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Wolstanton High School

Parent Information Guide

Assessment and the New GCSEs

Assessment and the New GCSEs at Wolstanton High School

In 2015 the government removed national curriculum levels from primary and secondary schools. As well as this, new tougher GCSEs have been introduced and will be sat for the first time in the summer of 2017.

The new GCSEs are graded on a 1-9 scale that does not entirely match the old A*- G scale. The new grade 9 being the higher and grade 1 being the lowest. In addition to the changes to the structure of the GCSEs, the government is also raising the expectation of the standard of GCSE that will be considered as a good pass from a C to a new grade 5 (Grade 5 is equivalent to a high C grade low B grade).

As there is no longer a national system of levels, it is now down to the schools to have their own assessment system.

This guide explains how we assess at Wolstanton High School.

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	B
6	C
5	
4	D
3	E
2	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Assessment at at Wolstanton High School

At Wolstanton High School, all students are assessed using the GCSE 1-9 scale in Year 7, 8, 9 and 10 and in Maths and English only in Y11. In Year 7 and 8 we have added a working towards grade W to the scale.

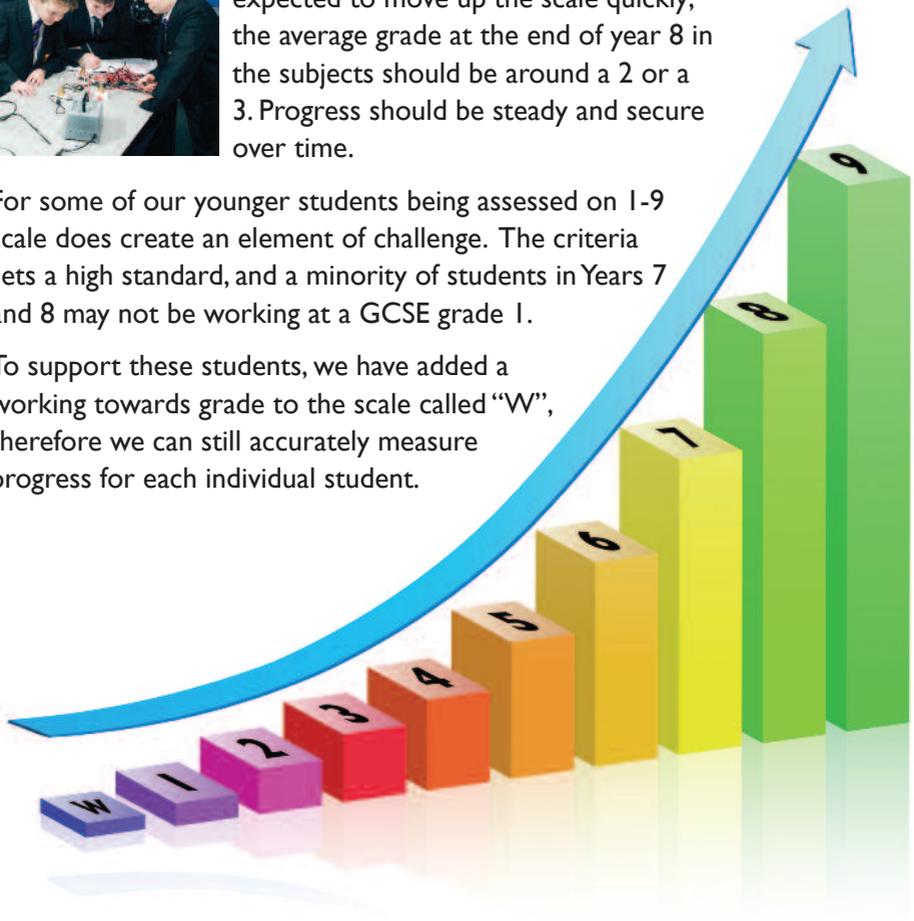
It is important that as a school, and as parents, we view your child's progress as a journey.



Small steps every term, whilst building knowledge and developing skills, is the key to GCSE success. Students are not expected to move up the scale quickly; the average grade at the end of year 8 in the subjects should be around a 2 or a 3. Progress should be steady and secure over time.

For some of our younger students being assessed on 1-9 scale does create an element of challenge. The criteria sets a high standard, and a minority of students in Years 7 and 8 may not be working at a GCSE grade 1.

To support these students, we have added a working towards grade to the scale called "W", therefore we can still accurately measure progress for each individual student.



How will I know if my child is progressing?

Pathways

Each student has a pathway which is based on the performance of their reading, writing and maths assessments at Primary School.

This pathway gives a student their minimum expected grade at GCSE for all of their subjects which is tracked each year against an end of year expected 1-9 target grade.

Target Grade

The end of year target grade might be subdivided into for example a **3+ or 3-**. The + symbol means a high grade 3 and a – symbol means a low grade 3. The pathway challenges each and every one of our students to reach their full potential. Some students will achieve beyond their pathway at every stage of their journey.



Reports

You will be given three reports about your child's progress throughout the year which will consist of two progress reports and a written report. The reports will show their GCSE target grade, their end of year target grade, an attitude to learning grade, behaviour learning grade and a progress indicator.

Progress Indicator

The progress indicator will give you an indication whether or not your child is on track to achieve their GCSE target grade in Y11. You will also be able to track the progress of your child on our school Insight system.

Attitude to Learning Descriptions

Grade 1

A highly motivated, independent and organised learner, who is rarely off-task. Classwork and homework is always completed to the best of their ability. This person is reflective, resilient and determined to achieve and is highly likely to achieve or exceed their end of year targets.



Grade 2

A motivated and organised learner who shows initiative and is keen to do well. They seek to produce classwork and homework to the best of their ability. This person is capable of working independently and is enthusiastic about their learning and is likely to achieve their end of year target.

Grade 3

This learner works reasonably well when provided with regular instructions and advice from staff. They lack resilience when faced with challenging tasks. Homework and classwork may be inconsistent but usually meets the minimum standards set. Should achieve their end of year target.

Grade 4

This learner has difficulty staying on task, is often without equipment and seldom completes work or homework. Unlikely to achieve their end of year target.



Behaviour for Learning Descriptions

Grade 1

This learner makes an exceptional contribution to a safe, positive learning environment. They show high levels of engagement, courtesy, collaboration and cooperation. Behaviour is impeccable.

Grade 2

This learner is considerate, respectful and courteous and consistently meets the school's expectations in terms of behaviour. They make a positive contribution to a well ordered and safe learning environment.

Grade 3

Behaviour may be inconsistent this learner occasionally displays low level disruption but responds promptly to teacher's direction.

Grade 4

This learner is persistently disruptive and unable to accept consequences without argument. They often show a lack of respect for others and have poor self-discipline.

Progress Descriptions

- 1: Pupil's work is exceeding expectation.
- 2: Pupil's work is in line with expectation.
- 3: Pupil's work is below expectation.





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