Life Without Levels at Tring School

A Mastery Curriculum

Assessment System for Tring School

Year 7

2016 - 2017

Tracking Student Progress in Year Seven

The Language of 'Mastering The Curriculum'

From September 2016 Tring School are launching a bespoke system to track students' progress in all subject areas against a range of core skills and identified knowledge in Year 7. The system has been created around a series of key terms that help students to identify their own progress in relation to their starting points **[threshold levels].**

This means that students will be assessed in class using the following key words:

Emerging
Developing
Securing
Mastering

This language is key to creating a system that supports the assessment of work and conversations between teacher and pupil about a student's competency with relation to the identified key skills and knowledge for a particular unit within a subject.

There is no official or agreed definition for each of the key phrases but the following is intended as a guide as to what the competency of these words suggest:

Emerging	Students have begun to grasp the concept or show some competency with a skill but it is not developed i.e. the skill is not consistently applied.
Developing	The students understanding and competency with the skill is developing i.e. they make few mistakes with applying the skill and show a solid understanding of the content covered.
Securing	The students understanding and competency with the skill is understood i.e. they make few or no mistakes with applying the skill and show a detailed understanding of the content covered.
Mastery	Students demonstrate complete competency with a skill and a full understanding of content i.e they make no mistakes and demonstrate a skill regularly, their understanding is detailed and accurate [it is likely to demonstrate mastery with a skill which a student will have evidenced competently more than once].

A Mapped Curriculum

In order to assess effectively subject areas at Tring School, we have mapped a new curriculum for Year 7 through to 9. This mapped Curriculum ensures that students are being given the opportunities to develop the key skills and acquire the essential knowledge to prepare them to start a GCSE course at the beginning of Year 10 in any of the subjects they follow in Year 7.

'I can'' statements and classroom language

The school's intention is not to simply create a tracking system but to facilitate a language that can be used in the classroom. The system is underpinned by the use of statements [commonly referred to as 'I can' language] which subject areas have created that will support the assessment process.

Example for History

Year 7 History: Key concepts and skills

To succeed in History at Tring there are a range of key concepts and key skills that you must **master** as your progress through Key Stage 3.

Refer to this sheet often and use it to **help you** with your home learning and assessments: it is your guide to becoming a **master historian**!

	Emerging	Developing	Secure	Mastering
Cause and consequence A good historian explains the causes and consequences of events	I can **describe** historical events through story or narrative. I make accurate statements but do not development them with examples.	I can **identify** and **describe** the long-term and short-term causes of events. I make limited use of examples. Your descriptions lack development.	I can identify and **explain** the long-term and short-term causes of events briefly. I include some basic examples and write in paragraphs.	I can **explain** a range of different causes (for example short and long term) I include some detailed examples and write in clear PEA paragraphs.
Change and continuity A good historian explains the causes and consequences of events	I can **identify** examples of change between two different periods. I make accurate statements but do not development them with examples.	I can **describe** examples of change between two periods or over time. I make limited use of examples. My descriptions lack development.	I can make simple **explanations** of change and continuity. I include some basic examples and write in paragraphs.	You can make developed **explanations** of change and continuity. I include some detailed examples and write in clear PEA paragraphs.

All students complete tasks and units of work, subject teachers will use the language of securing/mastering to assess student's competency against an identified core skill or key piece of knowledge. These will then be converted into 'student progress' of expected, good and excellent depending on their threshold levels [starting points] as explained below.

Threshold setting for Year 7

Students will be assigned a baseline threshold [starting point] for each subject using one the key terms as described above:

Emerging [Low]   Likely outcome at Key Stage 4 = grades 1-3 (G-D)
Developing [Middle]   Likely outcome at Key Stage 4 = grades 4-5 (C-B)
Securing [High]   Likely outcome at Key Stage 4 = grades 6-7 (B-A)
Mastering [Very High]   Likely outcome at Key Stage 4 = grades 7-9 (A-A*)

This will be determined using a combination of one or more of the following:

- Key Stage 2 test scores - taken at the end of Year 6
- Cognitive Abilities Test (CATs) - taken during the Year 6 into 7 Induction Days
- Classroom baseline assessments - taken at the beginning of Year 7[first half term]

It is important to note that the baseline threshold for each subject may differ depending upon an individual student's particular strengths or weaknesses. For example, it is possible that they could be in the Securing threshold for English and the Mastering threshold for Maths.

Assessment and Tracking

Subject areas will complete their own tracking sheets for each class and assess student's competencies against the identified skills and content from the curriculum map as outlined above. However, at three assessment points in the year, data will be collected centrally to provide parents an overview of progress for individual students in each subject area.

