

CNS Progression Grids and Assessment



City of Norwich School
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Context:

CNS successfully designed its own progression model to replace national curriculum levels. Each subject area designed its own progression grid, and this is now at the end of its fifth year (2020-21). Regular moderation of grids and assessments occurs within teams and at SLT level ensuring they are an accurate reflection of assessing the KS3 curriculum and showing student progress.

The CNS progression grid is based on the idea of progression of skills and concepts within a subject rooted in powerful disciplinary knowledge. The school uses a series of progress descriptors to measure the progress of a student through the three years of KS3: **(Beginning, Developing, Secure, Confident, Exceptional, Beyond)**. The minimum expectation of all students is to reach a 'secure' understanding in all subjects that they will be pursuing at KS4.

Progression Grids:

<u>CNS KS3 Progression</u>	<i>Student Guidance</i> <i>Words I will see and hear my teacher use when I am working at this descriptor....</i>			
Beginning	Identify Describe	State / recall Starting to	Support Simply	Teacher help Some
Developing	Describe Prompting	Sometimes Give reasons	Identify	Scaffolding
Secure	Consistent Explains	Relevant Detail	Examples Growing independence	Structure
Confident	Independence Significance	Reasons Impact	Multiple Consider	Consistent Explores
Exceptional	Analysis Relevance	Interprets Creative	Justifies conclusions Context	Range
Beyond	Evaluates Critique	Risk taking Question	Synthesise Wide range	Originality Challenge

Each subject area assesses skills and concepts that are pertinent to the learning in that subject.

Assessments are written to reflect the skills and concepts from the progression grids; summative assessments are recorded onto Go4Schools. Present Performance is reported to parents at key points during the Academic year as a data snapshot - this is a weighted average of assessments over a period of time to reflect a child's current progression.

	Food	Analysis of a task & planning	Technical knowledge & language	Manufacture	Reflection & evaluation
Developing		<p>I have stated what I will do based on one piece of research. I have given a simple list specification. I have a basic bullet point plan.</p> <p>I have stated what I will do based on one source of research.</p> <p>I have made a specification list.</p> <p>I have described who will use my product.</p> <p>I've included a plan which shows the main points of design & manufacture.</p>	<p>I use the equipment names & can select equipment/ ingredients with help.</p> <p>I chose the right equipment/ ingredient.</p> <p>I know the names of the equipment & can describe how to use it.</p>	<p>I follow health & safety rules with help.</p> <p>I have made my products correctly with help. I have found finishing within the time difficult.</p> <p>I follow health & safety rules with help.</p> <p>I have made my products correctly with help.</p>	<p>I stated what went well throughout the making process.</p> <p>I stated what could be improved. I have used some sensory words when evaluating.</p> <p>My comments on my product explain what went well and how my work could be improved.</p> <p>My suggestions for what might be improved are suitable.</p> <p>I have tested my product and got opinions from others. I have used sensory words when evaluating.</p>
Secure		<p>I have used different sources to research into the design task.</p> <p>I have shown that I understand what the product must do.</p> <p>My specification reflects parts of the research & are explained.</p> <p>My end user is described.</p>	<p>I can correctly explain how I used equipment.</p> <p>I use the correct technical language most of the time.</p>	<p>I have followed H&S rules and these are detailed in my booklet.</p> <p>My product is completed in the time allowed and tastes and looks like the demonstrated version.</p> <p>I needed a little help planning my time and making my products in class.</p>	<p>I have made evaluative comments about my final product & how I made it.</p> <p>I have referred back to the criteria.</p> <p>I have made suggestions for what might be improved, which are sensible & drawn from feedback through testing or others' opinions. I have used relevant sensory words when evaluating.</p>
Confident		<p>I have used a range of sources to produce evidence of an understanding of all areas of the task.</p> <p>My specification is reflective of some of the research & is described and explained.</p> <p>My end user has been taken into consideration.</p>	<p>I can justify this equipment/ ingredient used for a specific task.</p> <p>I use the correct technical language.</p>	<p>My H&S awareness is evident. My final outcome is complete in the time allowed & is similar in standards to the teacher's version.</p> <p>Some areas were made independently to produce a product of high quality.</p> <p>I have used a variety of skills.</p> <p>My product could be sold in a shop if it was developed.</p>	<p>I have included evidence of testing & evaluation of my final product. I've included reflective & balanced comments on my final product & the making process.</p> <p>I've included suggestions for improvements which are sensible & justified through testing or feedback.</p> <p>Third party feedback has been obtained.</p> <p>The majority of my criteria have been addressed & evaluated. I have used technical language and sensory words when evaluating.</p>
Exceptional		<p>I have shown a good understanding of the task, based on research from a variety of sources.</p> <p>I have analysed my research and used this in my specification.</p> <p>My criteria/ specification reflects the research undertaken & is justified.</p> <p>My target market is identified.</p> <p>I have given evidence of a strategy for manufacture.</p>	<p>I used a challenging selection of ingredients/equipment.</p> <p>I have included an explanation of alternative options.</p> <p>I used correct language at all times.</p>	<p>My final outcome shows a good level of making, finishing skills & accuracy.</p> <p>I worked independently to produce a demanding outcome with a variety of skills.</p> <p>With some development, my product would be commercially viable.</p> <p>I have shown a high level of H&S awareness throughout.</p> <p>Leadership taken on in making, giving advice to others or leadership in group tasks.</p>	<p>I have included detailed testing & evaluation of the final product. Evaluation has led to adaptations in this product.</p> <p>My comments are largely reflective & balanced.</p> <p>Third party testing has been used & the feedback recorded.</p> <p>Evaluative comments based on the criteria. Majority of the criteria addressed.</p> <p>Suggestions for improvements & modifications are developed & justified using sensory and technical language.</p>
Beyond		<p>I have an excellent understanding & analysis of the task.</p> <p>I have analysed my research and used this in my specification.</p> <p>My design criteria strongly reflects the analysis undertaken.</p> <p>A coherent & appropriate strategy and plan.</p>	<p>I fully justify production processes for tasks & explain how this would be completed in commercial production.</p> <p>I use correct language at all times.</p>	<p>My final outcome shows a high level of making/modelling & finishing skills & accuracy.</p> <p>I worked independently to produce a rigorous & demanding outcome which has the potential to become commercially viable.</p> <p>A variety of high level skills have been explored & demonstrated.</p> <p>Leadership taken in making, giving advice to others or leadership in group tasks.</p> <p>Very high level of understanding & application of H&S rules.</p>	<p>Detailed testing & evaluation is evident throughout the design & manufacture process.</p> <p>Adaptations that have been made based on this have improved the final product.</p> <p>Final design is tested thoroughly & comments are reflective & balanced.</p> <p>The product has been tested by a suitable third party & their comments have been analysed.</p> <p>High quality conclusion, reference to the specification.</p> <p>Suggestions for improvements & modifications are well developed & justified.</p> <p>Fluent writing style & high level communication skills.</p>

