



Perry Beeches III
The Free School

MASTERY AND ASSESSMENT GUIDE

**PARENT AND CARER GUIDE TO
ASSESSMENT CHANGES AT PERRY
BEECHES III**

AUTUMN TERM 2016



INTRODUCTION

Over the last few years there has been a number of wide ranging reforms to assessment and qualifications in England. At KS4, GCSEs will no longer be graded from A* - G. This has been replaced by a number system of Grades '9 to 1'.

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	G	F	E	D	C	B	A	A*	

As the table above shows, Grade 9 will be the highest grade awarded at GCSE. Grade 4 is the equivalent of a 'C' and Grade 1 will be the lowest grade awarded.

In the past, progress in Year 7 and Year 8 (KS3) has been measured using national curriculum levels such as 3b or 5a. National curriculum levels have now been abandoned by the government and have not been replaced by any national assessment system. Instead the government has asked each school to develop its own assessment approach, this is called 'Life After Levels'.

The purpose of this booklet is to provide parents, carers and stakeholders with an overview of how students at Perry Beeches III – The Free School will now be assessed and monitored to ensure that progress is always made and our students always achieve their full potential.

Over the coming weeks there will be opportunities for parents, carers and stakeholders to come into school and speak to members of the Senior Leadership Team about our new assessment approach.

In the meantime, if you have any questions or queries please contact Mr Bernard, Assistant Headteacher, at school by calling 0121 647 2760 or you can email enquiries@perrybeechesiii.co.uk.

Our website will continually be updated with information on assessments and Life After levels.





In Year 7 and 8 students will now be assessed against age related criteria using a grading system of 1 to 9. For both Years and for each subject, there will be descriptions of what is expected for each grade. These descriptors are called '**Mastery Trackers**'. In year 8, the Mastery Trackers are more difficult than the ones in Year 7, building upon the work of the previous year.

If your child is in Year 9, 10 or 11 then they will be assessed against the GCSE grading system which has been set out by the examination boards (see previous page). This will mean that you will know what Grade your child is currently working at in comparison to GCSE standard work. Students in KS4 will also be provided with subject specific Mastery Trackers.

TARGET SETTING AND MASTERY GRADES

We know how important it is to you and your son/daughter that aspirational targets are set. We have high expectations of what your child can achieve during their time at Perry Beeches III.

In the past, you will have been given National Curriculum Level Targets, which changed every year. For example your son/daughter may have been expected to achieve a '4b' at the end of Year 7 and then a '5c' by the end of Year 8. We know how confusing this can be and have tried to improve this. We hope that our new approach to target setting is much simpler.

At the start of year 7, students will be awarded their '**Mastery Grade**'. if your child is expected to achieve a 'Grade 6' in their Year 11 GCSEs, then they will be set a target Mastery Grade of '6' from the start of the school career at PB III. This means that:

- In Year 7, they will be expected to achieve 'Year 7 – Grade 6'
- In Year 8, they will be expected to achieve 'Year 8 – Grade 6' (More difficult than Year 7 – Grade 6)

In Years 9, 10 and 11 students will continually try to achieve the same Mastery Grade in each new topic that they study.

September 2016 will be the first time that Mastery Grades (MG) will be awarded, therefore all students at Perry Beeches III will receive their first MG in the September 2016.

“What happens if my child is achieving above their Mastery Grade?”

Students will only be set one Mastery Grade. This is the same grade that they need to be achieving in each and every subject. If students are continually achieving above their MG in a number of subjects then they have achieved ‘Mastery’. If this happens they will receive a new, more challenging MG.

We believe that students must be rewarded when they achieve Mastery and that all students need something to work towards. When a student achieves Mastery they will:

- Receive a golden envelope with a new Mastery Grade during our ‘Mastery Celebration Day’. This grade will be more challenging.
- Receive a personalised letter home from the Headteacher.
- Receive a Mastery blazer badge.
- Receive a place on the Mastery end of year trip.
- Receive a place on the Mastery honours wall.



MEASURING PROGRESS

At PBIll assessment and measuring progress is always as simple as possible. Teachers, parents, carers and students themselves should be able to easily identify if a student is making the expected progress and, more importantly, what learners need to do to improve.

Student reports will be sent home once per term. The report will clearly identify what a student’s Mastery Grade is and it will clearly state the progress that students are making in each subject using the following statements:

Making ABOVE expected progress
Making expected progress
Making BELOW expected progress

If a student is making ‘BELOW’ expected progress, this will be identified very early on by class teachers. As a result support and intervention strategies will be put in place to ensure that students are mastering the skills and knowledge they need to make expected progress.

“How can I support my child to achieve their Mastery Grade?”

“How will I know if my child is making expected progress on a day to day basis?”

In each subject students will be given a **Mastery Tracker**. The Mastery Tracker will contain a list of **Mastery Criteria**. The Mastery Criteria identifies what skills and knowledge students need to demonstrate in order to achieve each Mastery Grade.

