

**Welcome to year 7 to 9**  
**Parents' information evening**



## Assessment at *The Albany*

1. What has changed?
2. Student targets (flightpaths) and assessment
3. Attitude to Learning (Effort)  
Grades



	Old	New
KS3 (Years 7 to 9)	National Curriculum Levels	
KS4 (Years 10&11)	Letter-style GCSE Grades	

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div>&lt;/</div></div></div></div></div>									

	Old	New
KS3 (Years 7 to 9)	National Curriculum Levels	Numerical GCSE grades
KS4 (Years 10&11)	Letter-style GCSE Grades	



the Albany

Traditional Values 21st Century Education

## Assessment at *The Albany*

1. What has changed?
2. Student targets (flightpaths) and assessment
3. Attitude to Learning (Effort) Grades

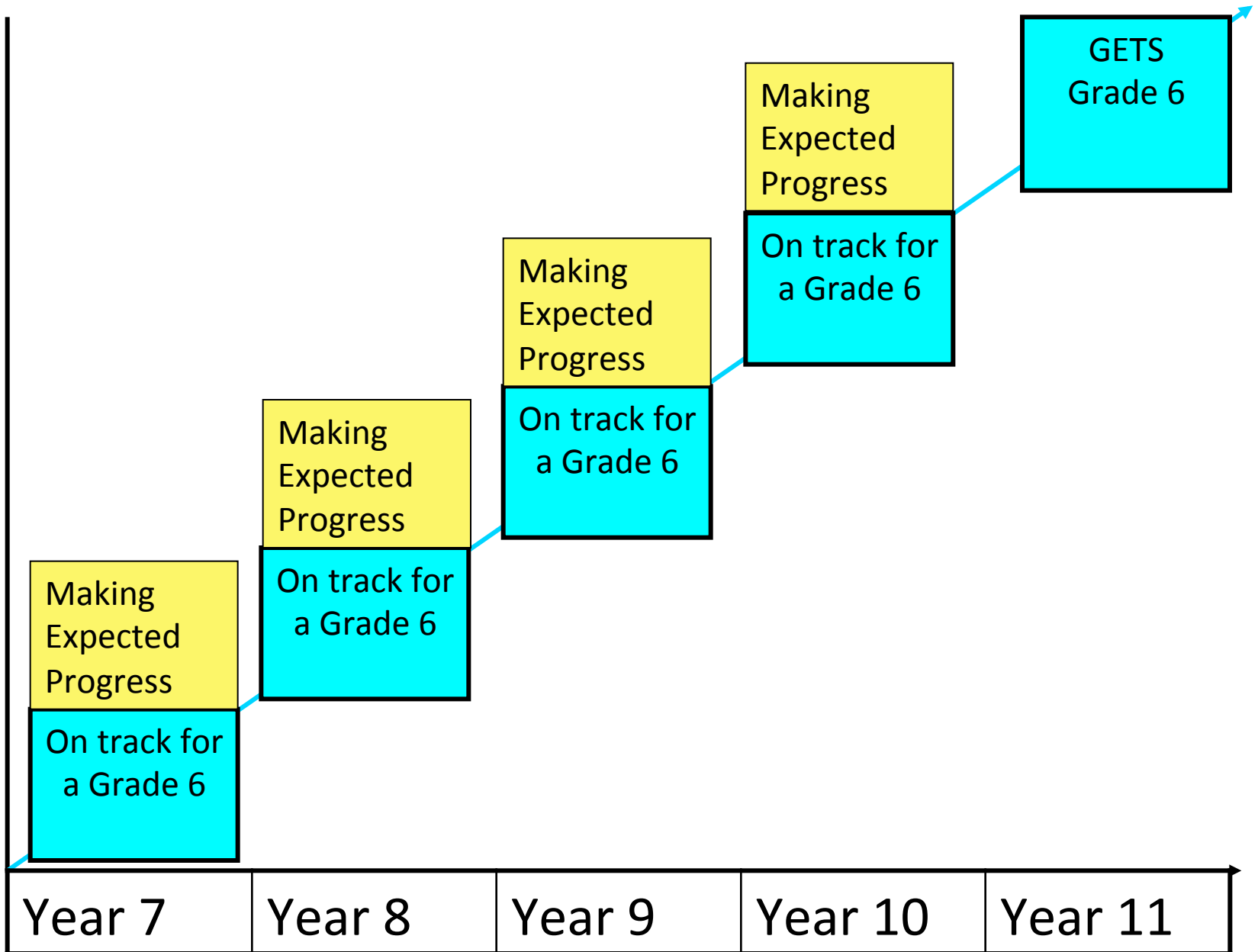
# New 'Flightpaths'