This will be assessed using the following criteria:

Excellent Progress   Working well above threshold level in all areas
Good Progress   Working above threshold level in most areas
Expected Progress   Working at threshold level in most areas
Below Expected Progress Working below threshold level

Students are expected to reach a level of understanding and competency in line with the criteria for their baseline threshold, as set out on the curriculum map for that subject.

Students who are able to acquire a level of understanding and competency above or beyond their baseline threshold are deemed to be making Good, or even Excellent Progress.

Students unable to acquire a level of understanding and competency in line with their baseline threshold are deemed to be making poor (less than expected) progress.

This can be better understood in the examples provided below:

Example Student A: Starting point - **Emerging Threshold**

The emerging criteria in a subject are fulfilled then that student is making **expected progress**

Example Student B: Starting point - **Developing Threshold**

The securing criteria in a subject are fulfilled then that student is making **good progress**
Attitude to Learning

Attitude to Learning scores are given in relation to Classwork, Homework, Behaviour and Organisation. Scores are from 1-4 for the first three categories and 2-4 for Organisation.

Classwork	
1	• **Consistently** producing classwork of a standard which demonstrates that students have done **more** than required e.g. Completing stretch and challenge tasks • Makes exceptional progress in lessons due to high level of engagement • Makes consistent oral and written contributions • Works very effectively with peers
2	• Producing classwork of a standard which demonstrates that students have understood the task and completed to a good standard e.g. Completing all standard tasks • Makes good progress in lessons • Takes part in discussion (prompted or unprompted) • Works well with peers
3	• Standard of classwork is inconsistent. • Tasks may not always be completed • There can be off task chat during group activities/paired work • Can contribute effectively but needs prompting to keep on task
4	• Standard of classwork is poor • Tasks are rarely completed • There is often off task chat during group activities/paired work • Rarely contributes positively • Evidence of concerns has been logged in SIMS behaviour log

Homework	
1	• Meets all deadlines • **Consistently** producing homework of a standard which demonstrates that students have done **more** than required e.g. Completed wider reading/stretch and challenge tasks/additional work/work of a higher standard than expected)
2	• Meets all deadlines • Producing homework of a standard which demonstrates that students have understood the task and completed to a good standard.
3	• Meets most deadlines but this is inconsistent • Standard of homework is inconsistent • Students are not always meeting expectations
4	• Does not meet most deadlines • Standard of homework is poor • Students are not meeting basic expectations • Evidence of concerns has been logged in SIMS behaviour log

Behaviour	
1	• **Consistently** shows evidence of working very effectively in group work tasks • Supports the learning of others • Is always engaged in lessons • Is a role model to other students
2	• Completes group work well and usually takes part effectively • Engaged in lessons and is motivated to learn
3	• Focus and engagement is inconsistent and there is a need for more consistency in approach to learning • Occasionally disrupts the learning of others. • There may be evidence of logged concerns in SIMS behaviour log
4	• Frequent poor attitude to learning • Disrupts the learning of others on numerous occasions • There is be evidence of logged concerns in SIMS behaviour log • Parents have been contacted about behaviour concerns

Organisation	
1	• Not applicable to Organisation
2	• Arrives to lessons equipped with all the necessary items for that subject area • Arrives to lessons on time and ready to learn
3	• Can be organised but this is not consistent • May attend some lessons without the correct equipment • Is not always on time and can be distracted on occasions
4	• Disorganised and doesn't respond to support to improve • Not engaged in lessons and arrives late and not ready to learn • Does not have the right equipment on multiple occasions • Evidence of concerns has been logged in SIMS behaviour log

Reporting

The Year 7 cohort for 2016-17 will run to the following reporting cycle:

- Tracker Input - Week beginning 28/11/2016
- Parents Evening - Week beginning 27/02/2017
- Tracker Input - Week beginning 06/03/2017
- Assessment Week - Week beginning 15/05/2017
- Tracker Input - Week beginning 05/06/2017
- Tutor Report Input - 12/06/2017

The reports will be generated for each student and distributed by form tutors as on the dates on the assessment calendar.

Below is an example of what the Year 7 report will look like:

Name: Tutor:

Form: Attendance:

Subject	Baseline Theshold Year 7	Progress Year 7 Autumn 2016	Attitude to Learning			
			Classwork	Homework	Behaviour	Organisation
English	Developing	Expected	2	2	2	3
Mathematics	Developing	Good	2	2	2	2
Science	Developing	Good	2	2	2	2
Art	Developing	Good	2	2	2	2
Computing	Developing	Expected	2	3	2	3
Drama	Emerging	Good	1	2	2	2
Geography	Emerging	Expected	2	3	2	3
History	Developing	Expected	2	2	2	2
Music	Securing	Good	1	1	1	2
Games	Developing	Poor	3	4	2	3
PRS	Developing	Good	2	2	2	3
Design & Technology	Securing	Expected	3	2	2	3