



Assessment and Grading System at Platanos College

Background

- Assessment is integral to high quality teaching and learning.
- It helps teachers to ensure that our teaching is tailored to pupils and that learners are making expected or outstanding progress.

Tracking data

- Assessment judgements are recorded and backed by a body of evidence created using observations, records or work and formalised testing.
- Assessment judgements are also moderated to ensure our assessments are fair, reliable and valid.

Grading System

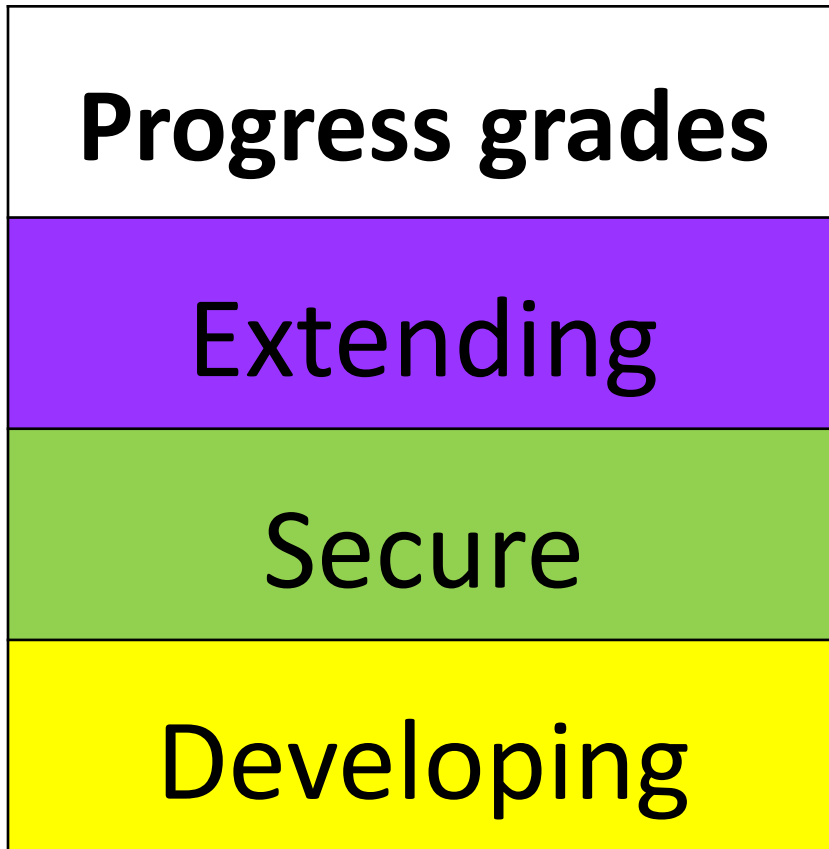
- Teachers will assess pupils against standardised **Success Criteria** derive from the National Curriculum.
- These are short descriptions of what pupils are expected to know and be able to do, in each aspect of every subject.
- Each pupil is assessed as either **'Extending'**, **'Secure'** or **'Developing'** for every particular aspect of teaching.
- We will also use the quantitative **9-1 grading scale**, so we can monitor pupils' actual attainment, in line with the recently reformed GCSE grading system.

Grading using Success Criteria

Example - Science

Lesson	Developing	Secure	Extending
B1 1.1 Observing cells	I can state what a cell is. <input type="checkbox"/>	I can describe what a cell is. <input type="checkbox"/>	I can explain what all living organisms are made of. <input type="checkbox"/>
	I can describe how to use a microscope to observe a cell. <input type="checkbox"/>	I can explain how to use a microscope to observe a cell. <input type="checkbox"/>	I can explain what each part of the microscope does and how it is used. <input type="checkbox"/>

Progress grades – daily lessons



- Depending on each module or each aspect of teaching, pupils will be graded 'Extending', 'Secure' or 'Developing' for that area of content.

Grading using 9-1 grading scale

Ofqual grading

Grading new GCSEs from 2017

Three key points where the old and the new system aligns:

- The bottom of grade 7 is aligned with the bottom of grade A;
- The bottom of grade 4 is aligned with the bottom of grade C; and
- The bottom of grade 1 is aligned with the bottom of grade G.

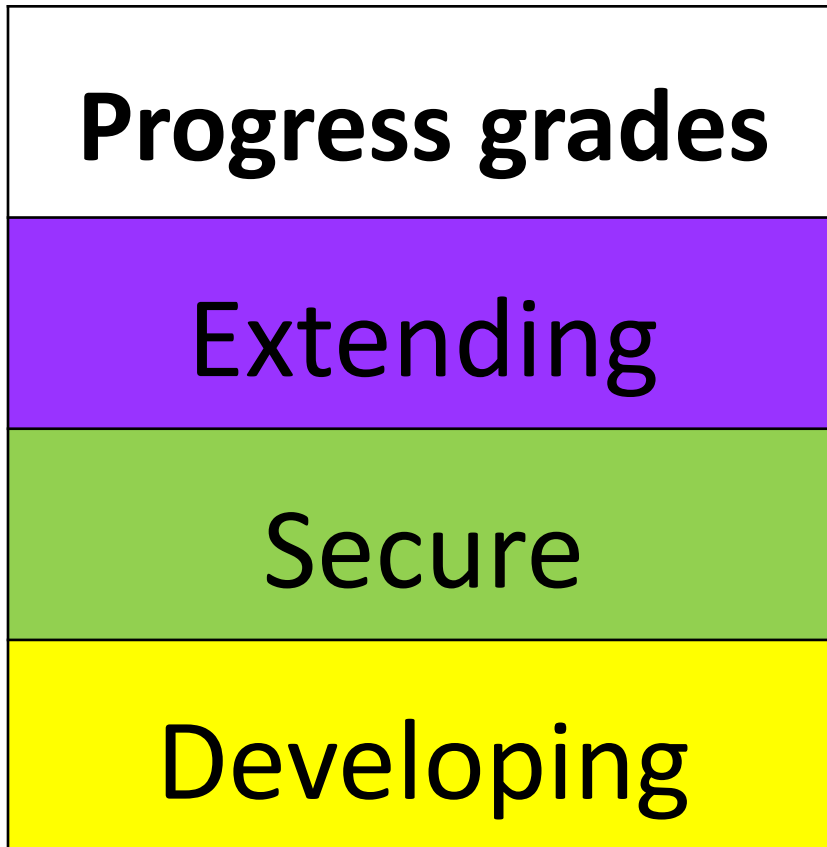
New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

Assessment cycle

Assessment cycle – Formal examinations

- There are three formal assessments per year (one per term).
- Pupils will complete an one hour exam for each of their subjects within the formal assessment week.
- Staff will enter **two** academic grades:
 - 1. Current grade** (based on pupils' examination grade only).
 - 2. Projection grade** (the grade pupils are likely to attain at the end of the key stage, following pupils' current rate of progress).
- Individualised targets will be entered.
- CHABOP grades will be entered.
- Reports will be sent home on a termly basis, detailing pupils' overall progress during the particular term.

