**Progress Pathways at Sir William Romney’s School**

**A guide to Reporting and Assessment for Year 7 2016-17**

Dear parents/ carers,

Thank you in taking the time to read this letter concerning our new assessment model for Year 7 students. Hopefully it explains the model thoroughly and after reading it you feel fully informed on how the progress of your son/ daughter will be communicated to you throughout their time at SWR.

**The Why**

In June 2013, the Department for Education confirmed that National Curriculum levels would be removed. They encouraged all schools to develop their own reporting arrangements, based on the needs of their students and staff.

At SWR we have embraced the opportunity to change our assessment procedures, believing that we can improve the link between assessment and feedback and the link between Key Stage 3 and 4 which will enhance the learning experience for the students. Central to our approach is the belief that students should focus on the skills and knowledge required for each subject and work on filling gaps rather than being concerned about which level they have achieved. Such an approach will help build secure foundations from which students can progress.

**The What**

We have developed a system where for each subject, teachers and students are aware of the skills and knowledge that are required to make expected progress based on the individual student’s starting point. Students will be guided through the skills and knowledge needed to succeed in each subject and your child will be given advice on how they can improve.

It is normal for students to make different rates of progress and to develop skills and aptitudes at different rates in different curriculum areas, so tracking is an essential part of our work to ensure that each student makes the maximum progress possible during their time at SWR.

Students’ progress in each subject will be judged on their individual starting point. This will be done using some or all of the following:

*Individual subject baseline tests*

*Information received from primary schools*

*Key Stage 2 Statements of attainment*

*Cognitive Ability Tests (CATS)*

From this data we will place students on one of five Pathways –

*Emerging*

*Novice*

*Secure*

*Confident*

*Excelling*

By placing students on these pathways, we are able to apply success criteria that is adequately challenging for their ability. This criteria will be regularly referred to in lessons and students will always be pushed to reach for the higher pathway if possible.

**The How**

Throughout the year, teachers will assess the progress being made by students. Tracking progress takes many forms and is based on classwork, homework, formal assessments/exams and on-going teacher assessment.

Parents will be informed at each interim whether students are making expected progress related to their pathway. This system of reporting is similar to that now used at KS2 and includes the following statements:

**Working above expectations**

**Meeting expectations**

**Working below expectations**

For any students deemed to be working below the expectations of their pathway in a specific subject, the class teacher will ensure that the student is clear on what they must do to improve and if appropriate will contact home to discuss this.

We are confident that this model of assessment and reporting is one that will allow us to create a true, five year curriculum. A model of assessment that is tailored to each student, ensuring they are focused on making progress and that they are challenged and motivated to aim for aspirational goals rather than a minimum target generated by a computer. Not only will it prepare students for the inevitable GCSE exams in Year 11 but also for the world beyond school.

Should you have any questions regarding this, please do not hesitate in contacting me.

Yours faithfully,

R Skipp

Assessment without Levels Lead