

1. BMAT ASSESSMENT WITHOUT LEVELS¹

INTENT

The aim of the KS3-4 assessment models review at BHS and TFA was to:

- Merge the practice of both schools in order to foster closer links and collaboration which lead to improved progress and attainment for pupils at both schools.
- Build on the strengths of the assessment models currently in use in both schools whilst also addressing inconsistencies.
- Ensure that all stakeholders are provided with valid and accurate information about the attainment and progress of pupils at both schools.

IMPLEMENTATION

i. SETTING A BASELINE

The expected standard for pupil performance in the KS2 tests is a scaled score of **100**. The lowest scaled score which can be awarded on a key stage 2 test is 80. The highest score is 120.

The *national average* scaled score attainment in 2019 was:

Reading: **104**

Maths: **105**

GPS: **106**

In 2019, a scaled score between **110 and 120** was indicative of a pupil performing to a *higher standard* within the KS2 tests.

The school uses the average scaled score across Reading, GPS and Maths, as baseline assessment for each student. Flightpath numbers are then allocated for each student, based on this baseline data.

ii. FLIGHTPATHS FOR ALL PUPILS PROJECTING PROGRESS OVER 5 YEARS

Based on these flightpaths, pupils are expected to reach certain progress increments at the end of Year 7, 8, 9, 10 and ultimately Year 11. These increments form a 'flightpath' against which pupil progress is measured.

End of key stage 4 targets are no longer be split into MEG (minimum) and CEG (challenging). Instead, they culminate in one GCSE target grade.

There are currently no equivalent estimated Attainment 8 scores for scaled score data, but schools have been told that there will be before Summer 2021. As a result, BHS and TFA have set summative KS4 targets which incorporate:

- Any previous baseline trends which exist in each school's data
 - A target-setting model based on a five-year learning journey
-

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
5	3.3	3.3	4.3	4.8	5.3	5.8	6.3	6.8	7.3	7.8	8.3

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
4	2.8	2.8	3.3	3.8	4.3	4.3	4.8	5.3	5.8	6.3	6.8

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
3	2.3	2.8	3.3	3.3	3.8	3.8	4.3	4.3	4.8	5.3	5.8

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
2	1.8	1.8	2.3	2.3	2.8	2.8	3.3	3.3	3.8	4.3	4.8

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
1	WT1	WT1	WT1	WT1	1	1	1.8	1.8	2.3	2.3	2.8

8.3 - Most subjects 8, 2 subjects 9

6.8 - Most subjects 7, 2 subjects 6

5.8 - Most subjects 6, 2 subjects 5

4.8 - Most subjects 5, 2 subjects 4

2.8 - Most subjects 3, 2 subjects 2

The following scaled score intervals are currently used across the Trust when creating flightpath baselines for pupils on entry. Due to the discrepancies between the KS2 results of the Y11 cohort and the other year groups, the boundaries are slightly different for Y11 than for the rest of the lower school.

Flightpaths boundaries for Y11

KS2 PERFORMANCE Average scaled score - across Reading, GPS and Maths	Flightpath	End of Y11 target grade
113+	5	8.3
108 to 112	4	6.8
104 to 107	3	5.8
97 to 103	2	4.8

84 to 96	1	2.8
----------	---	-----

Flightpaths boundaries for Y8, 9 and 10

KS2 PERFORMANCE Average scaled score - across Reading, GPS and Maths	Flightpath	End of Y11 target grade
115+	5	8.3
110 to 114	4	6.8
104 to 109	3	5.8
96 to 103	2	4.8
84 to 95	1	2.8

iii. REMOVAL OF ALL PROFILE LABELS

Our beliefs about our academic ability are often so tightly intertwined with our sense of self that we must take care in how we talk about it. It is only with a clear mental model of how feedback might alter a parent or student's beliefs and goals that we can understand how to manage risks and enhance potential gains involved in communicating attainment.

Becky Allen – 'Writing the rules of the grading game'

The assessment model for BHS and TFA has brought an end to the use of the following labels at KS3: emerging, developing, secure, mastering, virtuoso.

Instead, pupils are now assessed as being:

- Above track
- On track
- Below track

Such assessments are made in relation to the **students' end of year target**.

iv. ASSESSMENT DATA CAPTURE

The data captures for pupils at both schools will take place at three times over the academic year:

1. **Soft Data Capture** – This data capture focuses solely on effort and aptitudes to learning. Trends from data collected are used to inform appropriate interventions and curriculum reforms by the year and department teams.
2. **Hard Data Captures** – These data captures are focused on academic attainment, benchmarked against pupil projections for the end of year. Teachers assess whether pupils are:

AT KEY STAGE 3

- Above track
- On track
- Below track

AT KEY STAGE 4

- Working at a grade between 9 and 1, with .3 and .8 increments

AT KEY STAGE 5

- Working at a fine KS5 grade, i.e. C2, A3

Common colour codes are used across both at all three Key Stages:

Above Track
On Track
Below Track

Trends from data collected are used to report to parents, inform appropriate interventions and curriculum reform by the year and department teams.

IMPACT

- Curriculum content reviewed for all subjects, ensuring additional stretch and challenge is included
- KS3 assessments have clear links to GCSE skills and terminology
- Updated KS3 assessment, ensuring students are afforded opportunities to demonstrate the skills necessary to achieve the highest grades possible for each flightpath
- Creation of pupils' portfolios for accurate standardisation and benchmarking