key staff.

Tracking group	Key staff
Students with inward mobility	AHT – Student Services
More Able cohort	G&T Leads
SEN & LAC	Senco
Alternative Curriculum Students	AHT – Alternative Curriculum Manager
Black, Ethnic Minority Students	DHT – Assessment
Free School Meal & Ever-6 Students	DHT – Assessment
Ability bands progress to Key Stage Targets	DHT – Assessment
Disadvantaged Students	DHT – Assessment

d. Form Tutor

After a data **collection** in the relevant Year Group, Form Tutors will be able to review data for their class. Tutors should have ongoing conversations with their Tutor Groups regarding progress so it becomes part of our student experience and our expectations. This is only twice a year and therefore should not place a burden on tutor time and should be easily manageable across a series of form periods following data collection.

e. Year Leader/Support Worker Team

The Year Leader Team will work with the DHT – Assessment to consider assessment data across a range of subjects, contextualising it in terms of:

- Behaviour (IRIS)
- Attendance
- Effort across subjects

B – One-to-one review

All students get to review their progress twice in the year after their Progress Update during planned Extended Form Time. This is done in Form Time and uses resources provided centrally. These sessions also give students the opportunity to feedback their positive feelings or concerns about their learning. This will be done via the resources provided, with the Support Worker passing on any key information for the attention of individual subject teachers. Individual subject areas will also conduct 1-1 interviews with students after each data collection and at other times deemed appropriate (e.g. after mock exams/unit tests).

Intervention

1. What is Intervention?

Intervention is action planned to improve the progress of targeted students who have been identified as underachieving or stalling and who are therefore at risk of not fulfilling their potential. Intervention at Weatherhead must not be seen as a special education needs programme, it will also include More Able students. Slower learning is not underachievement and vice versa. The most important message is that we all, at every level, have responsibility for intervention.

Intervention includes:

- Teaching in main lessons that is tailored to meet students' specific learning needs (the responsibility of all).
- Additional programmes that are designed to boost learning in key aspects of English and Mathematics (responsibility of CLs/HoDs).
- The provision for intervention being mapped against student needs (co-ordinated by DHT - Assessment); **it may be that what works one year, may not be appropriate the following.**

2. Intervention at Weatherhead

The top priority for our school is to provide intervention for a target group who are below the level expected for their age.

Whilst intervention strategies are important in all subjects, the core areas are the focus of our school's work. The idea is that intervention helps students make up the shortfalls in their learning and close the gaps in their progress.

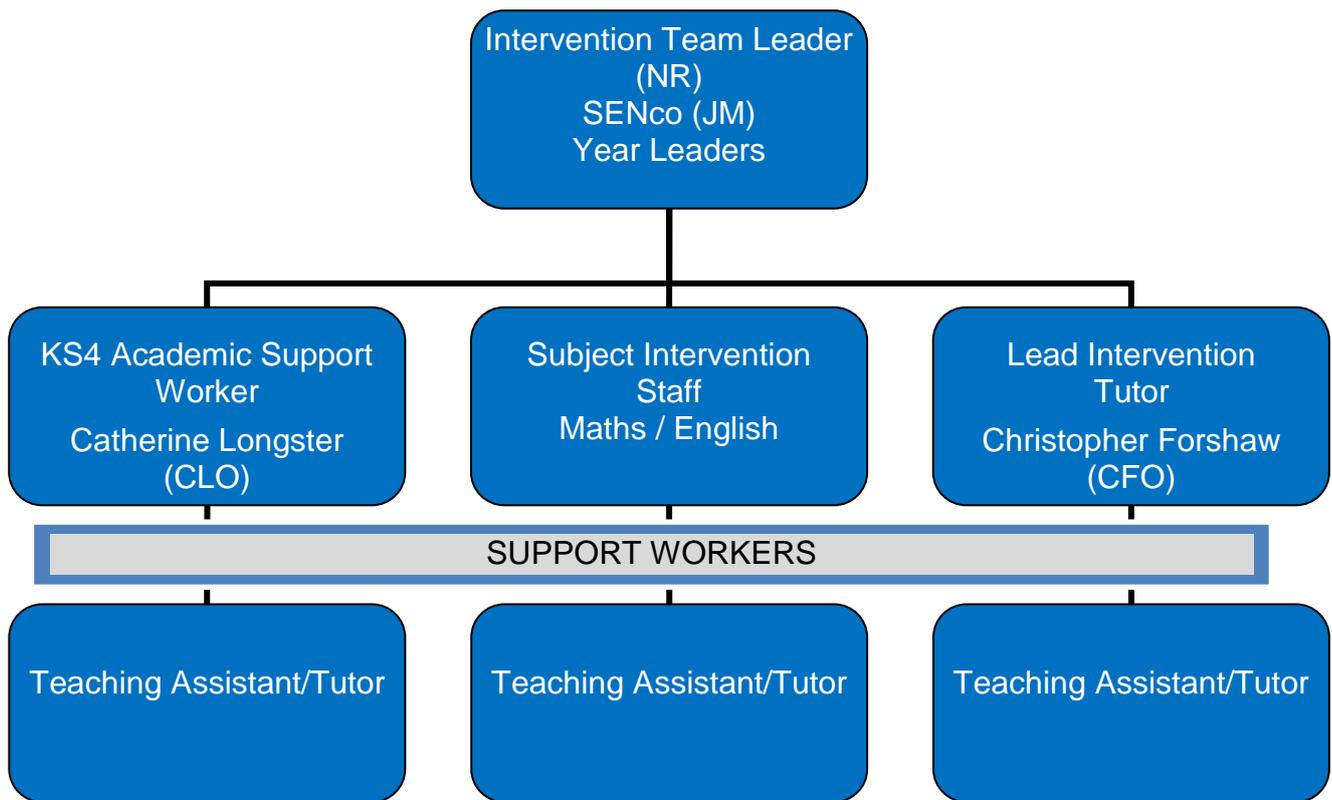
Our approach to this closing the gap has to be 'little and often'; a combination of tailored and challenging teaching with intense sessions of built-in consolidation and boosters for those identified as in need.

