



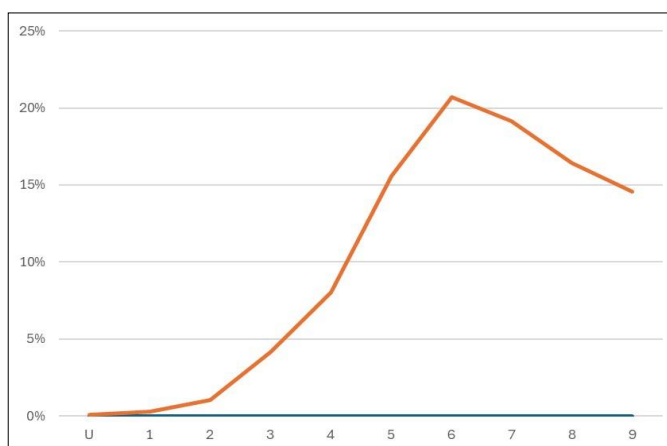
Using Relative Performance to Assess Current Attainment at Key Stage 3

When reporting to parents and carers about Current Attainment for Key Stage 4 and 5 students, subject teachers and Heads of Department refer to recent GCSE and A-Level grade boundaries and descriptors when they assess students' work. This ensures that the grades we provide to students, parents and carers are appropriate and contextual.

At Key Stage 3, there are no national assessments and therefore no prescribed grade boundaries or descriptors for teachers to refer to. The School uses Relative Performance to determine Current Attainment grades that are given to these students. The rationale for this is as follows:

GCSE outcomes at King's are above national averages in terms of both attainment and progress. The collective profile of grades each cohort of students achieves across all subjects at GCSE at King's is reasonably consistent year on year, as is the level of progress our students make from Key Stage 2. A typical distribution is below:

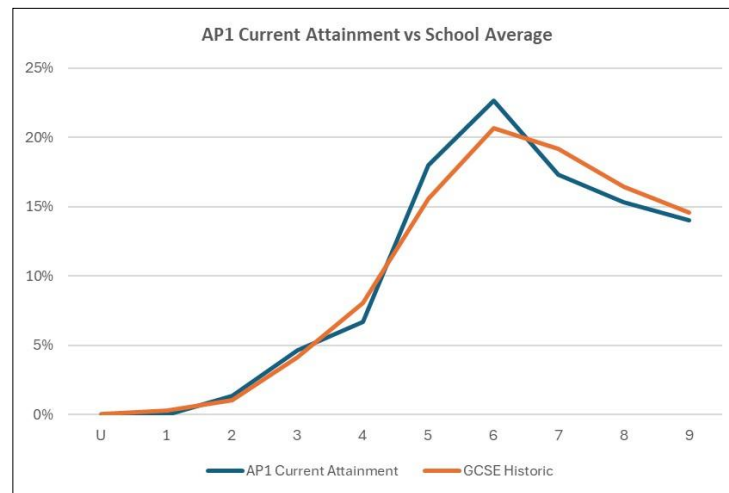
Grade	%
U	0%
1	0%
2	1%
3	4%
4	8%
5	16%
6	21%
7	19%
8	16%
9	15%



Each year group cohort progresses through the School from Year 7 to 11 with very few student changes throughout that time. Therefore, a typical King's cohort in Year 7, 8 or 9 can be expected to be comparable to historical cohorts in Year 11 in terms of the breadth of attainment. The School refers to the historical average proportion of each of the grades achieved at GCSE to illustrate the range of attainment that would be expected to reflect a typical year group of students at King's in Key Stage 3.

During each Assessment Period, students will undertake controlled assessments. The range of assessments are determined by each Head of Department when planning the curriculum for the year ahead. Each assessment has a maximum achievable mark. The marks a student achieves for all of the controlled assessments for a subject during an Assessment Period are added together and converted to a percentage out of the total maximum marks.

The Head of Department then collates the percentages achieved by all of the students who are studying their subject. They adjust the grade boundaries to closely align the distribution of the students' grades with the School's typical historical grade distribution at GCSE. This process is illustrated below for one subject:



This means that the grades that students achieve will be relative to the other students in the year. This process is similar to that used by exam boards in determining grade boundaries for GCSE and A-Level: students' grades are relative to the performance of the national cohort.

The use of Relative Performance ensures that there will be little variation between the full range of grades that each subject reports at each Assessment Point. However, individual students will expect to see some variation in the Current Attainment grades they achieve between different subjects; this will be due to the varying aptitudes they have for each subject, as well as how prepared they are for each assessment. In many ways, this is also very similar to the how attainment works at GCSE. The School believes that, when considered alongside the other grades in a report, parents and carers will find Current Attainment grades informative about their children's relative attainment and aptitude across their subjects as well as their approach to their work.