Progress grades – formal examination



- Depending on the formal examination grade, pupils will be graded '**Extending**', '**Secure**' or '**Developing**', based on pupils' attainment and progress in relation to their end of year targets.

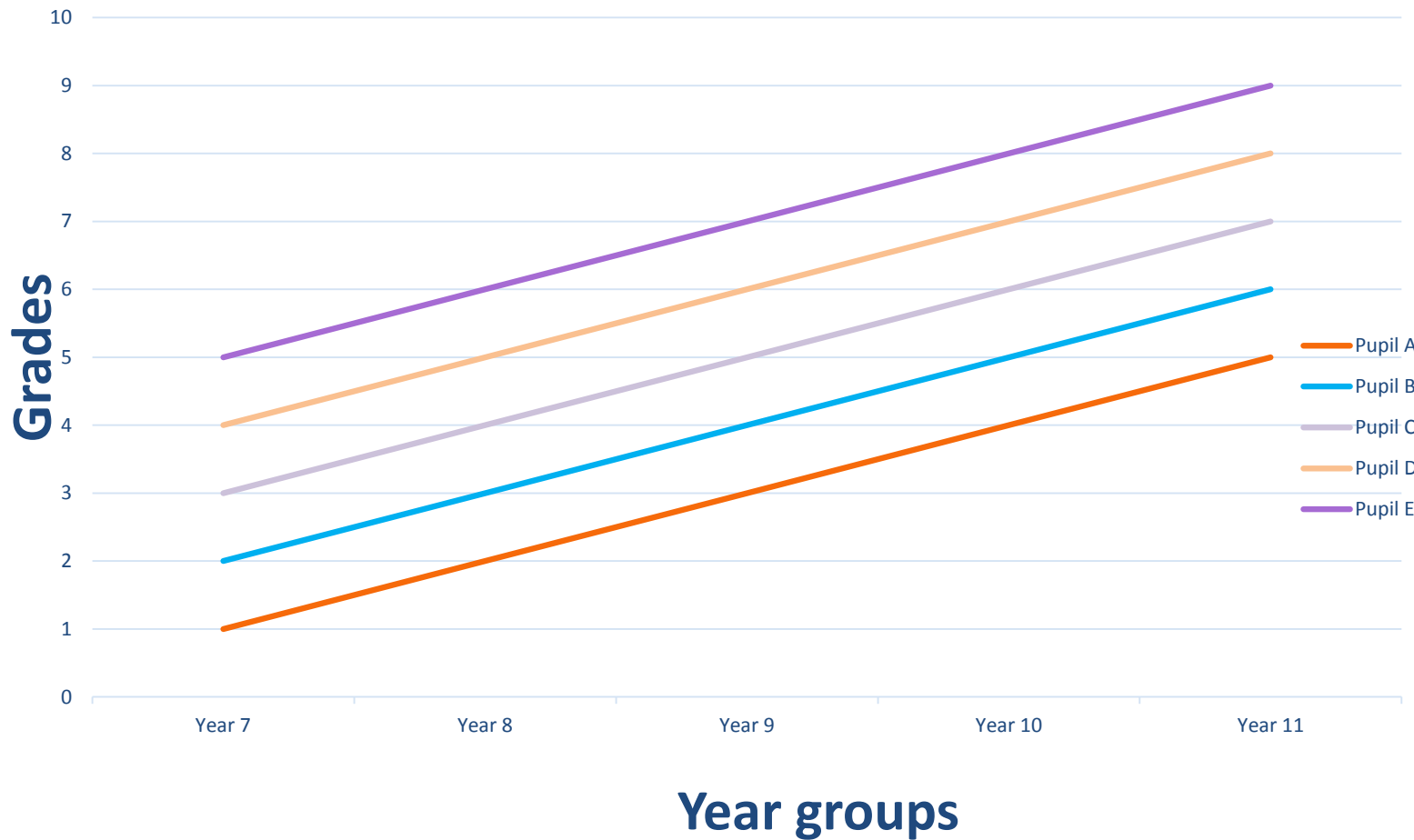
Target setting

Target setting

- Every pupil's target had been set according to the Key Stage 2 results in Reading and Maths.
- Targets are individualised because every pupil has a different starting point.
- As an outstanding school, we set aspirational targets for all pupils.



Target settings



Rank order

- After every formal examination, pupils are ranked based on their attainment and progress results across all subjects.
- Positive competition encourages pupils to improve and monitor their own academic performances.

Example – Year 7

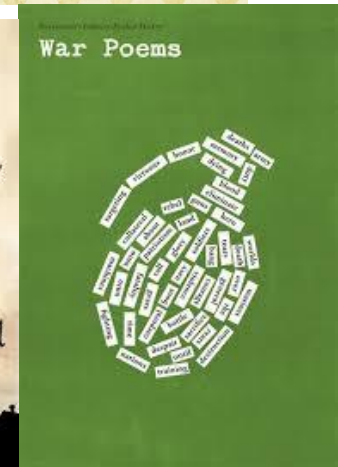
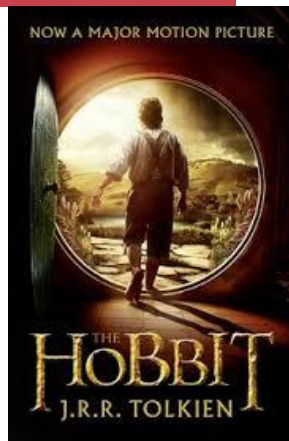
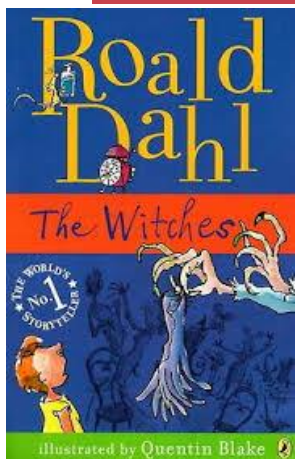
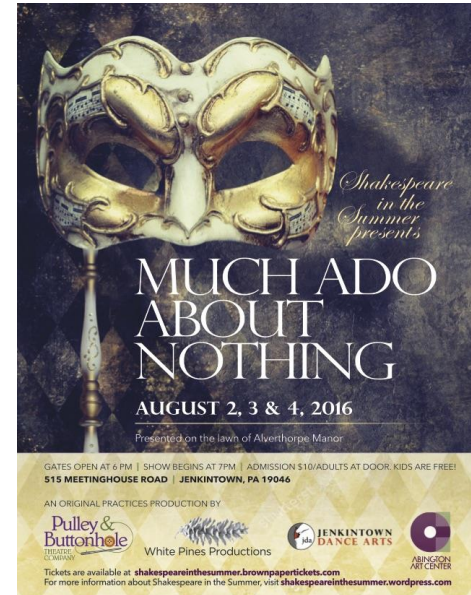
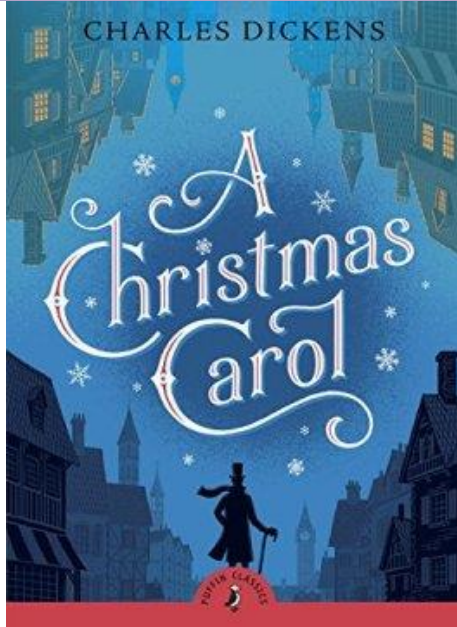
Subject	Summer Exam Grade	End of KS3 Projection	End of KS3 Target	Progress Measure	CHABOP Progress Points	Comment	Classwork	Homework	Attendance	Behaviour	Organisation	Punctuality	CHABOP Assessment Points
English	1	2	4	Developing	0		B	B	B	B	B	B	60
Maths	4	5	4	Extending	20		A	A	A	A	A	A	120