3. The Intervention Team – Roles and Structure

To manage this, Weatherhead has established an Intervention Team. The aim of the Intervention Team is to raise the attainment of underachieving students in the school. Its role is to:

- work with colleagues across the curriculum to identify students in need of intervention support.
- ensure that these students have curricular targets that are explicit, understood and addressed.
- help plan and resource appropriate intervention programmes.
- monitor the progress of the students in the programmes.
- advise colleagues on ways to help these students make the next steps in their learning.

- The Intervention Team is:



The **Intervention Leader** has strategic responsibility for and plans the provision of intervention programmes and also helps build the capacity of the intervention team through training and coordinating its work. The leader will analyse data, ask probing questions of and broker resources for the Curriculum Leader / HoD and their department.

The **Lead Intervention Tutor** delivers intervention programmes and working with departments co-ordinates the resources and planned delivery of intervention, champions the target group of students and acts as the 'informed professional' on this issue by providing training and support for colleagues.

The **Teaching Assistants/Tutor team** work with subject staff and support intervention by working on planned initiatives with specific students (groups or individuals) within the subject area. This work is reinforced by additional staffing in each area specifically for focused intervention.

4. The Principles of Effective Intervention

4.1 - Identifying target students

The Intervention Leader, with others in the intervention team, identifies a target group of students who require intervention. The priority group for intervention are students who are below the level expected for students of their age.

The intervention team plans strategically for a programme of intervention for these students that includes tailored teaching in main lessons and additional programmes where these are appropriate.

The Lead Intervention Tutor works with other teachers to review the assessment information available for the target students and to identify their learning needs. The available information may be detailed and diagnostic.

4.2 – Curricular targets are set

Curricular targets are set for all students, including those identified as requiring intervention. Students are allocated intervention strategies and programmes based on their assessment information. This will be done by the Lead Intervention Teacher in each area. This must all be communicated to Teaching Assistants/Tutors, students and their parents.

4.3 - Teaching is tailored

Teaching of all targeted students should take account of curriculum targets and be tailored towards the target. Teaching Assistants/Tutors should use the curriculum targets to focus their support in conjunction with the class teacher.

4.4 - Other programmes and agencies

For some students, the use of alternative programmes and agencies is appropriate to remediate their level of performance to their target. At Weatherhead our Alternative Curriculum is led by an AHT.

4.5 - Engaging parents

It is essential that Support Workers engage parents in the whole intervention process, so that support at home is in tune with the teaching and support received in school.

4.6 - Evaluate and review

The Intervention Tutor (TA or Tutor) should monitor and evaluate the impact of the intervention programme in order to:

- assure students' progress
- identify and develop best practice in learning and teaching

The outcome of this review process will determine future action.