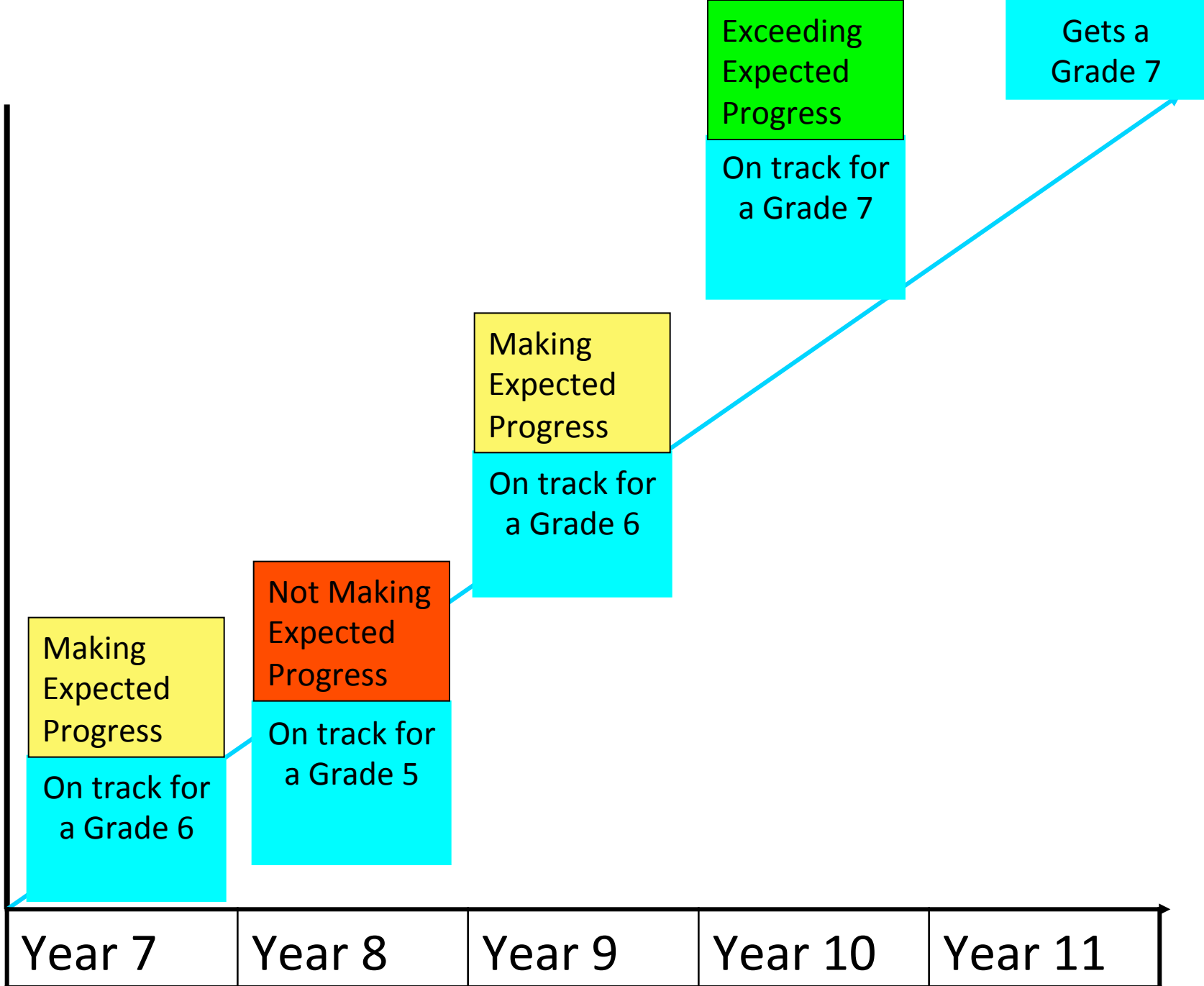
- Exceeding expected progress
- Making expected progress
- Not making expected progress



Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9
1	2	3	4	5	6	7	8
<p>Know date and understanding of the key features and characteristics of the period/styled</p> <p>I can identify obvious features of a chosen period.</p> <p>I may provide some information but not always accurate or relevant.</p> <p>I can demonstrate limited knowledge and understanding of the period.</p>	<p>I can identify obvious features of a chosen period.</p> <p>I may provide some information but not always accurate or relevant.</p> <p>I can demonstrate limited knowledge and understanding of the period.</p> <p>Sometimes I am able to describe consequences of an event</p>	<p>I can identify obvious features of a chosen period.</p> <p>I can begin to provide relevant information but not always accurate or related directly to the question.</p> <p>I can demonstrate some knowledge and understanding of the period.</p> <p>Sometimes I am able to describe consequences of an event</p> <p>I can sometimes provide some information about a topic which supports a basic comparison.</p>	<p>I can identify obvious features of a chosen period and sometimes provide supporting information with some reference to the question.</p> <p>I can demonstrate some knowledge and understanding.</p> <p>Sometimes my explanations show analysis</p> <p>Sometimes I am able to describe consequences of an event</p> <p>I can provide some accurate information about a topic which supports a comparison.</p>	<p>I can identify features of a chosen period and sometimes provide supporting information that addresses the question.</p> <p>I can demonstrate some knowledge and understanding which I might use to show analysis of the question.</p> <p>I am able to describe at least one consequence of an event</p> <p>I can provide some accurate information about a topic which supports a comparison.</p>	<p>I can identify features of a chosen period and occasionally provide supporting information that addresses the question.</p> <p>I can demonstrate knowledge and understanding to support my analysis.</p> <p>I am able to explain at least one consequence of an event</p> <p>I can provide mostly accurate information about a topic which supports a comparison.</p>	<p>I can identify important features of a chosen period and regularly provide supporting information that addresses the question.</p> <p>I can demonstrate a range of knowledge and understanding to support my analysis.</p> <p>I am able to explain at least one consequence of an event</p> <p>I can provide mostly accurate information about a topic which supports a comparison.</p>	<p>I can identify the main features of a chosen period and provide supporting information that addresses the question directly.</p> <p>I can demonstrate range of knowledge and understanding to support my analysis.</p> <p>I am able to explain at least one consequence of an event</p> <p>I can provide information about a topic which supports a comparison.</p>
<p>Explanatory and analysis of second order concepts</p> <p>My answers will usually be descriptive, providing a narrative response.</p>	<p>I can begin to provide explanations although not directed at the focus of the question.</p> <p>My answers are not generally coherent or correctly structured.</p> <p>My answers will usually be descriptive showing a narrative response</p>	<p>I can provide some explanations which I may direct at the focus of the question.</p> <p>I may show a line of reasoning that is not always coherent or structured.</p> <p>I can provide a narrative response to the question and may begin to show some explanation.</p>	<p>I can provide some explanations which I occasionally direct at the focus of the question.</p> <p>I can show a line of reasoning that is mostly coherent and shows some structure.</p> <p>I may add some information about a topic to support my answer</p> <p>I can provide a narrative which might demonstrate explanation.</p> <p>I may include information in addition to the source material provided.</p> <p>I may describe a feature of a period to demonstrate a comparison.</p>	<p>I can provide explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is mostly coherent and structured.</p> <p>I may add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which might show some analysis.</p> <p>I may include information in addition to the source material provided.</p> <p>I may examine a feature of a period to demonstrate a comparison.</p>	<p>I can provide explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is mostly coherent and structured.</p> <p>I can add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which often shows some analysis.</p> <p>I can sometimes give explanations that show analysis of importance which are occasionally supported with additional information.</p> <p>I can often analyse a feature of a period to demonstrate a comparison.</p>	<p>I can provide analytical explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is coherent and structured.</p> <p>I can add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which shows some analysis.</p> <p>I can sometimes give explanations that show analysis of importance which may be supported with additional information.</p> <p>I can analyse a feature of a period to demonstrate a comparison.</p>	<p>I can provide analytical explanations that are mostly directed at the focus of the question.</p> <p>I can show a line of reasoning that is coherent and structured.</p> <p>I can add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which shows analysis.</p> <p>I can sometimes give explanations that show analysis of importance which may be supported with additional information.</p> <p>I can analyse a feature of a period to demonstrate a comparison.</p>

Year 9	Year 9
6	7
<p>I can identify features of a chosen period and occasionally provide supporting information that addresses the question.</p> <p>I can demonstrate knowledge and understanding to support my analysis.</p> <p>I am able to explain at least one consequence of an event</p> <p>I can provide mostly accurate information about a topic which supports a comparison.</p>	<p>I can identify important features of a chosen period and regularly provide supporting information that addresses the question.</p> <p>I can demonstrate a range knowledge and understanding to support my analysis.</p> <p>I am able to explain at least one consequence of an event</p> <p>I can provide mostly accurate information about a topic which supports a comparison.</p>
<p>I can provide explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is mostly coherent and structured.</p> <p>I can add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which often shows some analysis.</p> <p>I can sometimes give explanations that show analysis of importance which are occasionally supported with additional information.</p> <p>I can often analyse a feature of a period to demonstrate a comparison.</p>	<p>I can provide analytical explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is coherent and structured.</p> <p>I can add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which shows some analysis.</p> <p>I can sometimes give explanations that show analysis of importance which may be supported with additional information.</p> <p>I can analyse a feature of a period to demonstrate a comparison.</p>