Summary

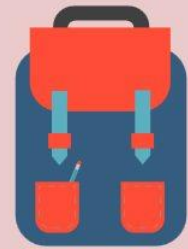
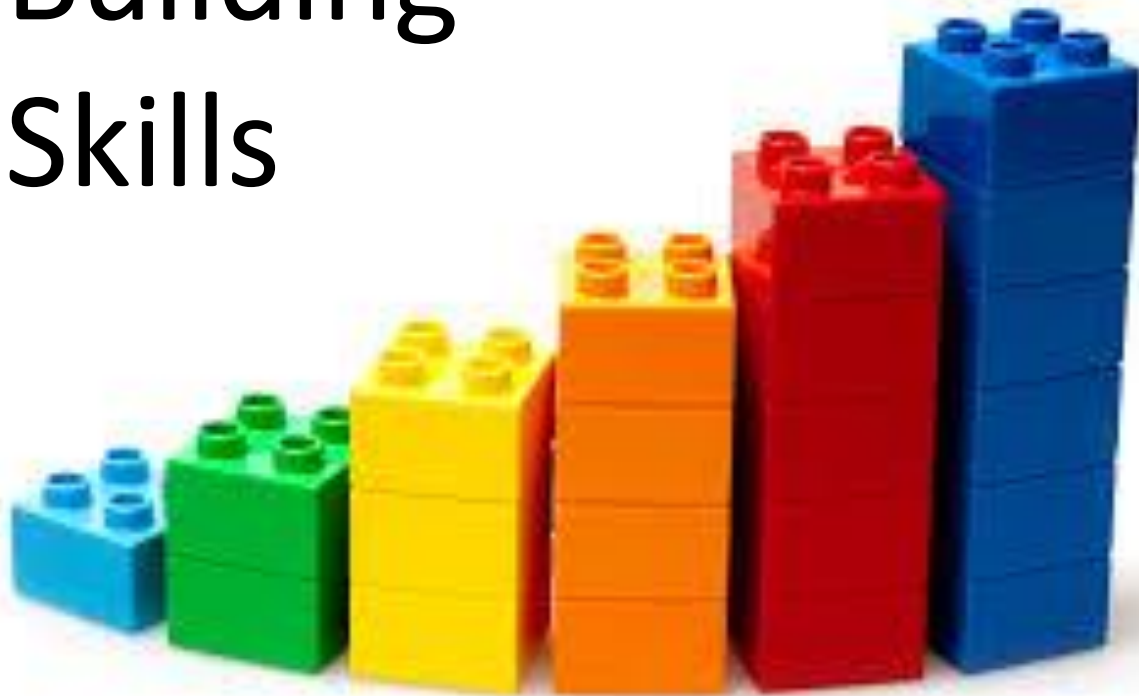
- Pupils' progress are graded as either **'Extending'**, **'Secure'** or **'Developing'**, in relation to their understanding of topics and end of year targets.
- Pupils are graded in the form of numbers (**9-1**), with grade 9 being the best grade.
- Pupils are **ranked termly** based on their performances in attainment and progress.

Assessment and Grading System at Platanos College

Year 7 English



Building Skills



New GCSE (9-1)



automated data mining survey responses customer transcripts qualitative root cause classification insights ad-hoc analysis product reviews sentiment analysis customer dashboards consumer trends ad-hoc analysis early warning

text analysis

Year 6
SATs

SPaG



Reading for
Meaning

Reading for Meaning

24 Gary drove from London to Sheffield.
It took him 3 hours at an average speed of 80km/h.

Lyn drove from London to Sheffield.
She took 5 hours.

Assuming that Lyn
drove along the same roads as Gary
and did not take a break,

(a) work out Lyn's average speed from London to Sheffield.

History

Maths

Source B: From an article in *The Times* newspaper, October 1888. *The Times* was a national newspaper, mainly read by the upper classes.

Many critical comments have been made about police failures in connection with the Whitechapel murders. However, it should be remembered that this type of woman chooses to go alone to the place where she has agreed to meet a man.

Some weeks ago, plain-clothes policemen were ordered to patrol this crime-ridden area of Whitechapel and to watch any man or woman seen together in suspicious circumstances.

At about the time when the Mitre Square murder was being committed two of the extra men who had been put on duty were nearby. They would have seen any man and woman going together to Mitre Square.

Therefore the police suspect that the murderer had made an appointment with his female victim and they went to the place separately.

(b) Which one of the following identifies some of the characteristics of cardiac muscle?

