

The background of the slide features a faint, light gray scale of justice (scales of law) centered behind a large, multi-colored oval. The oval has a rainbow gradient, transitioning from green on the left, through blue, purple, yellow, and orange, to red on the right. The text is overlaid on this graphic.

Welcome to the Y7 Settling In Evening

Presentation on KS3 levels, banding,
setting & reading

Key Stage 3: 'Life After Levels'

Assessment without Levels

The *Commission on Assessment without Levels* (2015) reported that National Curriculum Levels should no longer be used for assessment. They said levels

- 1. Had become labels**
- 2. Emphasised pace rather than depth of knowledge**
- 3. Meant different things**

Furthermore, GCSE-style grades (A-G) are being replaced with a numerical 9-1 system.

GSA Key Stage 3: 'Life After Levels'

GSA KS3 Descriptor
Exceptional
Confident
Secure
Developing+
Developing-
Beginning
Emerging
Foundation
Basic

Rationale

- Language of learning, not numbered or lettered
- Use for Y7 and 8
- Links to KS2 and KS4
- 'Secure' describes where the 'average' student is expected to be at the end of Y8.

GSA Key Stage 3: 'Life After Levels'

	Avg KS2	KS2 Level	Start KS3	End KS3	End KS4 GCSE (old)	End KS4 GCSE (new)
Band 1	115*	6	Secure	Exceptional	A**-A*	9-8
Band 2	105*	5	Developing+	Confident	A-B	7-6
Band 3	100	4	Developing-	Secure	C	5
Band 4	85*	3	Beginning	Developing+	D	4-3
Band 5	80*	2	Emerging	Beginning	E-F	3-2
Band 6	Below 80	1	Foundation	Emerging	F-G	2-1

Attainment Outcome 1: Learning <i>about</i> Religion		Attainment Outcome 2: Learning <i>from</i> Religion	
	I can...		I can...
Basic	<ul style="list-style-type: none"> · Identify religious keywords · Identify things religious believers do (religious practices) 	Basic	<ul style="list-style-type: none"> · State my opinion · Ask simple questions
Foundation	<ul style="list-style-type: none"> · Retell a religious story · Know some religious words and state their meaning 	Foundation	<ul style="list-style-type: none"> · Think about my own feelings · Identify religious and moral questions
Emerging	<ul style="list-style-type: none"> · Use some religious words · Identify that some things are the same · Say what some religious things might mean 	Emerging	<ul style="list-style-type: none"> · Think about my own and other people's feelings · Identify that some religious questions are hard to answer · Identify things that are important to me and other people
Beginning	<ul style="list-style-type: none"> · Use some key terms · Identify similarities & differences · Link people's beliefs to their holy scriptures · Think about the effect of religion on people's lives · Describe how people express their religion 	Beginning	<ul style="list-style-type: none"> · Say what influences me and state why · Talk about my own and other people's experience · Talk about people's values and how they affect their attitudes
Developing	<ul style="list-style-type: none"> · Use good RE vocabulary · Explain what religious beliefs, practices and holy scriptures mean · Compare different religions · Describe differences <i>within</i> a religion · Explain how religion affects people's lives 	Developing	<ul style="list-style-type: none"> · Think about what it means to belong to a religion or group · Think about how I know what's true and what's not · Talk about what inspires and influences me, and other people · Apply my ideas to examples from my own life, or other people's lives
Developing +	<ul style="list-style-type: none"> · Explain how religion affects communities · Describe why people belong to religions · Suggest reasons for similarities & differences · Explain how holy scriptures are used to answer ultimate questions and ethical issues · Identify different ways religion is expressed 	Developing +	<ul style="list-style-type: none"> · Think about the challenges involved in belonging to a religion or group · Explain what inspires or influences people, using examples · Use examples from my own and other people's lives, and from religion, to explain my ideas
Secure	<ul style="list-style-type: none"> · Explain similarities & differences between religions, or within them · Interpret religious sources & arguments · Explain why different religious groups interpret things differently · Explain how different interpretations affect different religious groups 	Secure	<ul style="list-style-type: none"> · Think about the challenges of following religion in the modern world · Explain how people end up with different ideas about what's important · Use logic and specific examples to support my ideas
Confident	<ul style="list-style-type: none"> · Show a deep understanding of a range of religious ideas, issues & questions · Analysed the influence of history & culture on religions · Explained how people within the same religion understand & practise differently · Used a variety of sources and kinds of evidence in your work 	Confident	<ul style="list-style-type: none"> · Critically evaluated claims about what is important and what is true · Evaluated the importance of religious and non-religious views in understanding the world around us
Exceptional	<ul style="list-style-type: none"> · Put different ways of understanding religious ideas into their historical, social and cultural context · Critically evaluated the impact of religions on different groups within society 	Exceptional	<ul style="list-style-type: none"> · Analyse a wide range of views on who we are, where we come from, and what is important · Link together different arguments, sources and pieces of evidence · Justify my own views & evaluate others' views

Data



- **End of Year Targets**
- Targets in English and Maths are set using KS2 Results as the starting point.
- Other subjects use KS2 APS (average of English and Maths) as the starting point.
- Performing Arts, MFL and Technology are set using student baselines in that subject *and will be revised during the Autumn Term.*

Banding

- Year 7 is divided into bands – North, West and East. Students in North are expected to make accelerated progress in their learning; group sizes in West are smaller so that extra support can be offered and East is our nurture group where students have access to a range of support to meet their needs.
- We have used a full range of data, including our own testing, to divide students into these bands.
- **Decisions on banding changes are based entirely on academic data.**
- If your child is to move bands you will receive personal communication from the Academy.

Setting

- There are multiple teaching sets within the North and West bands.
- It is not uncommon for students to be in different sets – this reflects their performance in each subject.
- Re-setting is fairly frequent, based on the latest data, and you will not normally be notified of a set change *unless there are serious concerns about underperformance.*

Our results v national

Exam 2016	National %	GSA %
Reading	66	59
SPAG	72	74
Maths	70	75
<i>Met standard in all 3</i>	53	55

Teacher Assessment	National %	GSA %
Writing	74	77

Reading



- Reading is the key to literacy and is vital to lifelong learning
- Reading *regularly* is a much greater benefit to a child than having a parent with a degree
- Accelerated Reader allows students to ‘test’ whether they’ve really understood what they’ve read

Please support us by insisting your child reads for a minimum of 20 minutes per day at home



**GEORGE
SALTER
ACADEMY**