

Measuring the progress of year 7 students

National Curriculum Levels

- * The government made the national curriculum levels non-compulsory.
- * There is no standard method for measuring attainment and progress.
- * Each school has developed its own model.

Driffield School's Model

- * Key knowledge and skills needed for GCSEs have been divided across the five years of secondary school.
- * Within each year group the knowledge and skills have been divided into 5 key areas:
 - * Excelling
 - * Confident
 - * Developing
 - * Emerging
 - * Beginning to access

Excelling:

Describe how some cells (nerve, muscle, root hair, xylem and phloem) are adapted and explain how this helps them with their function.

Confident:

Describe the functions of parts of animal and plant cells (as listed below).

Developing:

Identify parts of animal and plant cells including membrane, nucleus, cytoplasm, cell wall, chloroplasts, mitochondria, ribosomes and vacuole

Emerging:

Identify cells as plant or animal cells.

State that a basic animal cell contains a membrane, cytoplasm and a nucleus.

Beginning to Access:

Name some types of cell e.g. red blood cell, white blood cell.

Year 7	Year 8	Year 9	Year 10	Year 11
	Not taught in Y8			<p>Excelling:</p> <p>Express answers in standard form.</p> <p>Convert between <u>centi</u>, <u>milli</u>, <u>micro</u> and <u>nano</u>.</p>
			<p>Excelling:</p> <p>Carry out calculations involving magnification, real size and image size.</p>	<p>Confident:</p> <p>Carry out calculations involving magnification, real size and image size.</p>
		<p>Excelling:</p> <p>Compare eukaryotic and prokaryotic cells in terms of their size and structure.</p> <p>Compare light and electron microscopes.</p>	<p>Confident:</p> <p>Compare eukaryotic and prokaryotic cells in terms of their size and structure.</p> <p>Compare light and electron microscopes.</p>	<p>Developing:</p> <p>Compare eukaryotic and prokaryotic cells in terms of their size and structure.</p> <p>Compare light and electron microscopes.</p>
		<p>Confident:</p> <p>Describe how some cells (nerve, muscle, root hair, xylem and phloem) are adapted and explain how this helps them with their function.</p>	<p>Developing:</p> <p>Describe how some cells (nerve, muscle, root hair, xylem and phloem) are adapted and explain how this helps them with their function.</p>	<p>Emerging:</p> <p>Describe how some cells (nerve, muscle, root hair, xylem and phloem) are adapted and explain how this helps them with their function.</p>
<p>Excelling:</p> <p>Describe how some cells (nerve, muscle, root hair, xylem and phloem) are adapted and explain how this helps them with their function.</p>		<p>Developing:</p> <p>Describe the functions of parts of animal and plant cells (as listed below).</p>	<p>Emerging:</p> <p>Describe the functions of parts of animal and plant cells (as listed below).</p>	<p>Beginning to Access</p> <p>Describe the functions of parts of animal and plant cells (as listed below).</p>
<p>Confident:</p>			<p>Emerging:</p>	<p>Beginning to Access:</p>

Attainment Grades

- * Staff decide an attainment grade for each student based on assessments, tests, classwork and homework.
- * The attainment grades can fluctuate based on the topic studied.
- * For example,
 - * Maths Term 1 – Shape – Confident
 - * Maths Term 2 – Algebra - Developing

Progress Grades

- * Staff use a holistic approach to decide if the current attainment is going to see students making:
 - * Below expected progress (BEP)
 - * Expected progress (EP)
 - * Above expected progress (AEP)
- * This progress is linked to the expected levels of achievement at the end of Y11

Achievement			
Subject	Unit	Attainment	Progress
English Reading	Shakespeare	Developing	BEP
English Writing	Poetry	Developing	
Maths	Number	Confident	EP
Science	Human reproduction; Mixing and separating; Forces and their effects	Emerging	EP
Art	Practical outcome - birds project	Confident	EP
Dance & Drama	Basic Drama Skills	Developing	EP
French	Module2 En Famille	Confident	EP
Geography	Map Skills	Developing	EP
History	Crusades	Emerging	BEP
Information Technology	DesktopPublishing	Excelling	AEP
Music	keyboard	Emerging	BEP

Progress in other areas

What do the attitude to learning, behaviour and homework scores mean?

1 = Outstanding

2 = Good

3 = Needing improvement

4 = Cause for serious concern

Achievement						
Subject	Unit	Attainment	Progress	Attitude to Learning	Behaviour	Homework
English Reading	Shakespeare	Developing	BEP	3	2	2
English Writing	Poetry	Developing				

If you require any further information regarding Emily's report, please contact, in the first instance, the relevant Head of Department. If you have any pastoral concerns please contact Emily's Head of House on 01377 253631

Prior Attainment		
KS2 Tests scaled scores	Grammar, punctuation, vocabulary and spelling	108
	Reading	109
	Maths	105
Cognitive Ability Tests	Quantitative	101
	Non-verbal	100
	Verbal	102
	Spatial ability	116

Based on the KS2 starting points above we would expect Emily to achieve at least an average grade 7 at GCSE
The progress descriptors overleaf are linked to this expected grade.

Attendance	
% Overall attendance	99.2
Number of authorised absences	0
Number of unauthorised absences	2
Number of late sessions	0

Data from Primary Schools

- * KS2 Tests – Scaled Scores
- * Schools receive a score for:
 - * Maths
 - * English – Reading
 - * English – Spelling, Punctuation and Grammar
- * The average was expected to be 100
- * Only 53% of students nationally reached at least 100 in all three areas.

Cognitive Ability Tests

- * Quantitative
 - * Verbal
 - * Non-verbal
 - * Spatial ability
-
- * The average score is 100

Setting Estimates

- * Average of the Maths and Reading scaled scores is used to set an end of Y11 estimate:
 - * 110+ = 8 (linked to excelling)
 - * 106-109 = 7 (linked to confident)
 - * 102-105 = 6 (linked to confident/developing)
 - * 97-101 = 5 (linked to developing/emerging)
 - * 92-96 = 4 (linked to emerging)
 - * <92 = 3 (linked to emerging/beginning to access)

New GCSE Grading Structure



NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

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

AWARDING
4 and above = bottom of C and above

* Grade 4 is a “standard pass”

* Grade 5 is a “strong pass”

Further Questions

- * Mrs Backhouse – Director of Science
- * Mrs Hogben – Director of Maths
- * Mrs Ramsay – SLT link to MFL, Business and Computing, Social Studies
- * Mrs Warnett – SLT link to Geography, History, PE
- * Ms Pickering – SLT link to Performing Arts and English

Support

