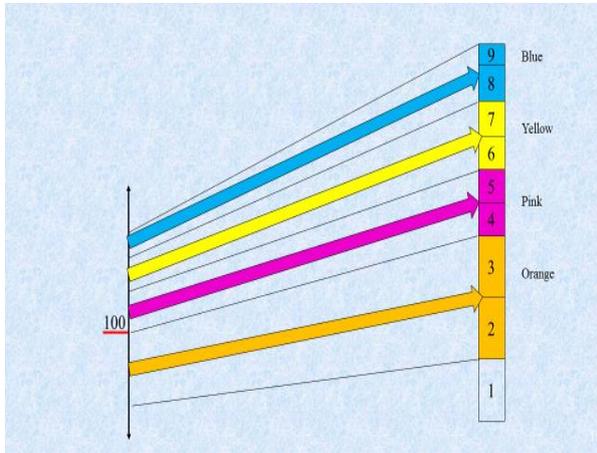


Assessment at Moulton School

Years 7 to 9

In years 7-9 students follow a 'flightpath' model.



In this model, the school uses KS2 entry data to assign a coloured flightpath to the students. These are shared with teachers, parents and students. The flightpaths could differ in certain subjects.

The criteria required for students to achieve their flightpath changes across the 3 years and is shared with students by their subject teacher. We are also working hard to develop the subject areas on the website to provide additional guidance for students and parents.

Students who make sufficient progress stay within their flightpath and are 'on track'. Students who make greater than expected progress might be 'above'. If a student continues to be above then it is possible their flightpath may be changed. Students who are 'below' are making less than expected progress. (This includes students who are making progress but not at the expected rate). Our flightpaths are very rigorous and so therefore, being 'on track' represents a success, whichever colour path a student is on.

We believe this system gives clearer information to parents and students on whether they are making progress or not. It also allows teachers greater flexibility to support deep understanding, especially in earlier assessments.

Please note that on some occasions the flightpath is recorded with an = sign. This enables us to assign them on Go4Schools and serves no other purpose.

Years 10, 11, 12 and 13

In years 10 and 11 students are assigned a numerical target, based on the new GCSE grades of 9-1. In years 12 and 13 students are given a target grade between A* and E. In each progress report students will receive a current performance grade and also a predicted grade.

Please be aware that students are expected to make progress across the two years. As such, a student who is making expected progress may well achieve a current grade below target, especially at the start of year 10 and you would expect this gap to close across the 2 years. Giving an accurate predicted grade is much more difficult, as it requires us to assume that the commitment of the student is unchanged across the 2 years. We try to use realistic caution when predicting so that students are able to make steady progress.

The level of progress expected also varies depending on the subject. For example, although the skills in a subject may develop, the learnt content and knowledge may not and may be only briefly revisited again. Students also often find module tests easier as when deciphering questions they have fewer options. In final exams where questions may be asked on content across the subject students find it hard to recognise what they are being asked to do.