



Carshalton High School for Girls
CHSG
Excellence: everywhere, every day

ASSESSMENT & TRACKING PROGRESS IN KEY STAGE 5



What is Progress and why is it so important?

Progress is an indication of how far a student has come relative to *their own individual starting point* and the journey they should be on towards their GCSE's and A Levels.

The continual monitoring of progress through a variety of rigorous assessment methods allows us to ensure we are meeting the needs of each individual student.

How do we assess students in KS5?

- Regular formative assessment against Personalised Learning Checklists (PLC's) in books. This will help form an understanding of the level, depth and content to be covered in lessons.
- Ongoing summative assessment including end of unit tests, half termly written tests/practical tests/skills tests
- Key assessments in each unit identified by the Curriculum Leader with standardised success criteria for all target grades. Personalised developmental feedback given to improve the quality of work completed.
- Continual review and consolidation of most recent learning, diagnosis of gaps and the required content to close gaps
- Questioning throughout to check levels of understanding. Hands-down policy to ensure there is no opt-out by any students
- Practical tasks/skills e.g. in PE and Dance

How do we feedback to Students in Key Stage 5?

- Students' work is marked and assessed against criteria relevant to each piece of work both at A level and BTEC
- Summative assessments are marked against A level and BTEC criteria. Marks may be given as percentages or as A level or BTEC grades
- Work is always annotated by teachers highlighting areas for improvement and students act on this advice

Target setting at KS5

- We use average GCSE scores and data from ALPs to set A level and BTEC targets when the students are in Year 12.

- We call these targets MEGs (Minimum Expected Grades). Students may have different MEGs for each subject.
- Students' progress during Key Stage 5 is measured against their MEGs.
- Students should see MEGs as the minimum they should be achieving. However, the MEGs themselves are aspirational and challenging for all students.

How do we report to Parents and Students in Key Stage 5?

- 3 x Progress Reviews throughout the year. These will report on Attitude to Learning, Behaviour, Homework and Progress
- Results from Pre-Public Examinations (PPE's) in Year 12 and 13. Results from PPE's will be given as A level or BTEC grades in Year 12 and 13
- 4 x Teacher predictions (1 in Year 12 and 3 in Year 13). These predictions indicate expected A level or BTEC performance at that particular point within Key Stage 5
- Progress towards the Minimum Expected grades are recorded on the Progress tab on each Progress Review throughout Key Stage 5
- Regular feedback on progress using GO 4 Schools Mark books
- Individual subject mark books reflecting the level of progress being made in each topic on Go 4 Schools
- Regular marking and feedback given throughout the year in student books

Any questions?

- Please visit **Go4schools.com** to become familiar with Progress Reviews
- Check your daughter's books for PLC's and gaps in learning
- Discuss these regularly with your daughter/son
- Do not hesitate to get in touch with the School