



Assessment Groveside Progress Steps Handbook

The overall aim of the curriculum is to enable all the young people at Groveside School to become

**Responsible Learners, Resilient
Individuals and Respectful Citizens.**

RESPONSIBLE LEARNERS

Always doing your best

RESILIENT INDIVIDUALS

Developing social skills, understanding and resilience

RESPECTFUL CITIZENS

Creating and maintaining positive relationships and following community expectations



Introduction

Assessment at Groveside School is seen as a vital component in support of high-quality teaching and learning. It must meet a broad range of needs covering all Key Stages. At Groveside, assessment strategies also need to cover a broad spectrum from foundation level through to GCSE's (Diagram 1 – **Groveside Progress Steps**). We assess pupils' knowledge and skills using a programme called Evidence for Learning to track pupil progress, set targets, generate reports.

Evidence for Learning allows us to record all our assessment in one place and has the flexibility for us to shape our assessment system to align more closely with our teaching. It also enables us to include our target setting and undertake data analysis.



Groveside Progress Steps

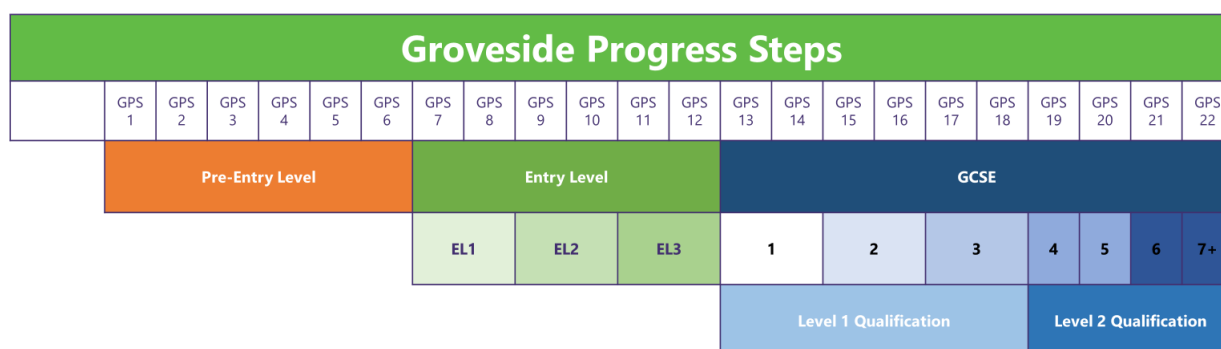


Diagram 1 – Groveside Progress Steps

Assessment Model

We assess each pupil's skills development through the delivery of purposeful subject knowledge within each subject.

Our "Groveside Progress Steps" uses a continuation on one scale that runs from Groveside Progress Steps GPS1 to GPS22 and measures the progress of our pupils from Foundation Level to Pre-Entry Level, through to GCSE level (Diagram 1 – Groveside Progress Steps).

GPS1 - GPS6 Pre-Entry Level - Working at a level lower than required for Entry Level Qualifications

GPS7 - GPS12 Entry Level - Working towards Entry Level but at a level lower than that required for GCSE

GPS13 - GPS22 GCSE Level - Working towards GCSE and Level 1 and Level 2 qualifications

Pupil Baselines

Pupils will be baselined in the first term of entry to the school in each subject they study. For any new subjects they will be baselined in the first term they begin learning the subject. Pupils will receive a **Groveside Progress Step** (GPS) and a percentage indicating the completion of the next step.

Groveside Progress Steps Flight Path Projections																							
	GPS 1	GPS 2	GPS 3	GPS 4	GPS 5	GPS 6	GPS 7	GPS 8	GPS 9	GPS 10	GPS 11	GPS 12	GPS 13	GPS 14	GPS 15	GPS 16	GPS 17	GPS 18	GPS 19	GPS 20	GPS 21	GPS 22	
	Yr 3 BL		Yr 6/7			Yr 11 Final																	
		Yr 3 BL		Yr 6/7			Yr 11 Final																
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	Pre-Entry Level					Entry Level					GCSE												
						EL1	EL2	EL3					1	2	3	4	5	6	7+				
													Level 1 Qualification				Level 2 Qualification						



Diagram 2 – Groveside Progress Steps Flight Path Projections

Subject Criteria

Each subject’s assessment criteria are categorised into strands of learning. Each subject consists of between 3 and 6 strands of learning that will sit within each “Groveside Progress Step” and form the assessment criteria.

The number of strands will vary between 3-6 depending on the subject. For example, in Art the strands of learning are Explore, Create and Evaluation and Reflection (Diagram 3 – Art Groveside Progress Steps). The criteria for each strand increase in difficulty as the pupils move up from GPS1 - GPS22.

Pupils may have spiky profiles within a subject and make different rates of progress across the strands. Evidence for Learning enables us to combine the overall progress of the strands to give an overall GPS level. We use this when we first baseline the pupils to set an initial projection flight path for each individual pupil at the school. The report will not give a breakdown of each individual strand but teachers can discuss this with parents during parents’ evenings.

Art -GPS																									
Strands	GPS 1	GPS 2	GPS 3	GPS 4	GPS 5	GPS 6	GPS 7	GPS 8	GPS 9	GPS 10	GPS 11	GPS 12	GPS 13	GPS 14	GPS 15	GPS 16	GPS 17	GPS 18	GPS 19	GPS 20	GPS 21	GPS 22			
EXPLORE	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★			
CREATE	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★			
EVALUATION AND REFLECTION	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★	Statement ★★★★			
Pre-Entry Level						Entry Level						GCSE													
			EL1			EL2			EL3			1		2		3		4		5		6		7+	
										Level 1 Qualification					Level 2 Qualification										

Diagram 3 – Art Groveside Progress Steps

English is the only exception. English is split into 3 separate subjects reading, writing and spoken language. Pupils will receive an individual baseline for each of these subject areas and a target for Key Stage 3 and Key Stage 4.

Assessing Pupil Progress

The criteria for each strand increase in difficulty as the pupils move up from GPS1 - GPS22. Pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

- 1 - Fully Supported
- 2 - Partially Supported
- 3 - Independence
- 4 - Wow (transferrable skills /Application)

Our 4-star system of Fully Supported, Supported, Independence and Wow enables us to ensure mastery and depth at each step. Pupils move up a step within a strand once they have achieved 3 stars, enabling the pupils to make progress while accurately assessing each pupils needs.