

# Assessment: A Guide for Parents



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# Assessment

At Laurus Schools, we know that effectively assessing our students is key to them making the best possible progress. Assessment is intrinsically linked to curriculum and teaching. In the classroom, our students are assessed through a range of strategies including questioning, retrieval, written tests and skills-based assessments. Assessment is not limited to specific points in each term, but instead done continuously to ensure we get as full and as accurate a picture of the progress of each child. Assessment data is used to inform next steps in teaching, not only across a department but also on a class and student level.

## The purpose of this assessment is:

- To provide teachers, students and parents/carers with a continuous record of progress at Key Stages 3 and 4
- To provide students with useful information regarding the success of their learning and to help them identify strengths and weaknesses and identify strategies for improvement
- To motivate students by providing them with short and long-term targets
- To provide teachers with useful information about their own effectiveness and so inform the planning of their teaching styles
- Through the reporting system, provide parents/carers with a clear picture of their child's progress and achievements, identifying strengths and weaknesses and setting targets for development.

## The Assessment Process

- The assessing of students is an ongoing process and gathers evidence from a variety of sources:
- Classroom observation (Questioning, retrieval quizzes, mini-whiteboard work)
- Written work in the classroom
- PP&R (Homework)
- School tests and more formal written assessments
- Predictions based upon prior attainment
- External examination including GCSE/BTEC/CAMNAT/GCE examinations



# Targets

## Setting Targets

- Your child will be given a target grade to work towards each year. For Key Stage 3 (Years 7, 8 and 9) this will be a Foundation Stage Level that they are working towards achieving by the end of Year 9. The exception to this is languages where a GCSE target grade is given.

For Key Stage 4 (Years 10 and 11) this is a BTEC or GCSE Grade that they are working towards achieving in their final examinations in Year 11.

- Your child will study a wide range of subjects as part of our inspiring, challenging and empowering curriculum. Across all of these subjects the curriculum is sequenced carefully over a number of years so that your child develops a deep knowledge, range of skills and level of understanding. By setting targets, your child's teachers are able to pitch their lessons at an appropriately challenging level so that your child has the best chance of making strong progress in line with their ability. Targets give an indication of your child's potential but it is not uncommon for students to make much faster progress than their targets - it is therefore useful to see your child's targets as a guide and a healthy challenge for your child to work towards. Targets also help children understand their potential in different subjects. Finding out if you are performing above or below target can help children gauge if they need to work harder to realise their potential.

## High Expectations

- We believe in setting targets that encourage students to develop high expectations of their future achievement. We know that students who attend well and bring a positive attitude to learning in to all of their lessons will often go on to make strong progress and achieve their targets; often, students achieve higher grades than their targets which is a reflection of their continued commitment over a five year period.
- You will be pleased to hear that we want Laurus students to be better than average! This is why we set targets which represent the progress made by the top 20% of students nationally. This provides an appropriate level of challenge. Your child may demonstrate a particular aptitude for a subject and in such circumstances it may be helpful to raise the target grade for your child.

## Reporting point

- Reporting points take place three times a year (Autumn, Spring, Summer term). Typically, these reporting points take place in December, March and June and after each of these reporting points we will send home a report through the MCAS App and BROMCOM Student Portal.



# KASH Reports

- We report on progress to our students, and their parents and carers, three times a year through our KASH reports. These reports are emailed out to parents and carers, and also published on the MCAS App and BROMCOM Student Portal.



Knowledge



Attitude

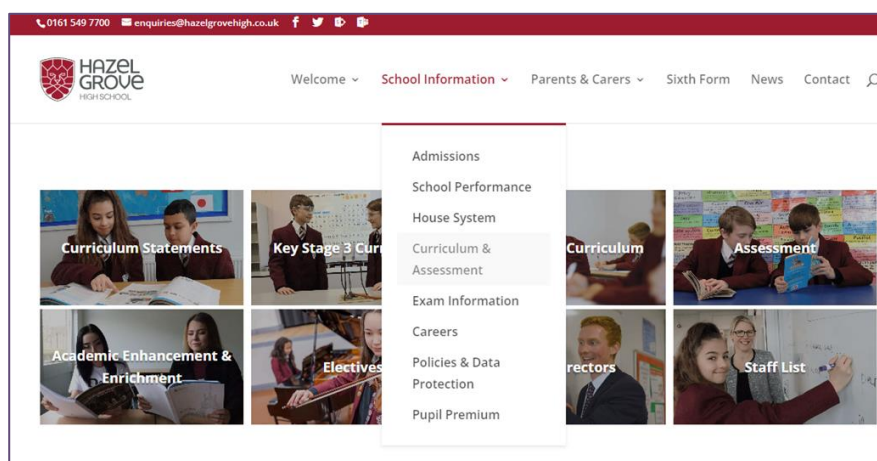


Skills



Habits

- KASH stands for Knowledge, Attitudes, Skills and Habits. Progress in each area is determined by a student's subject teacher as either 5 (concern), 4 (cause for concern), 3 (secure), 2 (enhancing) or 1 (excelling) compared to curriculum expectations. Knowledge and skills descriptors for subjects can be found in the curriculum section of our website for the relevant year group.
- At Key Stage 3 (Years 7, 8 and 9), reports include Foundation Stage Levels, the descriptors for which can be found [here](#). These reflect an assessment of a student's current progress in each subject.
- At Key Stage 4 (Years 10 and 11), reports include teacher projections – the grade a student is predicted to get in their final assessments in Year 11. These projections will often change as a student moves through Key Stage 4 depending on their attitudes and habits, and the impact these are having on their progress.
- Not all reports contain all this information for all subjects. Some reports will just focus on Attitudes and Habits for most subjects, for example at the start of Year 7, as we know that these two areas are the ones that students can influence the most.



Subject specific knowledge, skill and Guidance can be found on the school website. We also have video guides available about the KASH process.



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# Key Stage 4

For most GCSE courses the grading system is based on the 9 to 1 scale. When your child collects their final qualification exam grades they will receive grades according to the new system and not the old (with several exceptions e.g. BTEC /CNAT qualifications).

With the GCSE grading system a 9 is the highest grade and 1 is the bottom of the grade available. There is no direct comparison between the old A\* to G and the new 9 to 1 grading systems but we can draw relationships between them.

These are shown in the table below. The Government benchmark for a standard pass (high grade) at GCSE is a grade 4. Previously (under the old A\* to G grading structure) the Government considered a grade C as a higher GCSE grade. A grade 5 is called a strong pass at GCSE.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5 <b>STRONG PASS</b>	
4 <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U

BTEC / CNAT, and other vocational qualifications use a related grading system including a range of grades shown below: Grade Equivalent points score (when compared to the 9 to 1 grade system (see above) Level 2 Distinction\* 8.5, Level 2 Distinction 7, Level 2 Merit 5.5, Level 2 Pass 4, Level 1 Distinction 3, Level 1 Merit 2, Pass 1.25

**BTEC, and other vocational qualifications** use a related grading system including a range of grades shown below:

Grade	Equivalent points score (when compared to the 9 to 1 grade system (see above))
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Pass	1.25

