

New GCSEs and Assessment Grades

Raising The Bar



New GCSEs and Assessment Grades

What Does it Mean?

- National Educational reform from primary School to 6th Form.
- New GCSE and A Level that are linear with little/no opportunities for resits.
- Removal of coursework.
- Content heavy and increased amount of examination hours.
- GCSE grades phased out and replaced with new assessment grades 1-9.

2015 English and Mathematics GCSEs

The New Maths GCSE

- More content to study, and more stretching maths at the higher grades.
- Supports a deeper and broader understanding of the subject.

The New English Language GCSE

- Robust foundation in reading, and writing good English.
- 20% of marks for spelling, punctuation and grammar.

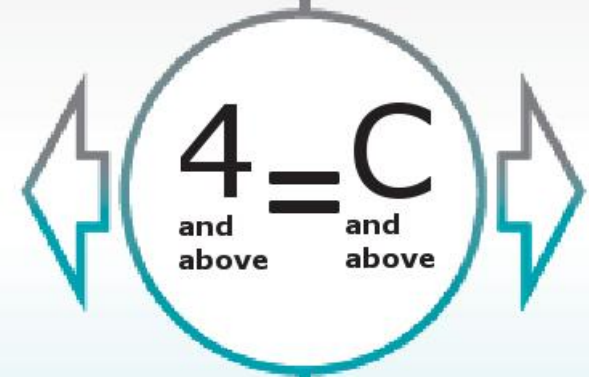
The New English Literature GCSE

- Encourages students to read, write and think critically.
- Range of challenging and substantial whole texts, and unseen texts.

2016 GCSE Subject Content Changes

- Science: includes new, up to date content such as the human genome, life cycle analysis and space physics; includes more challenging maths.
- Geography: use of maths and statistics; more on UK geography; at least two pieces of fieldwork.
- History: more historical periods, over three eras - medieval, early modern and modern – and more on British history.
- Modern foreign languages : more demanding, and most exam questions in modern languages will be in the foreign language.

New grading structure 1-9

| NEW GCSE GRADING STRUCTURE | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U |
|  | | | | | | | | | |
| <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. | | | | | | | | | |
| A* | | A | B | C | D | E | F | G | U |
| CURRENT GCSE GRADING STRUCTURE | | | | | | | | | |

**Grade 9 = top third
of A***

**Grade 7 and above
= Grade A**

**Grade 5 = Top third
of C Grades and
bottom third of B
Grades**

**Grade 4 = bottom 2
thirds of C Grade**

**Grade 1 = aligned
to bottom of
Grade G**

Ofqual

Grading new GCSEs from 2017

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | A* |
| 8 | |
| 7 | |
| 6 | B |
| 5 | |
| 4 | C |
| 3 | |
| 2 | E |
| 1 | F |
| U | G |
| U | U |

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Making Progress and Setting Targets

In line with national levels of expected progress the government expects students to follow the flightpath below:

- *KS2 Level 3 to GCSE Grade D/C - New Grade 4 or 5*
 - *KS2 Level 4 to GCSE Grade C/B - New Grade 5 or 6*
 - *KS2 Level 5 to GCSE Grade B/A - New Grade 6 or 7 (or higher)*
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- We are aware that our students have spent 3 years in another school and may have significantly under or overachieved for a variety of reasons throughout Year 7-9.
 - Therefore we baseline all students on entry using nationally benchmarked tests and this information gives us an estimate range of grades that students are likely to achieve.