(1)

- A Muscles of the body that are consciously controlled
- B Muscle only found in the heart that is not consciously controlled
- C Muscle found in the heart and the digestive system that is not consciously controlled
- D Muscles of the skeleton responsible for non conscious movement

PE

Pupils will also develop key skills

- Explaining inferences in detail, using relevant quotations
- Analysis of vocabulary and language devices.
- Comparing texts
- Using appropriate language devices in your own writing.
- Spelling, punctuation and grammar

The Department for Education has said:

Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

Challenging Content:

‘I don't mean to say that I know, of my own knowledge, what there is particularly dead about a door-nail. I might have been inclined, myself, to regard a coffin-nail as the deadest piece of ironmongery in the trade. But the wisdom of our ancestors is in the simile; and my unhallowed hands shall not disturb it, or the Country's done for. You will therefore permit me to repeat, emphatically, that Marley was as dead as a door-nail.’ Charles Dickens’ *A Christmas Carol*

Reading and vocabulary

- Students need to read regularly
- 20 minutes three times a week
- Actively build vocabulary

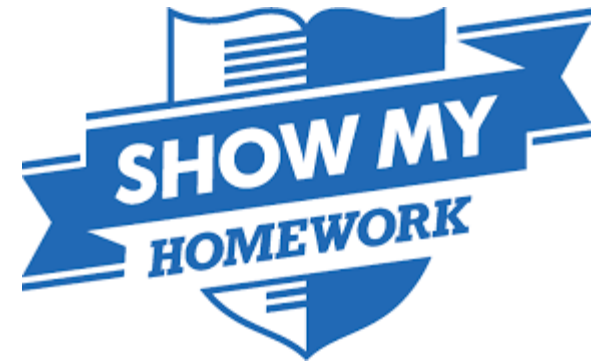


How can you help?

- Help them choose their reading books and encourage them to challenge themselves
- Listen to them read
- Read to them
- Discuss what their reading and discuss newspaper articles with them
- Talk about and introduce them to new vocabulary

Revising at Home

BBC Bitesize for KS3
CGP revision books
Completing homework



Persuasive Tricks

Here are **these nifty tricks** which will make your persuasive writing a whole load better.

Talk About "We" and "Us" Whenever You Can

If you want someone to agree with you, it's a **good idea** to make them think they have **a lot in common** with you.

Using the words **"we"** and **"us"** is a sneaky way to make your audience feel like they **ought to be on your side**.

These are much better than **"I think that cruelty..."** or **"...that affects some people"** would be.

Surely **we** all agree that cruelty to animals is wrong.

Pollution is an issue that affects all of us.

Use Questions to Make Your Points

Asking people something is a **great** way to make them sit up and take notice — even though you don't want an answer.

The trick is to **say the question** so that there can **only be one possible answer**.

Does anyone really want to live in a world without clean air to breathe?

Alternatively, you can **ask a question**, then go on to **answer it yourself**.

And why doesn't the government do anything about it? I'll tell you why. It's because they want big businesses to give them donations.

Use "Magic Threes" — Three Adjectives

Three is a **magic number** when you're writing **persuasively**. If you use **three adjectives** to describe something, it sounds much **more effective** than only using one or two.

THREE Fossil fuels are **dirty, dangerous and outdated**.
Renewable energy is **clean, safe and efficient**.

Lorries that make you agree — persuasive trucks...

Talk about **"we"** and **"us"**, use **questions** to make your points, and use adjectives in **groups of three**. These are great tricks — listen to politicians' speeches and you'll hear them all the time.

How to Quote

You can make plenty of good points in your answer, but your answer won't be complete if you don't stick in loads of **lovely quotes** too. And an incomplete answer is like an unfinished...

Quote, Quote, Quote — And Quote Some More

Everyone will **love** you if you quote bits from the text. (*Although I can't prove that last point.)

Quotes are great because they show **exactly** which bit you've got your answer from.

Quoting **bits** is the same as stealing words from the story or article you've read. There's a **massive difference**...

Quotes Have Speech Marks

Speech marks make all the difference. They show that **you're quoting**, not stealing words.

“Hello,” Mrs Icenoggle began to say. But the **sour-faced** woman turned away and started to talk to her companions.

“Did you go to Iona's party last weekend?” she asked.

All the other women **glanced briefly** at Mrs Icenoggle. “I certainly did,” replied one of them, “and I don't like the way Iona has redecorated her toilet.”

Mrs Icenoggle, who had no idea who Iona was, stood helplessly by the doorway...

The writer describes one of the women as **sour-faced**. That makes us think she's not a nice person.

The **speech marks** show that you're **quoting**. When you quote, make sure it's copied **word for word**.

The women at the banjo club are **rude**. They talk among themselves even though they all know Mrs Icenoggle is there — **all the other women glanced briefly** at Mrs Icenoggle.

Quote early, quote often...

Remember — **copying** is **bad**, but **quoting** is **good** (sounds daft, I know, but it's true). If you only learn one other thing about quoting, learn this: Quotes always have to have speech marks.

Opportunities after School





Platanos College Mathematics Department

Core features of the new curriculum:

Fluency

- Pupils become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time.

Calculate the area of a circle with dimensions:

Fluency


1. Radius = 3cm

4. Diameter = 12cm

2. Radius = 5.9cm

5. Diameter = 5.9cm

3. Radius = 6.54cm

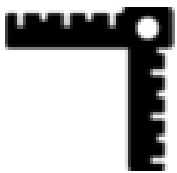
6. Diameter = 3.45cm

Core features of the new curriculum:

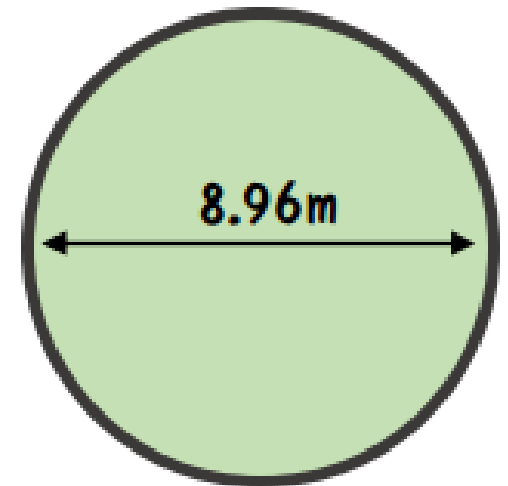
Mathematical reasoning

- Pupils reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Reasoning



Lawn seed is sold at 40p per bag. A bag is said to cover one square metre. How much will it cost to plant the lawn shown?

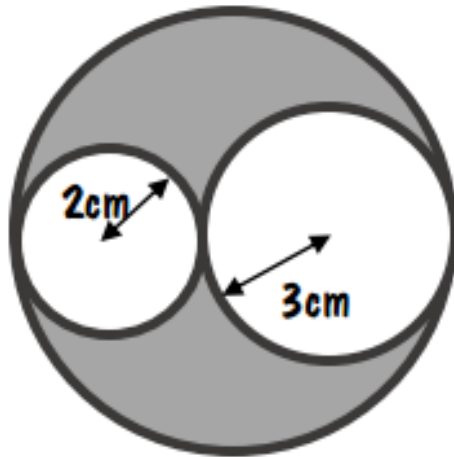


Core features of the new curriculum:

Problem solving

- Pupils can solve problems by applying their mathematics to a variety of routine and non-routine problems

Problem Solving



The radius of the smallest circle is 2cm. And the radius of the other smallest circle is 3cm.

