

15 December 2015

Dear Parent/Carers,

This letter should provide you clarity regarding changes to assessment and our new reporting system. We are doing this so that we stay in line with all the new government changes.

Here is a list of all the new government changes that will impact our students over the coming years:

- New GCSEs are being introduced by the government and students will sit these exams from Summer 2017. This is the same for all schools/academies in the country. The new GCSEs will be graded on a scale from 9-1: grade 9 being the highest, grade 1 being the lowest.
- National Curriculum levels will be removed. This is to provide schools/academies the freedom to assess and report on students as they see fit.
- A new progress measure, *Progress 8*, aims to capture the progress a student makes from the end of primary school to the end of secondary school. This means that students' results are compared to the achievements of their peers with the same prior attainment.
- A new attainment measure, *Attainment 8*, will measure the achievement of a student across 8 subjects. This includes: Mathematics and English, which will be double weighted (counted twice); three qualifications in the English Baccalaureate (Ebacc), including Science, Computer Science, History, Geography, Modern Foreign Languages; and three further qualifications that can be GCSE qualifications (including Ebacc subjects) or any other non-GCSE qualifications on the DfE approved list.

The Langley Academy welcomes these changes because it gives us the opportunity to develop a curriculum and an assessment system, focused on ensuring that students develop the knowledge and skills they need to be successful at GCSE.

The new system does not use A*-G for GCSEs however, our new system is still in transition. It is slowly going to be incorporated into the year groups, starting with English and Mathematics, then most other subjects by Summer 2018:

This is how the transition will occur for each year group:

- **Year 13 and 12** are not impacted by the grading change
- Our current **Year 11** will sit the A*-G GCSEs in all their subjects
- **Year 10** will sit the new 9-1 GCSEs in English and Mathematics, and A*-G GCSEs in all their other subjects
- The current **Year 9** will be sitting 9-1 GCSEs in the vast majority of subjects
- The current **Year 8 and Year 7** will be sitting 9-1 GCSEs in every subject

Considering that the GCSE result is the main focal point for all of our students, the Academy will report student progress rather than individual grades. Each subject will report whether a student is **above, on-track, below or a serious concern**. The progress of students will be tracked against our minimum expectations. This ensures that the focus is on student progress rather than just attainment, which allows you and the Academy to support your child achieve their full potential.

Assessment

At The Langley Academy, all students will be assessed against GCSE criteria. We believe that it is very important that teachers, parents, and the students themselves view progress as a journey over five years. Small steps taken every term, whilst building knowledge and developing skills, is the key to success at GCSE. Staff use personalised learning checklists (PLCs), to assess the progress of a student over each half term. PLCs will be available on our website next half term. All students complete an end of half term assessment, in each subject, this generates their grade for the half term, which is tracked against our minimum expectations. All students are not expected to move up the scale at the same rate, progress should be steady and secure over time.

For some of our younger students, being assessed on a 9-1 scale does create an element of challenge. The criteria sets a high standard, and a small group of students in Year 7 and Year 8 may not be working at a GCSE grade 1. To support these students, we have split the lowest grade of 1 into 1.1 (highest), 1.2 (middle) and 1.3 (lowest). Therefore, we can still accurately measure progress for each individual child.

The benefits of this system are:

- It encourages all students to stretch themselves
- The 9H-1.3L scale is linked to the new GCSE grades, making it easier to understand (see conversion table attached)
- It is easier for teachers, students and parents to monitor progress over time. Students are measured against minimum expectations from Year 7 through to Year 11, allowing us to clearly see the progress each individual is making in all subjects. This allows students who need to be stretched further, or receive more support, to be easily identified
- The same assessment language will be used across The Langley Academy, creating a consistent system for students to understand what they need to do to progress, and for parents to be involved in their child's journey

Reporting

Parents of **Years 7-10** will receive reports which show their child's current progress, over the half term, and Attitude to Learning. It is colour coded to show where they are in comparison to our minimum expectations. The reports will indicate their progress as ***above, on track, below or serious concern.***