GL Assessments

Indicators for GCSE

| Subject | Most likely grade achieved | | 'If challenged' grade achieved | | GCSE grade | | | | | | | | | | |
|---------------------------|----------------------------|--------|--------------------------------|--------|------------|---|---|---|---|---|---|---|----|--|--|
| | Grade | Points | Grade | Points | U | G | F | E | D | C | B | A | A' | | |
| English | C | 4 | B | 5 | | | | | | | | | | | |
| English Literature | C | 4 | B | 5 | | | | | | | | | | | |
| Art & Design | C/D | 4 | C | 5 | | | | | | | | | | | |
| Drama | C/D | 4 | C | 5 | | | | | | | | | | | |
| Religious Education | C/D | 4 | C | 5 | | | | | | | | | | | |
| Science – Biology | C/D | 4 | C | 5 | | | | | | | | | | | |
| Science – Chemistry | C/D | 4 | C | 5 | | | | | | | | | | | |
| Science – Physics | C/D | 4 | C | 5 | | | | | | | | | | | |
| D&T – Food | D | 3 | C | 4 | | | | | | | | | | | |
| D&T – Resistant materials | D | 3 | C | 4 | | | | | | | | | | | |
| D&T – Textiles | D | 3 | C | 4 | | | | | | | | | | | |
| French | D | 3 | C | 4 | | | | | | | | | | | |
| German | D | 3 | C | 4 | | | | | | | | | | | |
| Home Economics | D | 3 | C | 4 | | | | | | | | | | | |
| Information Technology | D | 3 | C | 4 | | | | | | | | | | | |
| Media Studies | D | 3 | C | 4 | | | | | | | | | | | |
| Music | D | 3 | C | 4 | | | | | | | | | | | |
| Physical Education | D | 3 | C | 4 | | | | | | | | | | | |
| Sociology | D | 3 | C | 4 | | | | | | | | | | | |
| Spanish | D | 3 | C | 4 | | | | | | | | | | | |
| Business Studies | D/E | 3 | D | 4 | | | | | | | | | | | |
| D&T – Electronics | D/E | 3 | D | 4 | | | | | | | | | | | |
| D&T – Graphics | D/E | 3 | D | 4 | | | | | | | | | | | |
| D&T – Systems control | D/E | 3 | D | 4 | | | | | | | | | | | |
| Geography | D/E | 3 | D | 4 | | | | | | | | | | | |
| History | D/E | 3 | D | 4 | | | | | | | | | | | |
| Maths | D/E | 3 | D | 4 | | | | | | | | | | | |
| Science – Additional | D/E | 3 | D | 4 | | | | | | | | | | | |
| Science – Core | D/E | 3 | D | 4 | | | | | | | | | | | |
| Statistics | D/E | 3 | D | 4 | | | | | | | | | | | |

- Produce indicator predictions that may be more or less aspirational than flightpaths depending upon progress throughout Key Stage 3.
- All data and information that we have about your son/daughter is used purely as a guide. We DO NOT believe in setting any limits on students aspirations or potential and we aim for all students to surpass these estimates.

Reporting to Parents

At the end of each term parents will receive a monitoring report showing progress towards the grade estimates. There will also be information as to the intervention and support that is being provided to help them catch up. There will be a full, formal report at the end of each school year.

With each grade estimate range there will be four ratings that will be used to assess students;

- Above the path (securely working within target grade range, very few areas of weakness)*
- On the path (working well within target grade range with a few weaknesses)*
- Below the path (starting to work within target grade range but with a range of weaknesses or gaps in knowledge)*
- Significantly below the path (not working within target grade range and has significant weaknesses or gaps in knowledge)*



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Autumn Report

| | | | |
|--------------|------------|-------------------|-----|
| Name: | Joe Bloggs | Reg Group: | 10A |
|--------------|------------|-------------------|-----|

Attendance Details

| | | | |
|--------------------------|------|------------------------------|----|
| Possible Sessions | 118 | Authorised Absences | 11 |
| % Attendance | 89.8 | Unauthorised Absences | 1 |

| Subject | Target Grade | Expected Grade | ATL |
|------------------|--------------|----------------|-----|
| Art | 4 | 4 | 3 |
| Computer Science | 2 | 2 | 3 |
| English | 4 | 5 | 3 |
| Maths | 4 | 3 | 3 |
| Engineering | 4 | 2 | 4 |
| PE | 2 | 1 | 2 |
| Geography | 2 | 2 | 4 |



Any Questions/Comments or Feedback?

Please let us know

adowning@utcwarrington.org

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