

## KEY STAGE 3

Dear Parents / Carers

This leaflet will help guide you through assessment within The Pingle Academy and explains how we will assess students throughout their GCSE courses. It will also provide you with the information you will need to have a clear understanding of your son/daughter's progress towards their target grades and how these targets are produced.

Your son/daughter's progress report is enclosed with this leaflet and we hope that you will find it informative. Please do not hesitate to contact me if you require further clarification on any of the information contained within it.

Mr S Hall

Vice Principal

The Pingle Academy

---

## How will The Pingle Academy track the progress that students are making?

- The Pingle Academy has made the decision to assess and report on student progress through the use of GCSE grades from year 7 to year 11.
- For students currently in year 8 and 9, this will mean we will no longer use "Thresholds" and will transfer to GCSE grades, which are now embedded as we near the end of the long period of educational reform.
- During KS3, students will be assessed using a variety of methods relevant to the different subject areas eg completing a practice exam question or an end of unit test.

**In Year 9, for Maths/Science/Geography/History where GCSE content is being taught, students will be given an end of GCSE course target and this will be treated as a 3 year GCSE course.**

## KS3 & 4 Grading System

Ofqual (Office of Qualifications and Examinations Regulation), has made a decision to change the current GCSE grades A\*-G to numerical grades 9-1. A grade 1 will be the lowest grade and grade 9 which will be the highest.

### What do these numerical grades represent?

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

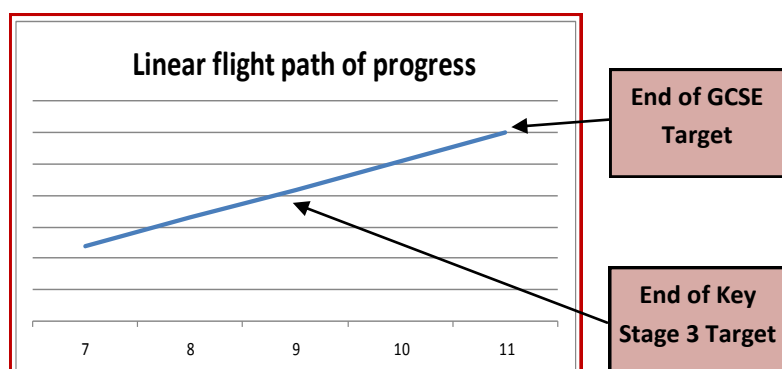
**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

- Grade 8/9 represent an A\* with the top 20% of A\*s achieving a grade 9.  
*(This will represent exceptional achievement.)*
- Students who would have gained a grade A in 2016 are now awarded a grade 7.
- The same proportion of students who would have been given a grade C in 2016 are now given at least a grade 4 under the new system to ensure that no students are disadvantaged through these changes.
- A grade 5 will represent the top third of marks for a current grade C and bottom two thirds of a current grade B.
- A grade 5 is intended to be the new "good pass" grade by the DfE.
- The bottom of grade 1 will be aligned with the bottom of a grade G.

## Assessing using GCSE Grades in Key Stage 3

- Each student upon entry will be calculated a GCSE target grade for every subject. These are based on national statistics that take into account KS2 levels/scaled scores which were achieved at the end of Year 6 in the English and Mathematics SATS test.
- In Key Stage 3, the amount of progress each student is expected to make will be based on a linear path of progress from KS2 to end of year 11. KS3 students will be given an end of KS3 target and teachers will report on progress made towards this target.
- A linear “flight path” of progress will be calculated, providing end of year and end of Key Stage targets as shown in the graph below.



- In reality students who learn at differing paces, so we will **NOT** report on actual grades in KS3, but rather whether a student is “ON COURSE” to meet their end of KS3 target.
- An “ON COURSE” indicator will be used, which will be on a 5 point scale, depending on what a student is likely to achieve. (***Please see the OCI descriptors on the right.***)

On Course Indicator	
1	<p>A student who is very likely to achieve above their end of Key Stage 3 target grade.</p> <p>Classwork, homework and assessments are consistently above the expected standard.</p>
2	<p>A student who is likely to achieve their end of Key Stage 3 target grade.</p> <p>Classwork, homework and assessments are consistently in line with target grade.</p>
3	<p>A student who is likely to achieve just below their end of Key Stage 3 target grade.</p> <p>Classwork, homework and assessments are generally in line with target grade, but the student can be inconsistent.</p> <p>They should seek advice from their teacher on how to ensure that their target grade is met.</p>
4	<p>A student who is very likely to achieve below their end of Key Stage 3 target grade.</p> <p>Classwork, homework and assessments are often below their target grade and the student can be very inconsistent.</p> <p>They should be encouraged to access all the support available within subject areas and show an urgency to improve to ensure that their target grade is met.</p>
5	<p>A student who is very likely to achieve significantly lower than their end of Key Stage 3 target grade.</p> <p>Classwork, homework and assessments are regularly well below their target grade.</p> <p>They should be encouraged to access all the support available within subject areas and show an immediate urgency to improve, to ensure that their target grade is met.</p>

## What Parents/Carers can do to help their child at home

- Log on to MILK to monitor attendance, behaviour, achievements and homework.
- Monitor the progress report each half term to identify subject areas where your child may be underperforming.
- Monitor their progress reports to identify subject areas where they may be underperforming. Encourage them to speak with subject teachers to see what they can do to improve.
- Contact subject teachers for extra support material where you feel necessary.
- Ensure your son/daughter is encouraged to attend all forms of support and revision sessions before academy/during form time/after academy/Saturday mornings and holiday periods.
- Help create a sensible routine at home for completing homework. Check the parent section in MILK to know what homework is due for completion.
- Ensure that there is a quiet place at home for them to work.
- Attend Parents' Evenings at the Academy so that you can meet with your son/daughter's teachers and discuss matters such as progress, attitude, behaviour etc.

### Who do I contact if my son/daughter:

#### .....is not on course in one or two subjects?

*You may wish to contact the class teacher to ask for advice on what you can do at home to help support your child at home*

#### .....is not on course in a number of subjects?

*You may wish to contact the Form Tutor or Head of Year to discuss how we can work together to remove any barriers to learning*

***If you are concerned about any aspects of your child's progress you should firstly contact your child's Form Tutor, Head of Year or Mr S Hall (Vice Principal).***