Mathematics and English are always tracked against Keystage 2 data. **However, there is a slight difference between the years for all other subjects:**

- **Year 7** will be tracked against a baseline grade - an internal grade generated from a pre-assessment, taken at the beginning of the year
- **Year 8** will be tracked against a baseline grade - an internal grade generated from a pre-assessment, taken at the beginning of the year, or the previous year's final grade
- **Year 9 and Year 10** will be tracked against their Keystage 2 data

The reason we are not tracking every year group using the Keystage 2 data is because of the variations in progress for all Keystage 3 subjects. The Keystage 2 average points score (APS) for mathematics and English does not always

provide an accurate starting point for all students; innate skills, talent, specific difficulties, preferences are a few factors that are not taken into consideration.

In **Year 11, 12 and 13** reports will be similar to last year's. **Year 11** reports will incorporate 3 new measures:

- Attainment 8 estimate - This estimate is generated using the student's keystage 2 average point score.
Attainment 8 is the student's total achievement measured across eight subjects
- Attainment 8 actual - This is the score the student is achieving across the 8 subjects
- Progress 8 score - This score reflects the student's overall progress across the 8 subjects. 0 indicates a student is in line with their targets. A positive number indicates they are working above their targets and a negative represents students are working below their targets

Tracking and monitoring progress occurs regularly throughout the year. Three reports are sent home every year. However, with a significant number of changes, Year 7 and the examination Years (11, 12 and 13) are receiving an additional report this term. Year 7 parents will receive extra information, regarding current reading scores and their child's attitude to learning in each subject. This is to ensure our new parents understand our high expectations and the importance of reading for all students. There is a clear correlation between a student's reading age and their ability to follow the curriculum and succeed. Year 11, 12 and 13 will receive an extra report to help support their exam preparation.

We hope that you support the changes we are making to assessment and the reporting system. If you have any further questions please do not hesitate to contact myself, via email, at chirag.patel@langleyacademy.org. We intend to support parents by providing Q&A sessions at parent forums and, if the need arises, parent workshops; these dates will be published on our website.

Please use the enclosed conversion table to help support you and your child through this transition period.

Kind Regards,



Chirag Patel
Academy Director

Conversion table

Old national curriculum levels for Keystage 3	New 1.3 - 9 scale	New scale with fine grading	Current A*- U grading with fine grades	
	9	9H	A*1	
		9M	A*1	
		9L	A*1	
	8	8	8H	A*2
			8M	A*2
			8L	A*2
	7	7	7H	A*3
			7M	A1
			7L	A1
	E	6	6H	A2
			6M	A3
			6L	B1
8a	5	5H	B2	
8b		5M	B3	
8c		5L	C1	
7a	4	4H	C2	
7b		4M	C3	
7c		4L	D1	
6a	3	3H	D2	
6b		3M	D3	
6c		3L	E1	
5a	2	2H	E2	
5b		2M	E3	
5c		2L	F1	
4a	1.1	1.1H	F2	
4b		1.1M	F3	
4c		1.1L	G1	
3a	1.2	1.2H	G2	
3b		1.2M	G3	
3c		1.2L	U	
2a	1.3	1.3H	U	
2b		1.3M	U	
2c		1.3L	U	
1a				

The table above provides a very simplistic conversion between the old levels at Keystage 3 and the new grading system of 9-1 (in our case 1.3 – 9). The table also converts the old A*-U grades into the new grading system. E.g. a student in Year 8 (Keystage 3) achieving 4a on the old level system will be a 2L on the new scale. Similarly, a student in Year 9 (Keystage 4) achieving a grade D2 on the old system will be a 3H on the new scale.

The grades are fine graded. 2L means grade 2 lower, 2M means grade 2 middle and 2H means grade 2 higher.

This conversion table is provisional. Until the first set of results occur in 2017 it is very difficult to map exactly the old A*-G system to the new 9-1 scale.

A good pass is 5 and above.

