



# Curriculum [IMPACT]

## Assessment at FGS

### Purpose of assessment

Assessment is an integral system that allows teachers to see progress a student is making and provides information to assist the teacher to plan future interventions to help a student make further progress.

Assessment also enables us to report information to you as a parent as well as support older students to make informed choices about the examination courses that will follow for example GCSEs and A Levels as well as the qualifications and careers they will seek in future.

Assessment also helps us to set targets for the future and to measure our performance. It informs our 'raising attainment' meetings and allows the governors to monitor our performance throughout the year. External assessments also allow the government to monitor our schools' performance generally.

At Flixton Girls School, students will complete a number of formative and summative assessments throughout their educational journey. Summative assessments usually take place at the end of a course. They are often cumulative covering knowledge built up over a period, be that a half term or a year. They are used to evaluate a student's long-term information retention. Staff will also use on going formative assessment tools to assess students learning each lesson. This allows them to look at learning that is going on each lesson in the classroom that may take the form of a quiz, discussion or low stakes group work.

Each department within school will have its own assessment calendar that falls in line with the whole school calendar window outlined on the next page.

\*Please note that for external examinations / assessments an additional calendar will be provided when GCSE and A Level dates have been confirmed.



## Assessments taking place 2022/2023

Term	Assessment taking place	Year Groups	Information reported home	Date
Half Term 1 Sep – Oct 2022	CATs Testing	Year 7	Report Issued	Oct 2022
	In-Class Formal Assessments	Years 11 and 13	Predicted Grades Target Grades Work Ethic Scores	Oct 2022
	End of Unit Assessments	Years 7 – 10, and 12	Work Ethic Scores	Oct 2022
Half Term 2 Nov – Dec 2022	Mock Examinations	Years 11 and 13	Mock Grades Predicted Grades Target Grades Work Ethic Scores	Dec 2022
	In-Class Formal Assessments	Years 7 – 9	Working At Grades Target Grades Work Ethic Scores	Jan 2023
	In-Class Formal Assessments	Years 10 and 12	Predicted Grades Target Grades Work Ethic Scores	Jan 2023
Half Term 3 Jan – Feb 2023	In-Class Formal Assessments	All Years	No Reporting Home	
Half Term 4 Feb – Mar 2023	Mock Examinations	Years 11 - 13	Mock Grades Predicted Grades Target Grades Work Ethic Scores	Mar 2023
	In-Class Formal Assessments	Years 7 – 9	Working At Grades Target Grades Work Ethic Scores	Apr 2023
	In-Class Formal Assessments	Year 10	Predicted Grades Target Grades Work Ethic Scores	Apr 2023
Half Term 5 Apr – May 2023	In-Class Formal Assessments	All Years	No Reporting Home	
Half Term 6 Jun – Jul 2023	Mock Examinations	Years 10 and 12	Mock Grades Predicted Grades Target Grades Work Ethic Scores	Jul 2023
	Summer Assessment	Years 7 – 9	Assessment Grades Teacher Assessed Grades Target Grades Work Ethic Scores	Jul 2023
Aug 2023	GCSE/A-Level Examinations	Years 11 and 13	A-Level Results Day	17 <sup>th</sup> Aug 2023
			GCSE Results Day	24 <sup>th</sup> Aug 2023



## Assessment Reporting

### Years 10 – 13

At Key stages 4 (Years 10 and 11) and 5, (Years 12 and 13) students follow nationally accredited qualifications in all subjects. Our current suite of qualifications includes GCSEs, A Levels and BTECs all of which have their own grading systems. We therefore measure attainment, track progress and set targets using the appropriate qualification grades. For more information about this, please refer to the examination section of the website.

The table below shows equivalence between the old and new GCSE grading system as well as BTEC grading system

Old GCSE System	New GCSE System	BTEC
<b>A*</b>	<b>9</b>	<b>D*</b>
	<b>8</b>	
<b>A</b>	<b>7</b>	<b>D</b>
<b>B</b>	<b>6</b>	<b>M</b>
<b>C</b>	<b>5</b>	
		<b>4</b>
<b>D</b>	<b>3</b>	<b>L1 D</b>
<b>E</b>	<b>2</b>	<b>L1 M</b>
<b>F</b>		
<b>G</b>	<b>1</b>	<b>L1 P</b>
<b>U</b>	<b>U</b>	<b>U</b>

### Years 7 – 9

At key stage 3, the assessment model is an attainment model as detailed below;

<b>A1</b>
<b>A2</b>
<b>A3</b>
<b>B1</b>
<b>B2</b>
<b>B3</b>
<b>C1</b>
<b>C2</b>
<b>C3</b>
<b>D1</b>
<b>D2</b>
<b>D3</b>
<b>E1</b>
<b>E2</b>
<b>E3</b>
<b>F1</b>
<b>F2</b>
<b>F3</b>

Our Key Stage 3 grades are on the left; Grade A being the highest grade.

We expect each student to move up this grade ladder as they progress through years 7, 8 and 9. We anticipate that students should work themselves up two stages of this ladder in each academic year in most subjects. A1 will be the highest grade that could be achieved.

Students of differing abilities will be set different targets this is dependent on the KS2 SATs results, if a student did not do the SATs – we will use the year 7 CATs as a guide. More details can be found on the Key Stage 3 tab on the Assessment and Reporting Page of the website.

Students may have slightly different targets in different subjects; depending of internal baseline assessments in subjects such as PE, Art, DT, Music, Drama and Languages.

Our mission is for 100% of year 7 students to achieve a level D2 by the end of the year in all of the core subjects (English, Maths, Science, Geography, History and RE). We have similar aspirations in years 8 (100% above C3) and 9 (100% above C1).