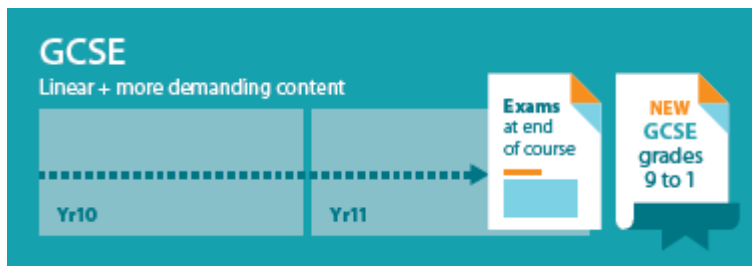


A Parents' Guide to Assessment and Reporting changes at Blessed Trinity

There have been some key changes in Education over the last few years such as: the reform of the GCSEs; a new curriculum in Key Stages 1 to 3, and the removal of fully embedded levelling systems and descriptors. The following information will explain how Blessed Trinity will be working to address the challenge of these changes.

What are the main changes to GCSEs?



- GCSE qualifications will be linear, with examinations at the end of the course
- The content will be more demanding
- Non-exam assessment will be removed or reduced in the majority of GCSEs
- The new GCSEs will be assessed with grade 1 to 9

Ofqual

New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	E
	F
	G
	U

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

AWARDING
4 and above = bottom of C and above

The timescale for GCSE changes

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A* to G grades.

If your child is in ...	Grades 1 to 9	Grades A*-G
Year 10	Mathematics English Language, English Literature	All other subjects
Year 9	Mathematics English Language, English Literature History, Geography, RE, Science, Computing, Languages, Music, Dance, Drama, Art, PE, Food	Business Studies Design Technology ICT Sociology
Year 8	All Subjects	
Year 7	All Subjects	

What are the main changes in Years 7 to 9?

- The curriculum at Key Stage 3 (as well as in Key Stage 1 and 2) has also been made more demanding
- National Curriculum levels have been removed as the method for assessing pupil progress in Key Stages 1 to 3

Why remove National Curriculum levels?

When the Government launched a new curriculum, they also asked an 'Expert Panel' to review the national assessment strategies and procedures of schools. As a consequence of their findings, the Government has removed level descriptors.

Here is a summary of the main findings of the panel, chaired by Tim Oates.

- Levels resulted in children label-ling themselves.
- Levels created an 'undue pace'—focus was on getting children to move quickly through levels, whereas the focus should be on ensuring children have achieved deep understanding
- Levels are an odd idea—a child overall can average out at a level, so validity is low.
- Levels can convey the wrong idea of ability.

The core principle shared by the Expert Panel was namely: 'Fewer things in greater depth', rather than moving through the levels at pace. Therefore schools have been tasked with creating depth within their curriculum offer in all subjects.

If you would like further information on the Government expert panel please watch this video online: <https://www.youtube.com/watch?v=-q5vrBxFpm0>