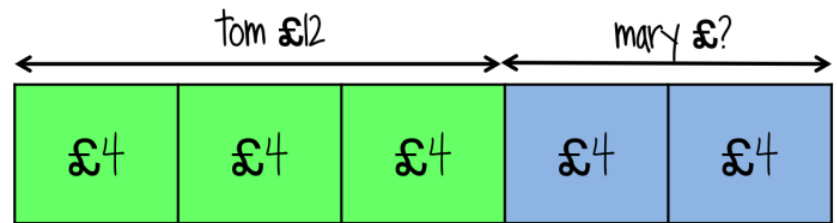
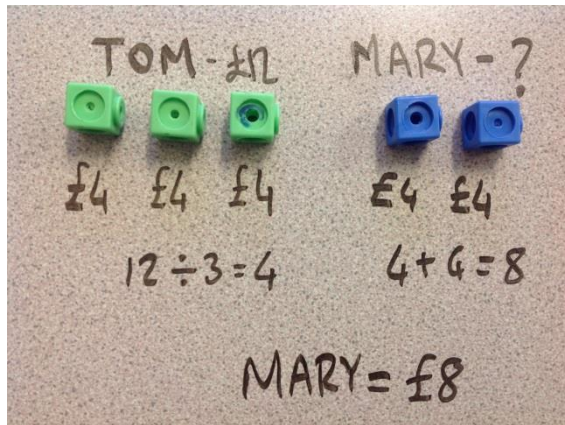
Which area is larger: The sum of the two smaller circles, or the area of the shaded section of the larger circle?

Approaches used
in mathematics.

Mastering the maths

Tom and Mary share some money in the ratio 3 : 2. Tom gets £12, how much does Mary get?

Concrete



draw bar model showing ratio 3: 2 and tom getting £12
find 1 part is £4
mary gets £8

Abstract

Tom is 3 parts and £12
One part: $12 \div 3 = £4$
Mary is 2 parts
Mary: $4 \times 2 = £8$
Mary has £8

Pictorial

Methods in
mathematics.

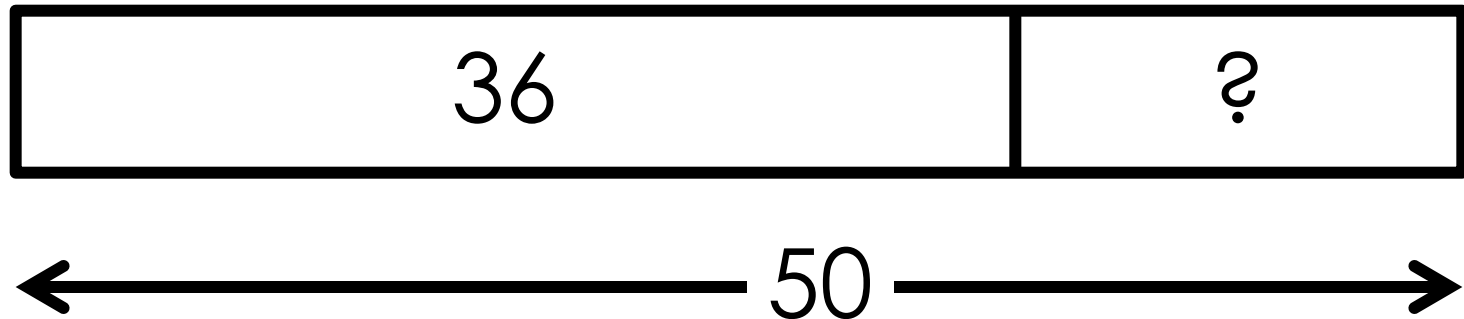
The bar model

There are 36 people on a bus.
Some more people get on.
There are now 50 people on the
bus.

~~How many people get on?~~

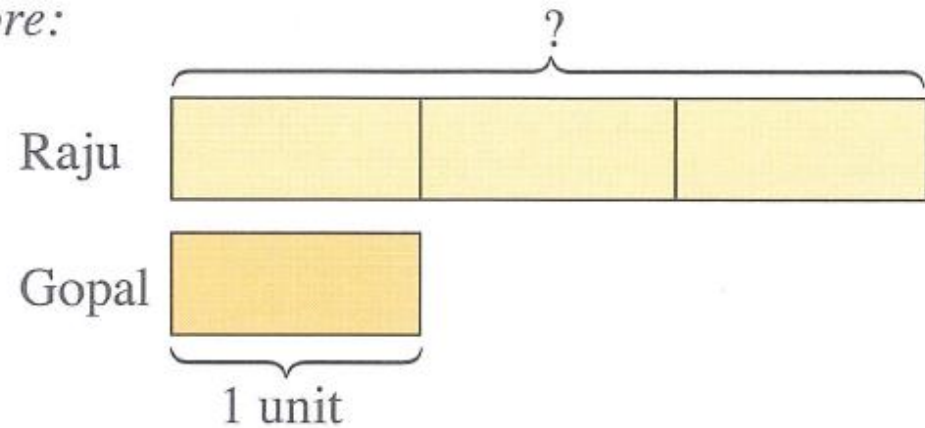
Raju had 3 times as much money as
Gopal. After Raju had spent £60
and Gopal had spent £10, they
each have an equal amount of
money left. How much money did
Raju have at first?

There are 36 people on a bus.
Some more people get on.
There are now 50 people on the
bus.
How many people get on?



Raju had 3 times as much money as Gopal. After Raju had spent £60 and Gopal had spent £10, they each have an equal amount of money left. How much money did Raju have at first?

Before:



After:



Mastering mathematics in Year 7

Autumn 1	Place value, addition and subtraction
Autumn 2	Place value, multiplication and division
Spring 1	Geometry: 2D shape in a 3D world
Spring 2	Fractions
Summer 1	Applications of algebra
Summer 2	Percentages and pie charts