Measuring Progress

Year 7 students all sit baseline assessments from September in their individual subjects and a CAT4 assessment, which provides a rounded profile of a child. These assessments provide reliable and valid insight into students' skills and abilities in each subject area, their hidden potential and map directly onto our 'Progression Grids.' These assessments will reflect but not be determined by the GCSE assessment criteria in each subject area, as should the progression grids reflect the skills and concepts warranted.

The Year 7 baseline data is then used to measure student 'progress from' it and towards an end of Key Stage Target progress descriptor. Follow up assessments throughout KS3 are used to support progress throughout the Key Stage

Intervention programmes are triggered within subject areas, with Raising Standards Leaders and with academic tutors for one of the following reasons:

- Year 9 students not yet "secure" in 2 or more of their core subjects by April.
- Year 8 students not yet "secure" in any of their core subjects by April.
- Year 7 students not yet "developing" in 2 or more core subjects by April.
- Year 7 students who join CNS below national floor standard in English and maths.
- Students who have significant negative residuals based on end of Key Stage Target within individual subjects.
- Students who have below average negative residuals for progress across a number of subjects based on their end of Key Stage Target.

There are a wealth of intervention programmes provided by CNS for these identified groups, which are allocated by house leaders and curriculum leaders where appropriate.

Students and parents receive half-termly summary reports with the students' current progress e.g., "secure." No targets are shared with parents or students. When teachers give any form of feedback to students, the descriptor should be in context of their learning and what they are "confident" / "exceptional" in.

Progression Grids - Glossary of Terms

1. **CNS Student Progression Map** - shows the pathway that a typical student would take through the 7 years at CNS, from where we pick them up at Yr6 to where we drop them off at higher education. This is skill and concept based and considers the ideal progression a child would experience in the subject. (Relates well to the A01, A02, A03 type language of skills.)
2. **Key Stage Progression Grids** - shows the more detailed skills and concepts in the key stage. This uses progression descriptors that range from beginning to beyond. These are written by CNS to allow a student to progress in the subject area. These have been calibrated by SLT and are shared with students and parents. (Reflects the skills and concepts shared in the National Curriculum and specifications) Staff are encouraged use the term "specification" for KS3 as well as GCSE and A-Level. These should be written after having read the school's English and numeracy grids to ensure literacy and numeracy is common across all curriculum areas.
3. **SoW** - these reflect the progression map and grids but are driven too by the national curriculum specifications to ensure all necessary content and skills are delivered. These give detail about the sequence of lessons, the learning objectives and the assessment and HW opportunities.
4. **Progress descriptors** - relate to the "Beginning" to "Beyond" criteria and each column provides the fine detail as to how students can meet the criteria for a given assessment.
5. **Assessments** - The assessments need to be valid so as to allow a student to meet the progress descriptors. Summative assessments should be recorded on Go4Schools every half term to monitor progress. Weighting is considered in terms of different types of assessments so that the present performance and hence in year information truly reflects current attainment.
6. **End of Key Stage Target** - Calculated from KS2 data, Baseline Assessments and CAT4 assessment an appropriate Target descriptor is selected for each child in each subject during the Autumn term of Yr7. For Creative Technologies, Performing Arts and Languages this will be the end of Spring Term with individual teacher review