Meetings involving the intervention team should review and evaluate student progress by:

- Engaging all staff in an ongoing dialogue around the impact that intervention is having on individual student's progress
- Identifying successes and barriers to learning that the intervention programme does not have the resources or expertise to deal with

- Identifying the further actions required to support the student (through intervention and otherwise)

5. How do we organise intervention? - THE WAVE APPROACH

Wave 1 – tailored teaching

Wave 1 teaching is high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted on all students' needs and prior learning. It derives from Schemes of Work that are designed to ensure that all students make good progress. This can be partly achieved through the careful use of lesson objectives.

Effective Wave 1 teaching anticipates the needs of students based on good use of yearly transition data and information that translates into curricular targets.

The most important element in securing progress for lower-attaining students is ensuring inclusive, interactive and varied teaching strategies in mainstream lessons.

AfL is proved to be a key method in the regular planned provision for learners who are not achieving their expected grades.

Wave 2 – consists of additional, time-limited, appropriately targeted intervention support programmes (over and above Wave 1)

Wave 2 support is designed to:

- increase rates of progress and secure learning for groups of students putting them back on course to meet or exceed expectations.
- take the form of tight, structured programmes of small group support, carefully targeted and delivered by teachers or appropriately skilled Teaching Assistants to help students achieve their learning objectives.
- support whole class lessons, or be built into mainstream lessons as part of guided work.

Critically, students must have opportunities to consolidate and apply their Wave 2 learning in mainstream lessons to ensure progression is sustained. Intervention practices of this type should therefore be compatible with mainstream teaching.

Wave 3 is Wave 2 plus increasingly individualised programmes

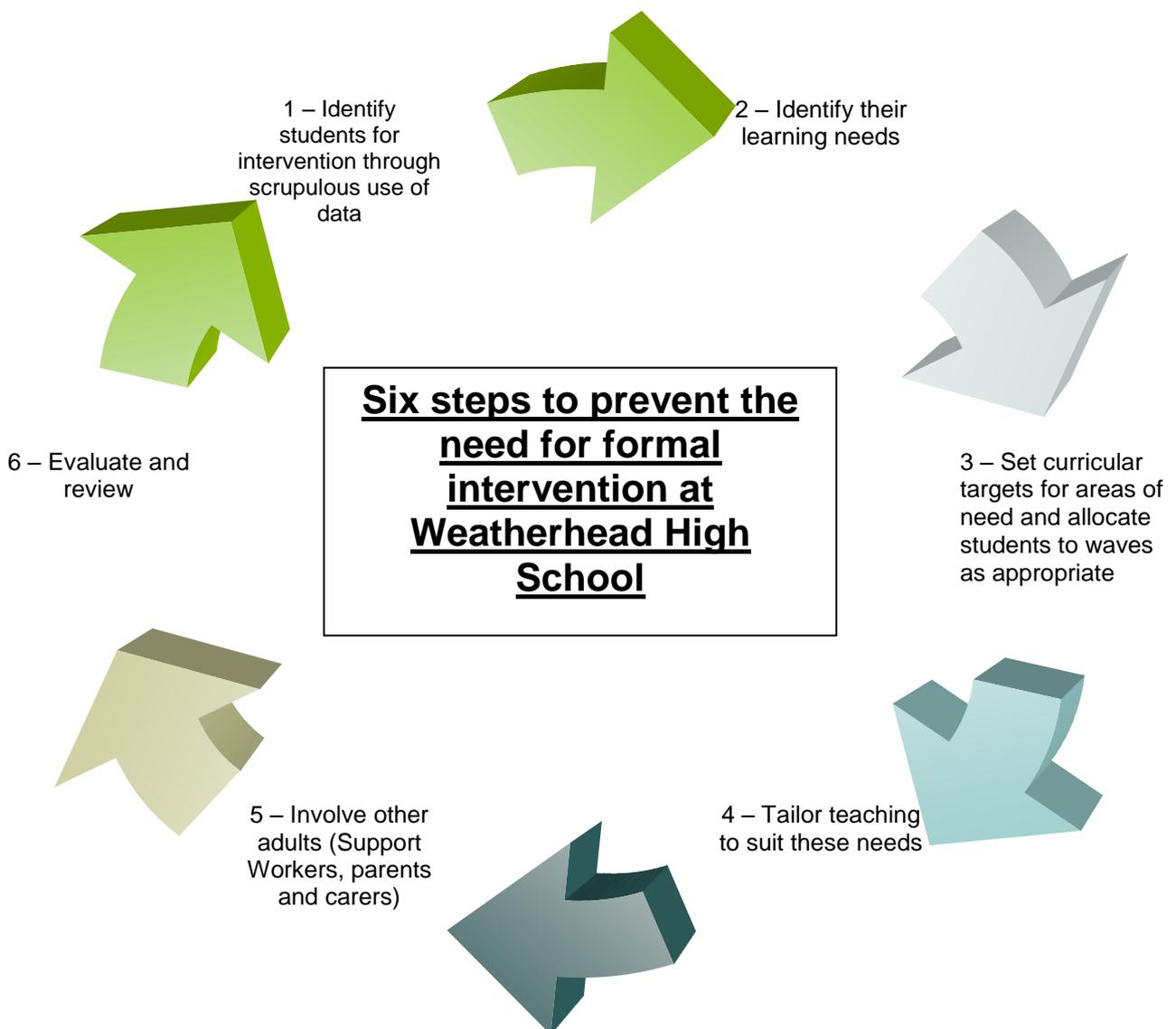
Wave 3 support is aimed at accelerating and maximising progress and minimising performance gaps. This will involve one to one or very small group support via a specialist teacher, Teaching Assistant or academic tutor, to support students towards the achievement of very specific target, for example on a specific skill or understanding that has been taught in the classroom, but the student has failed to secure. It is important that any learning gains in this way are followed up through what the student experiences in the classroom so that they can link their experiences together.