Year 7 Overview

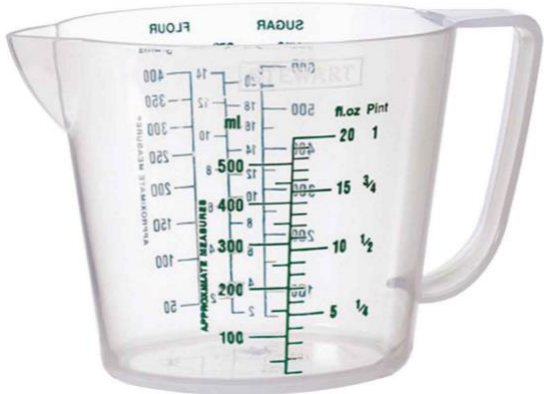
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Place value, addition and subtraction</p> <ul style="list-style-type: none"> Place Value (including decimals) Add and Subtract (including decimals) Estimation Perimeter 	<p>Place value, multiplication and division</p> <ul style="list-style-type: none"> Factors, HCF, Multiples, LCM Multiply and Divide (including decimals) Area of Rectangle and Triangle Calculate the Mean 	<p>Geometry: 2D shape in a 3D world</p> <ul style="list-style-type: none"> Draw, measure and name acute and obtuse angles Find unknown angles (straight lines, at a point, vertically opposite) Properties of triangles and quadrilaterals 	<p>Fractions</p> <ul style="list-style-type: none"> Equivalent fractions Compare and order fractions and decimals Change mixed numbers to improper fractions and vice versa Fraction of a quantity Multiply and divide fractions 	<p>Applications of algebra</p> <ul style="list-style-type: none"> Order of operations Substitution Simplifying algebraic expressions Solve word problems with expressions Sequences (term-to-term, not nth term) <p>(Word Problems incorporated into each unit)</p>	<p>Percentages and pie charts</p> <ul style="list-style-type: none"> Construct and interpret statistical diagrams including pie charts Convert between percentages, vulgar fractions and decimals Percentage of a quantity Find the whole given the part and the percentage <p>(Word Problems incorporated into each unit)</p>

Tips for Parents/Carers

Discuss maths in the real world:

- Take your child shopping
- Cook with your child
- Plan holidays with your child
- Do DIY with your child
- Play problem solving games with your child

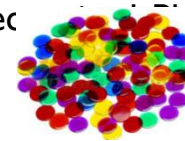
Some useful props for mums and dads are:



Support at home doesn't have to be from a revision guide. Allow your child to enjoy and discover patterns in the world.

Some useful props for mums and dads are:

- A clock in the kitchen – analogue & digital helps comparisons with what the values represent
- A traditional wall calendar – used to identify patterns with numbers in months
- Board games that involve dice and spinners – incorporate various topics such as fractions & probability
- A pack of traditional playing cards – introduce children to chance/probabilities
- A calculator – check online for calculator
- Measuring jugs & scales – identifying values in the numbers given
- Dried beans/macaroni/smarties – useful for counting

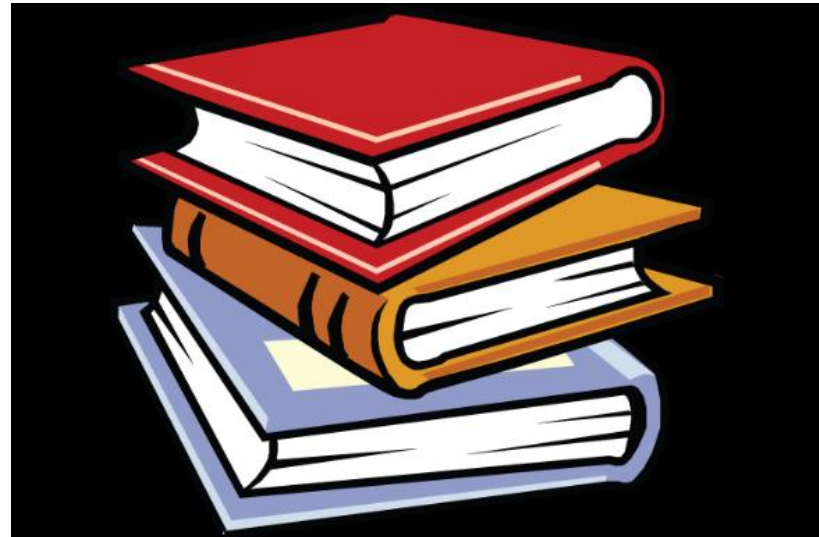


There are many ways to show your child the importance of maths is universally recognised. Please remember every child is a mathematician!

KS 3 Science year 7

- **Baseline Test**

Pupils will sit a science baseline test during the week beginning the 9th September 2019. The results from the test will be used to ascertain where pupils are and to place them in their correct groups in order to provide the appropriate support to drive pupil progress in the subject.



Departmental Vision Statement

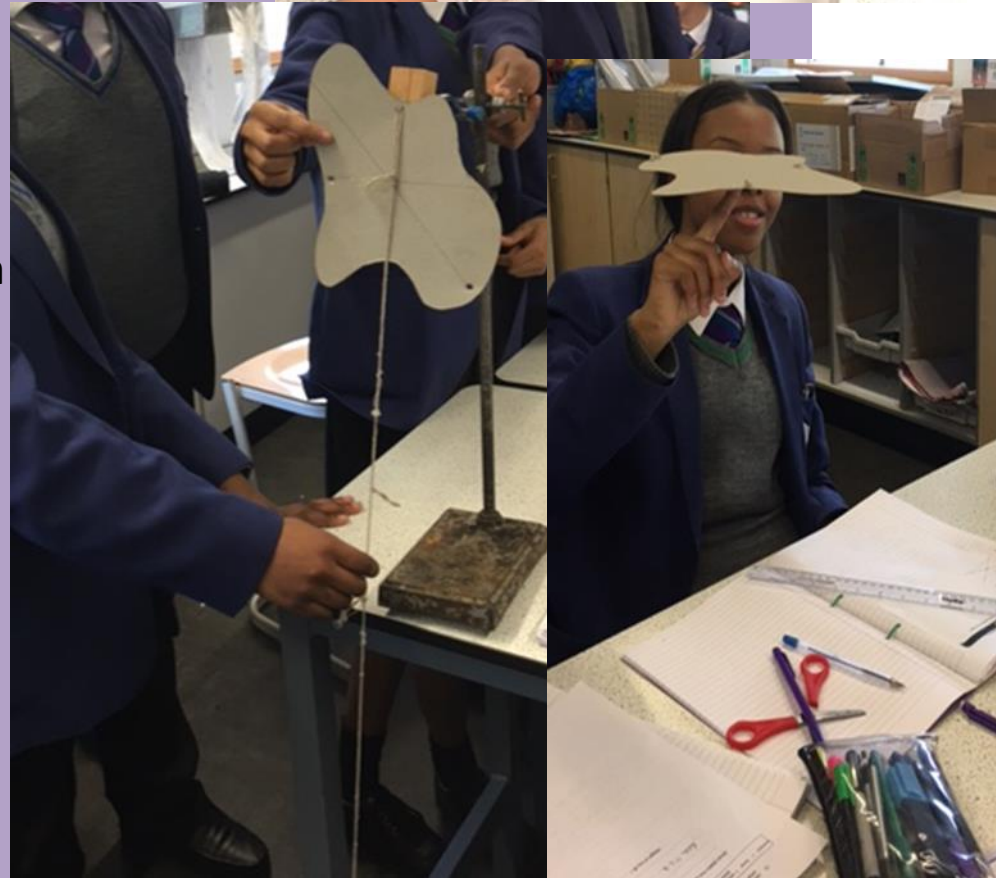
- **Agreed Vision of the Science Department:**
 - *We are proud of our department which is an inspirational environment that is part of school's community that exists for our pupils.*
 - *We are passionate about Science and the success of our pupils in the subject. We strive to develop pupils who are resilient, responsible and respectful. We want to promote their intellectual curiosity by providing them with opportunities to:*
 - *Enquire*
 - *Engage*
 - *Explore*
 - *Experiment*
 - *Evaluate*
- as they experience the curriculum.*

What will pupils learn?