Perry Beeches III The Free School		Mastery Tracker	
Student Name:		In order to achieve my mastery grade I need to achieve all of the MCs up to grade:	
Subject & Year:	Science – GCSE (Yr. 9, 10 and 11)		
Topic:	4.1.1 Cell Structure		
Mastery Criteria (MC)		Evidence	
1	A) State the difference between eukaryotes and prokaryotes		
	B) Identify the basic structure of generalised plant and animal cells		
	C) State examples of specialised cells		
	D) Label a diagram of a light microscope		
2	A) Basically describe the adaptations of specialised animal and plant cells		
	B) Basically describe the differences between light and electron microscopes		
3	A) Basically describe the structure of eukaryotes and prokaryotes and state their components		
	B) Basically describe the structure of generalised plant and animal cells and state their components		
4	A) Describe the adaptations of specialised animal and plant cells		
	B) Describe the differences between light and electron microscopes		
5	A) Describe the structure of eukaryotes and prokaryotes and identify their components		
	B) Describe the structure of generalised plant and animal cells and identify their components		
6	A) Briefly explain how animal and plant cells are specialised		
	B) Describe in detail the differences between light and electron microscopes		
7	A) Describe in detail the structure of eukaryotes and prokaryotes and briefly explain the function of their components		
	B) Describe in detail the structure of animal and plant cells and briefly explain the function of their components		
8	A) Explain how animal and plant cells are specialised		
	B) Fully describe the differences between light and electron microscopes		
9	A) Fully describe the structure of eukaryotes and prokaryotes and explain the function of their components		
	B) Fully describe the structure of generalised animal and plant cells and explain the function of their components		

Mastery is my responsibility

An example of a Mastery Tracker in Science

During lessons and in assessments, teachers will mark off each Mastery Criteria once a student has mastered that skill or knowledge. Teachers, parents/carers and students can then clearly identify areas of strength and areas where they need to improve.

Teachers will continue to provide written and verbal feedback in the form of:

- WWW – What Went Well (Strengths)
- EBI – Even Better If (Development Areas)

Students will record their EBIs in their passports and will sign them off when they have been achieved.

We strongly believe that assessment and feedback should always be purposeful and provide clear guidance for all on what learners need to do to improve.

ENGLISH Mastery EBI		
Date Set	To achieve mastery I must:	Date Achieved

An example of a passport EBI page in English

FREQUENTLY ASKED QUESTIONS

Why have you made these changes?

The Government has scrapped the old style 'A*-G' grade system and replaced it with a new '9-1' system. We have therefore changed our assessment system in order to meet the requirements of the new GCSE grades.

Do all schools use the same assessment system?

All schools will sit the same exams at GCSE and students will leave with '9-1' grades.

Some schools are using different systems to assess in lower years but the majority of schools have adopted the same approach as Perry Beeches and are using '9-1' grades for all Year Groups.

How will my son/daughters' work be marked?

They will continue to receive comments on what they have done well and what they need to do to improve their work.

How will I know how my son/daughter is progressing?

You can continue to look at the work your son/daughter is doing in their books to see the progress they are making.

They will continue to have regular tests and end of unit assessments so you can see how they are achieving

When will I receive a report?

You will continue to receive a report at the end of each term. There will be more information given with the report and it tell you if your child is 'expected' progress, 'above expected' progress or 'below expected' progress.



Will my son/daughter still study the same subjects?

This will have no impact on the subjects your son/daughter is studying. It will not change how they are taught or what they are taught. The only change will be to the way they are assessed.

What happens when my son/daughter leaves Perry Beeches?

All Sixth Forms, Colleges and Universities are aware of the changes and are ready for the new system. Instead of expecting students to leave with A*-G grades they understand they will be leaving with '9-1' grade GCSEs.

How can I help my son/daughter with their work?

You can continue to help your son/daughter with their studies by looking through their work and supporting them to improve their work. You can track their progress by using the Mastery Trackers and you can look at individual targets using student passports. In student books there will continue to be comments from teachers on what they have done well and what they need to do to improve.

How will these changes impact on how Perry Beeches III is measured in school performance tables?

We know you chose Perry Beeches because of its 'Outstanding' outcomes for students. This will not change and your son/daughter will continue to get an 'Outstanding' education.

Schools will continue to be measured on student outcomes, in the past schools were measured on A*-C, they will now be measured on the number of students attaining '9-5 Grades.' This measure will be called 'Attainment 8'

Secondary Schools will also be measured on the amount of progress a child makes whilst your son/daughter is with them. This measure is called 'Progress 8'.

Both 'Attainment 8' and 'Progress 8' are based on how well your son/daughter has done in their best 8 subjects. The subjects have to include, English, Maths, Science, a Humanities subject like Geography or History and a Modern Foreign Language. You do not need to worry about whether your son/daughter is doing all of those subjects, as it is only a measure for schools not for students.

This is good news for you, as a parent, because you can continue to compare schools and see that Perry Beeches offers an 'Outstanding' education under any measure.

Mastery is all of our responsibility