# How do we set student flightpaths?

# Do we revise student flightpaths?

Year 9	Year 9	Year 9
5	6	7
<p>I can identify features of a chosen period and sometimes provide supporting information that addresses the question.</p> <p>I can demonstrate some knowledge and understanding which I might use to show analysis of the question.</p> <p>I am able to describe at least one consequence of an event</p> <p>I can provide some accurate information about a topic which supports a comparison.</p>	<p>I can identify features of a chosen period and occasionally provide supporting information that addresses the question.</p> <p>I can demonstrate knowledge and understanding to support my analysis.</p> <p>I am able to explain at least one consequence of an event</p> <p>I can provide mostly accurate information about a topic which supports a comparison.</p>	<p>I can identify important features of a chosen period and regularly provide supporting information that addresses the question.</p> <p>I can demonstrate a range knowledge and understanding to support my analysis.</p> <p>I am able to explain at least one consequence of an event</p> <p>I can provide mostly accurate information about a topic which supports a comparison.</p>
<p>I can provide explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is mostly coherent and shows some structure.</p> <p>I may add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which might show some analysis.</p> <p>I may include information in addition to the source material provided.</p> <p>I may examine a feature of a period to demonstrate a comparison.</p>	<p>I can provide explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is mostly coherent and structured.</p> <p>I can add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which often shows some analysis.</p> <p>I can sometimes give explanations that show analysis of importance which are occasionally supported with additional information.</p> <p>I can often analyse a feature of a period to demonstrate a comparison.</p>	<p>I can provide analytical explanations that are generally directed at the focus of the question.</p> <p>I can show a line of reasoning that is coherent and structured.</p> <p>I can add some specific information about a topic to support an explanation.</p> <p>I can provide a narrative which shows some analysis.</p> <p>I can sometimes give explanations that show analysis of importance which may be supported with additional information.</p> <p>I can analyse a feature of a period to demonstrate a comparison.</p>

# When do we assess?

Autumn first half-term	
Week 1	31/8
Week 2	7/9
Week 3	14/9
Week 4	21/9
Week 5	28/9
Week 6	5/10
Week 7	12/10
Week 8	19/10

Autumn second half-term	
Week 9	2/11
Week 10	9/11
Week 11	16/11
Week 12	23/11
Week 13	30/11
Week 14	7/12
Week 15	14/12



## Assessment at *The Albany*

1. What has changed?
2. Student targets (flightpaths) and assessment
3. Attitude to Learning (Effort) Grades



# AtL Descriptor Summaries – Students who...

A	<ul style="list-style-type: none"><li>•Are very well motivated</li><li>•Take responsibility for their own learning</li></ul>
B	<ul style="list-style-type: none"><li>• Are Motivated</li><li>•Work effectively with support and guidance</li></ul>
C	<ul style="list-style-type: none"><li>•Are sometimes motivated</li><li>•Sometimes work effectively with support and guidance</li></ul>
D	<ul style="list-style-type: none"><li>•Are not motivated/ sometimes refuses to work</li><li>•Need close support/attention to work effectively</li><li>•Can be disruptive</li></ul>

B

- Motivated
- Works effectively with support and guidance

1. You arrive on time with the correct equipment.
2. You always try your best and work hard.
3. You always try to do what the teacher is asking you to do.
4. When the teacher is not watching you are focussed on your work and avoid distractions.
5. You care about how well you are doing.
6. You accept that sometimes you will get things wrong but you will use this as a learning experience.
7. You think things like, 'I have worked really hard today, I did really well in that lesson, I didn't get it but I didn't give up.'

A

- Very well motivated
- Takes responsibility for own learning

You do everything a B grade student does and more. For example:

1. You do not wait to be asked to do things....
2. You take your coat off, get the correct equipment out, put your bag on the floor, open your book, write the date and Learning Objective etc. without being asked to.
3. You try to solve problems for yourself before asking the teacher. You look back at your notes, ask a partner etc. – you try to be independent. You want to solve things for yourself.
4. You complete extension activities without being asked or find out something extra for the next lesson – extra research. You are keen to attend lunchtime and after school classes
5. You ask the teacher what you could do to improve and then act upon the advice they give you.
6. You think things like 'that's interesting. I'm going to find out more' and 'I'm going to do my very best and nothing will stop me...'

C

- Sometimes motivated
- Sometimes works effectively with support and guidance

1. You usually get on with your work without a fuss. Occasionally you will have to be reminded to stay on task.
2. You rely on the teacher often. Sometimes if you sat and thought about it a bit more you could solve things for yourself. You often wait to be told what to do.
3. When the teacher is not watching you may try to talk to someone else, pass a note or make a noise or comment.
4. You could try harder but do enough to get by.
5. You might be afraid to fail or might lack confidence in your own ability
6. You think things like, 'I have to work really hard for her / I don't have to work really hard for him'.

# How can you help your child excel?