- **Content**

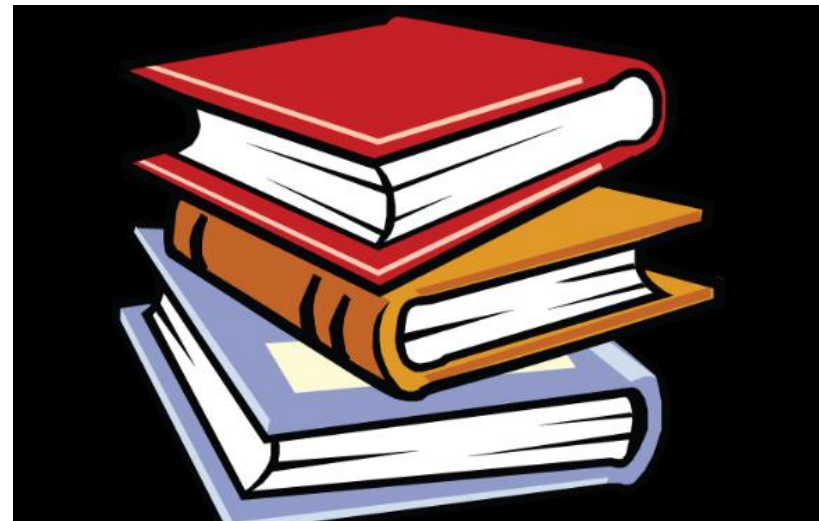
- Health and safety
- Cells
- Particles and their behaviour
- Elements, atoms and compounds
- Forces
- Space
- Structure and function of body system
- Reactions
- Sound
- Reproduction
- Acids and Alkalis
- Light
- Heating and cooling
- *Required practical



***Skills (planning, interpreting data, analyses, evaluation)**







KS 3 Science year 7

- **Students are selected for routes based on their baseline test results.**
- **Route 1: Accelerated curriculum *Higher* Tier**
- **Route 2: Accelerated curriculum *Foundation* Tier**



Health and safety

Symbol cards

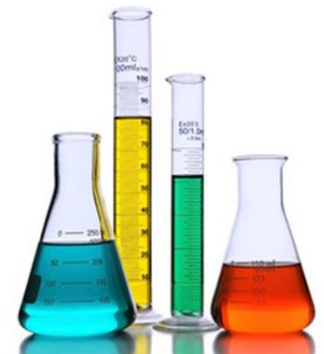
<p>A</p>  <p>Corrosive</p>	<p>B</p>  <p>Flammable</p>
<p>C</p>  <p>Harmful</p>	<p>D</p>  <p>Irritant</p>
<p>E</p>  <p>Toxic</p>	<p>F</p>  <p>Corrosive</p>

Fact cards

<p>SODIUM HYDROXIDE</p> <p>Burn power: high Fire power: Death power: Itch power: Vomit power:</p> 	<p>TISSUE PRESERVER</p> <p>Burn power: Fire power: Death power: Itch power: high Vomit power:</p> 
<p>ETHANOL</p> <p>Burn power: Fire power: high Death power: medium Itch power: Vomit power:</p> 	<p>FINGERPRINT SPRAY</p> <p>Burn power: Fire power: Death power: medium Itch power: Vomit power:</p> 
<p>UNIVERSAL INDICATOR</p> <p>Burn power: Fire power: Death power: Itch power: Vomit power: medium</p> 	<p>HYDROCHLORIC ACID</p> <p>Burn power: high Fire power: Death power: Itch power: Vomit power:</p> 

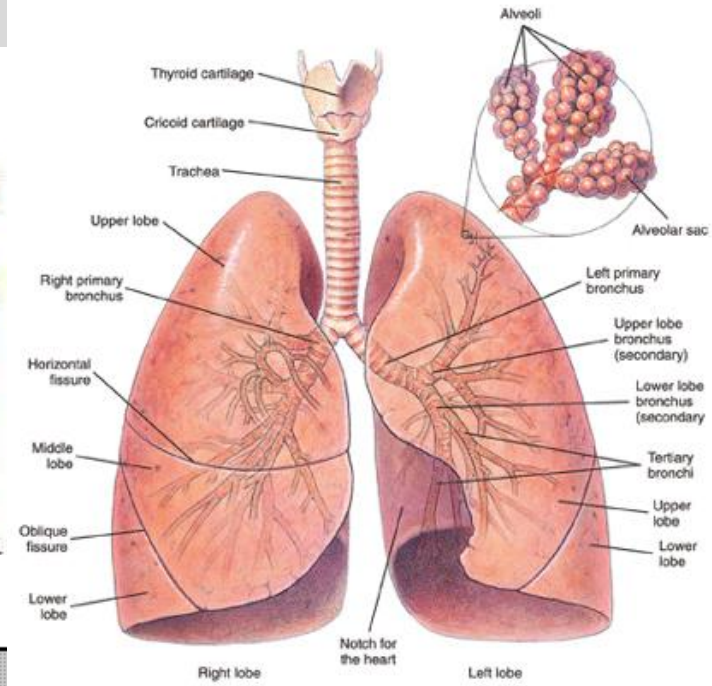
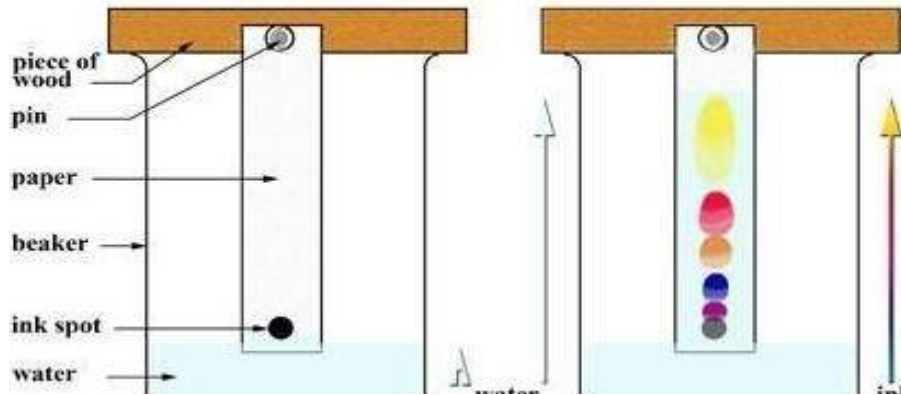
Main aim

- **What are the main aims of the course?**
- Students will be able to:
 - Work scientifically
 - Develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics

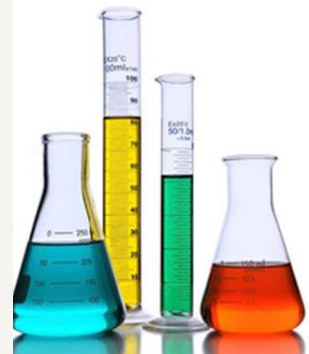
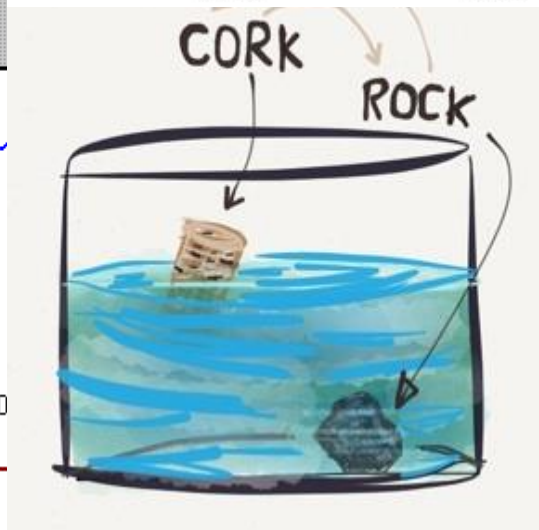
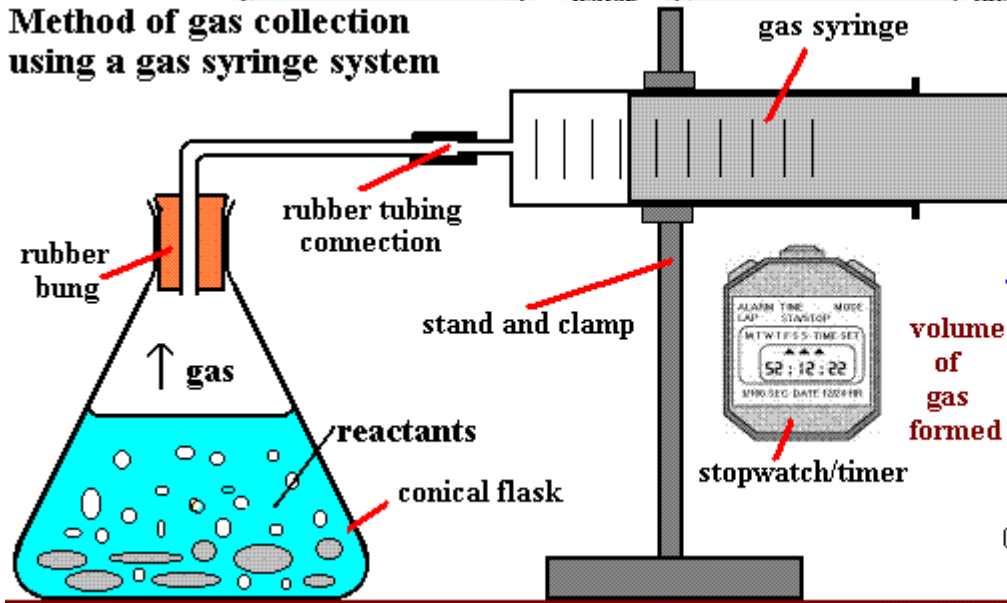


Main aim

Simple chromatography



Method of gas collection using a gas syringe system



Assessment

Assessment will take place at the end of each module/Unit.

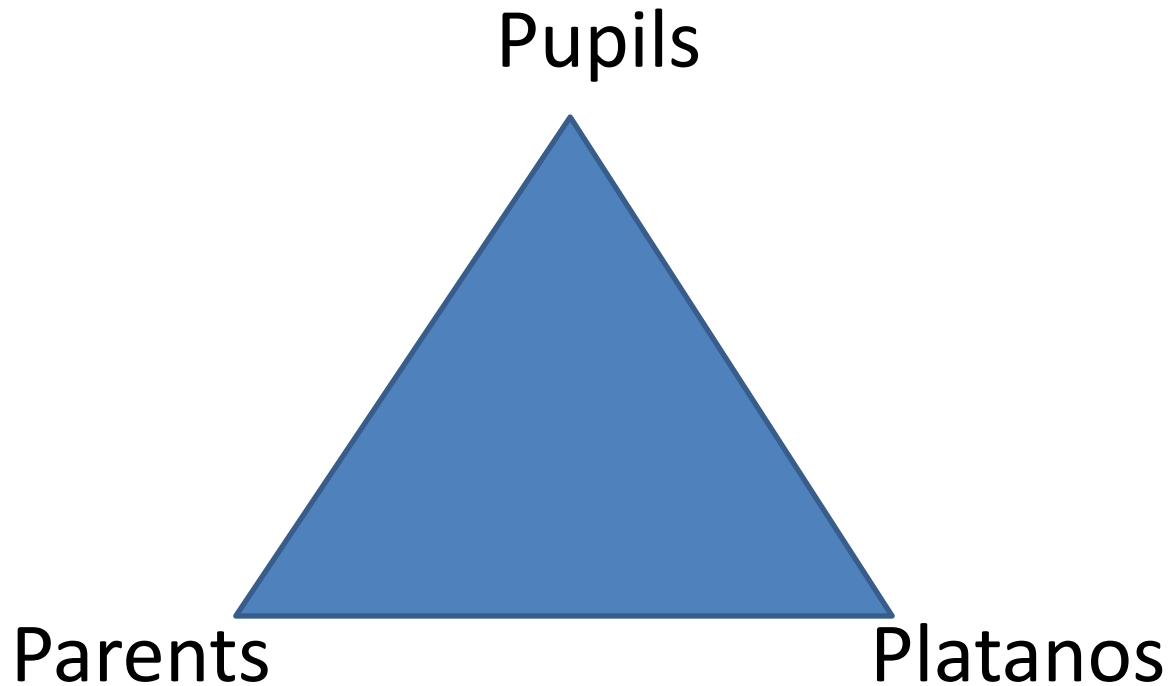
Formal Examinations will take place three times a year.

Homework

- Research
- Report writing
- Extended writing
- Exam style questions
- Presentation
- Projects

Support from parents

The 3 Ps



Parental support

Platanos, pupils and parents work as a team to support our students

- As parent we would like you to support your child in consolidating their learning at home.
 - By ensuring your child has completed his/her homework to a high standard.
 - Supporting the school's efforts for maintaining outstanding behaviour for learning.
 - Encouraging your child to get involved in extension and enrichment activities provided by the school. For example; Centre of Excellence , competitions and boosters.