



Wednesday 2nd October 2019

Dear Parents / Guardians,

New tracking and assessment arrangements

Over the past few months the teachers and I have been spending some time looking carefully at how we assess students' performance and how we capture the progress in our tracking systems.

We have paid particular attention to Key Stage 3 and have questioned how we were doing things and if this is best for our students. In Years 7 and 8 we had previously used a system whereby we tracked progress using the 1-9 GCSE grading system. We have decided that this is not actually fit for purpose as GCSE grades are designed to be used very specifically for GCSE courses and not applied to the work produced by younger students at a different stage in their learning within the subject.

Therefore we have decided to move to a system in years 7 and 8 that will enable us to track pupils using a more straightforward system. We will gauge where each individual is in relation to where we would expect a typical student of that age to be. So we will assess students as being '**working towards**' the expected level, at the '**expected**' level or '**exceeding**' the expected level for their age group in the subject.

We have also decided to change the frequency of our collections of data and will now move to a model of collecting data 3 times a year. This will enable teachers to spend more time teaching new topics and furthering students' understanding. Therefore, you will now receive 3 progress reports – one in each term.

In Year 9 – 11 and KS5, there will also be 3 progress reports but we will continue to use the GCSE, BTEC and A' Level grading systems as these are designed to be applied to the work of students at those stages of their education. As the options process takes place in Year 9, it may be useful to parents to see GCSE style grades to help in selecting suitable courses; therefore we will continue to use 1-9 grades in Year 9.

These changes are being undertaken with one aim in mind: to improve the quality of education delivered by the school and enable our youngsters to learn more effectively. I am pleased to say that our outcomes in the 2019 exams were excellent and I hope that by tweaking our systems we will further improve outcomes for all students.

Yours faithfully,

Martin Bonner
Head Teacher

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