An example of Wave 3 intervention is students working individually with a teacher, Teaching Assistant or Mentor. This may involve an intensive burst of individual tuition,

such as focusing on a skill or understanding that has been taught in class, but the student has failed to secure or maybe a longer period of developmental tutoring.

It is important to realise that Wave 2 and 3 activities can take place during lunchtime, before and after school and we should work towards achieving this so that the normal class teaching of Wave 1 is not missed.

NB: It is crucial that any intervention programmes or activities that are borne out of Wave 2 or 3 type intervention should be closely matched to the learning in lessons and should not impede or take away from this. **It is the responsibility of ALL teachers to identify the need for intervention and make initial provision for it, in collaboration, and with the Curriculum Leader to be the 'first line'.**



Questions for Consideration when Using Data

Year Leader/Support Worker/Form Tutor:

- Is the student's achievement across all subjects in line with expectations?
- Are students making good progress towards their targets?
- What are the student's barriers to making progress/achieving?
- What action is needed to put students back on track?

Curriculum Leader:

- Who are the students or groups of students who are exceeding expectations?
- What are the factors that are contributing to this success and are we sharing the good practice across department and out of department?
- Which students or groups of students are achieving in line with expectations?
- Are there students or groups of students who are achieving below expectations? What are we doing to address this? What intervention is on offer?
- In comparison with other subject areas in the school, are there individual students or groups of students who are achieving less well in my subject?
- What does the analysis of assessment information tell me about student learning in the subject? Are there any strengths or weaknesses revealed? Do I need to investigate T&L any deeper?
- Do teaching programmes on a day to day basis allow my team to deal with weaknesses or underperformance?
- Are there cross-curricular opportunities to address under or over-performance?
- Are there groups who are particularly overachieving? How will these be challenged further?
- What interventions are being used to support students who are achieving below expectations?
- Can I make some time in a department meeting or informally, to enable a discussion of the ways in which data on students' progress is being used to improve teaching and learning and maintain progress?

Teachers:

- What is the range of attainment in the classes you teach?
- Are you aware of the prior attainment of each student that you teach?
- Do you set and review curricular targets with your students?
- Do you use outcomes of assessment to modify your teaching?
- What specific, lesson based, intervention can you use to support those students that are falling behind?
- Are your students making progress - does your planning allow students to make progress? Do you use lesson objectives in a progressive manner?

Progression Targets – Conversion of Levels

For the purposes of progression targets, the conversion table below shows how students (in Year 8 to 11) will be judged to have made 2 levels of progress:

KS2 Levels		Required KS3 Level to meet progress target	
Level 5		Level 7+	
Level 4		Level 6+	
Level 3		Level 5+	
Level 2		Level 4+	
Level 1		Level 3+	
W		Level 2+	
A, D		-	
KS3 Levels		Required KS4 Level to meet progress targets	
		Grade	New GCSE Number Grade
Level 8		A* (in maths)	9-8
Level 7		A (A* in English)	7
Level 6		B	6
Level 5		C	5 (5m)
Level 4		D	4 (5a)
Level 3		E	3 (5c)
Level 2		F	2
Below Level 2		G	1

This has been adapted for Weatherhead's new assessment structures, which follows these progression pathways:

