Understanding Key stage 3 Training Groups

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Why were levels removed?

- Introduced in 1988, attainment targets and levels were intended to be used as levels for statutory assessments (e.g. KS3 SATS).

- Levels and sub-levels became a way of monitoring students and schools focused on getting students' to the next sub-level instead of making sure that the knowledge and skills defined in the curriculum programme of study was secure.

- The use of levels as a 'best fit' model, despite potential gaps in a student's knowledge, meant that it became unclear where gaps in students' knowledge and skill level were. If gaps went unidentified, students were unprepared for success at GCSE.

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John McIntosh, CBE
(Wrote government report on assessment Sept 2015)

"Removing levels encourages schools to develop approaches to 'in-school' assessment which are better tied to curriculum content and which do not restrict teaching solely to the specific content of the National Curriculum, but encourage the wider exploration of subjects which results in higher attainment and greater enjoyment".

"The freedom to choose their own approaches to assessment is consistent with the freedom many schools have to develop and deliver their own curriculum and allows schools to ensure that their curriculum and approach to assessment are aligned".

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Nobel staff said they wanted:

- No limits to learning for any individual student.

- To apply a 'Not Yet' mentality.

- Less proving things, more improving them'.

- To stop using NC levels as the government has removed them.

- To get the KS3 curriculum right for our students, based on teaching what we value and what prepares students for GCSE.

- Students to move on only once they have mastered the knowledge and skills expected of them.

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Our aim

The principle of setting a realistic but challenging target, achieving it, or pushing passed it must be about our students and their futures. Data from assessment should inform teaching and learning that supports student progress and should not simply be driven by data collection.

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Training Groups

The concept of the different training groups as a basic starting point is our perception about a students' readiness to learn based on KS2 and is not a fixed band or stream. The concept in many ways might be likened to a group of individuals entering a half marathon. Based on experience, previous times and current fitness, training and development work may start at different places for each individual and different people might be grouped together to train.
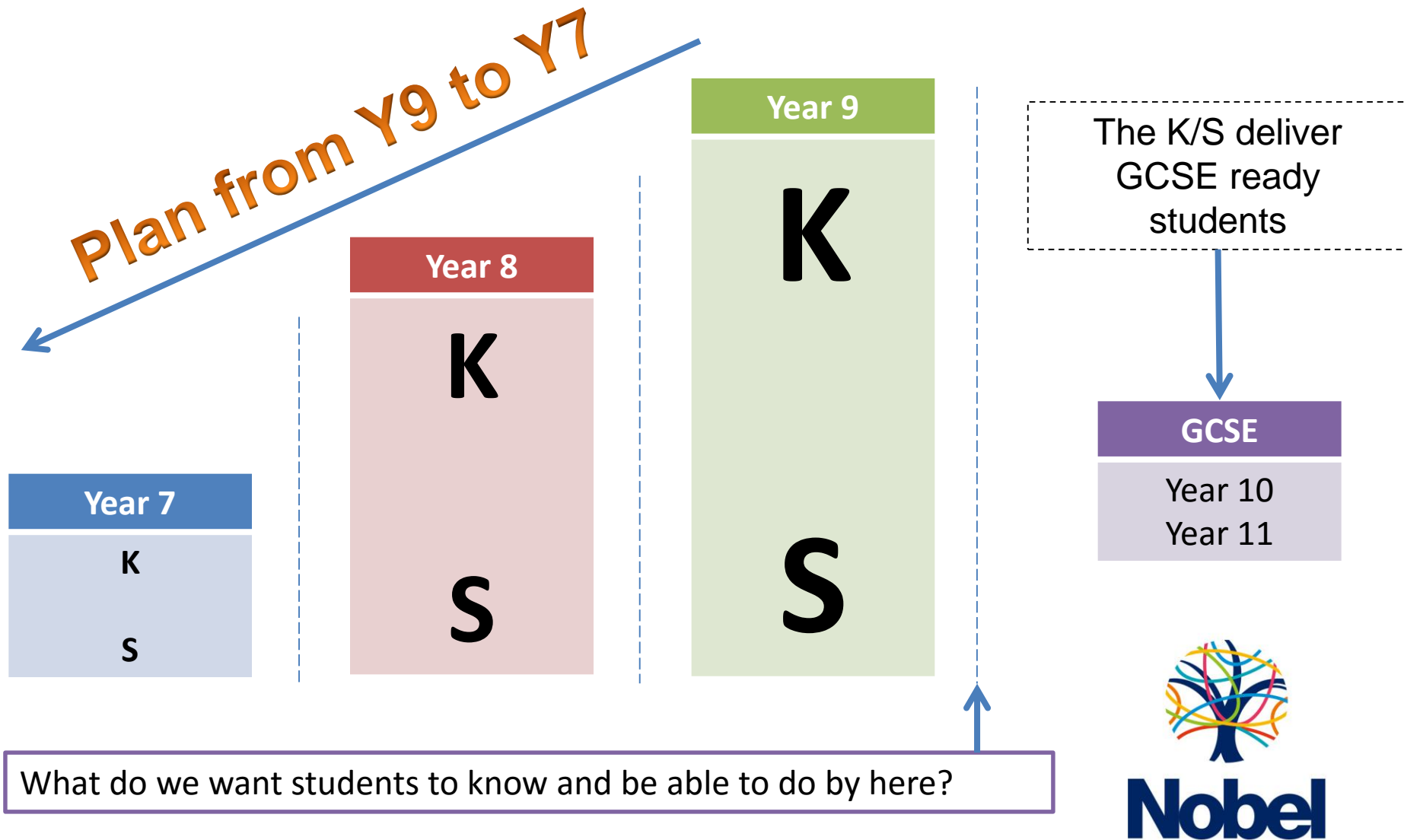
Once underway, the rate of progress (miles run, times etc.) would determine the training group that an individual was a member of. We would not expect an individual to ever drop a group as fitness/times improved, but to move up preferably. The outcome at the end would be that all athletes ran the race. The whole cohort would be posting times based on the training progress they made and it would be based on the individual, not dependent necessarily on the starting point or original training group. Each individual's result would be a product of the quality of support received, the attitude and application they put in alongside their academic starting point. The future of their running should be seen as limitless and this principle is what we would wish to apply to the view of the KS3 curriculum.

This concept is part of our 'Growth Mind-sets' approach to learning at Nobel. Our starting points (Training Groups) are informed by KS2 results, CATS and baseline testing in the first month.
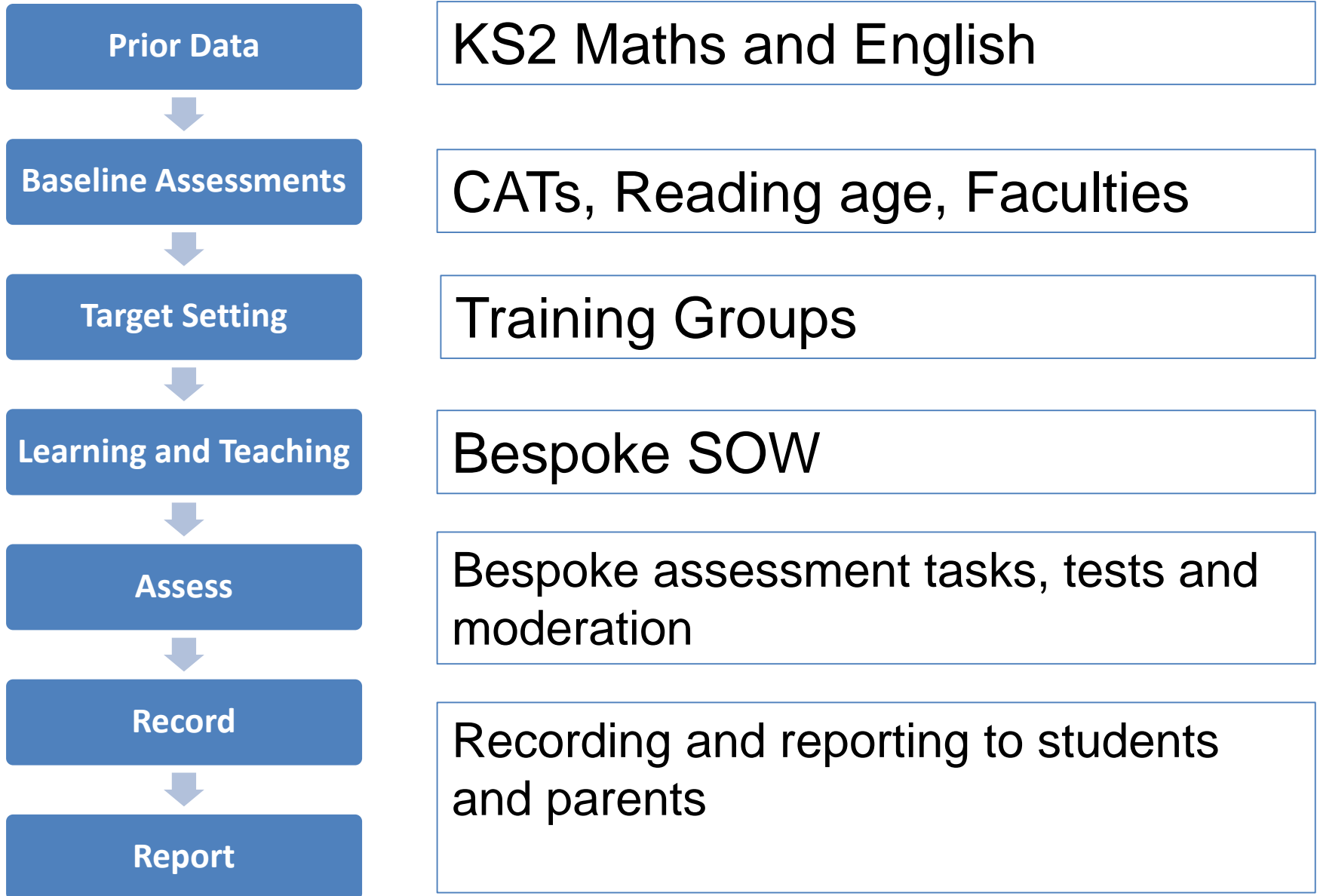
How could we achieve this?

Plan from Y9 to Y7

Year 9

K

S

Year 8

K

S

Year 7

K

s

The K/S deliver GCSE ready students

GCSE

Year 10
Year 11

What do we want students to know and be able to do by here?

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KS3

Prior Data	KS2 Maths and English
Baseline Assessments	CATs, Reading age, Faculties
Target Setting	Training Groups
Learning and Teaching	Bespoke SOW
Assess	Bespoke assessment tasks, tests and moderation
Record	Recording and reporting to students and parents
Report	

Training Group Judgements and Projections

Training group	Progress Judgements	Current GCSE projected range	New GCSE projected range
Extending	Beyond	A* - B	9 – 7
	Expected		
	Not yet		
Secure	Beyond	B – C	7 – 4
	Expected		
	Not yet		
Developing	Beyond	C – G	4 – 1
	Expected		
	Not yet		

- Students should be judged against their Target Training Group.
- Students **can** be given a judgement in a **higher** training group but only when they are at the 'Expected' level otherwise stick to them working 'Beyond' in their current training group (don't use 'Not yet').

Example Reporting to Parents

The Nobel School Year 7 Report 2 (Sept 2017 – 8th June 2018)

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A. Kidd

Subject	Teacher	Training Group	Report 1			Report 2		
			Progress	Behaviour	Concerns	Progress	Behaviour	Concerns
English	Miss L. Gant	S	S,Ed	2		S,Ed	2	
Maths	Mr D. Minkov	S	S,Ed	2		S,NY	2	T
Science	Mr Z. Ncube	S	S,Ed	2		S,Ed	2	
Art	Miss M. Mansfield	S	S,Ed	2		S,Ed	2	
Dance	Ms R. Larter	E	E,NY	1	E	E,Ed	1	
Drama	Mr D. Camp	S	S,Ed	2		S,Ed	2	
Design Technology	Mr M. Gilbert	S	S,Ed	2		S,Ed	2	
French	Mrs N. Kleanthous	D	D,Ed	2		D,Ed	2	T
Humanities	Mrs N. Rose	S	S,Ed	2		S,Ed	2	
IT	Miss G. Morris	S	S,Ed	1		S,Ed	2	
Music	Miss A. Cortes	D	D,Ed	2		D,Bd	2	
PE	Mrs C. Jones	S	S,Ed	2		E,Ed	2	

Key:
Attendance: % of sessions present
Behaviour points: B1=1pt, B2=2 pts, B3=3 pts etc.
Achievement points: Number of achievement points received, 1 house point = 1 achievement point.

	Attendance (%)	Behaviour points		Achievement points	
		Report 1	Report 2	Report 1	Report 2
Scores for A. KIDD	99.2	6	24	68	124
Average scores for Year group	96.5%	5.2	10.6	80.3	149

Key:
Teacher: If your child has two teachers for one subject then they will discuss the most appropriate grades for the report.

Behaviour Scores: 1 = Outstanding, 2 = Good, 3 = Satisfactory, 4 = Unsatisfactory

Concerns:

A = Attendance (below 90% in lessons)	L = Lateness to lessons
B = Books/equipment	P = PLT
C = Contribution	Q = Quality of work
D = Disruption	R = Lack of respect
E = Effort	T = Talking inappropriately

Attendance: Year 7 students are expected to exceed 96% and ideally reach our premium target of 98+%.

Example Reporting to Parents

The teacher judgements give you a basic idea of the progress that a student is making but to gain further insight or to support your child's development they need to be coupled with clear guidance of expectations.

All subjects have therefore created success criteria for each of the training groups. The success criteria which outline the expected skills and knowledge that should be demonstrated by each training group can be found on the schools website. By clicking on the Curriculum tab and selecting a subject you will be taken to their subject page where you can find;

- Year Plans - that outline what units are taught and when.
- KS3 Success Criteria – that outline the skills and knowledge.

Accessing Subject Pages

My Nobel | Office 365 Email | Show My Homework | Moodle | Sam Learning | Facebook | Twitter | 01438 222600

School   **News**   **Curriculum**   **Calendar**   **Sixth Form**   **Venues**   **Extra**   **Contact**   Search...

Long Term Plans

Click the links below to view PDFs

English

- Year 7 – English
- Year 8 – English
- Year 9 – English
- Year 10 – English
- Year 11 – English
- Year 12 – English Literature
- Year 12 – English Language and Literature
- Year 13 – English Literature

Media Studies

- Year 12 – Media
- Year 13 – Media

KS3 Training Group Success Criteria

- Year 7 to 9 – Reading
- Year 7 to 9 – Writing

KS3 Writing Assessment Overview

	Communication	Punctuation and Sentences	Vocabulary and Spelling	Structure
Year 9 Extending	• I can confidently match the form of my writing to the needs of the audience • I can confidently match the tone and register of my writing to the needs of my audience • I can communicate a range of ideas with clarity and originality I can draw on an impressive range of vocabulary and phrasing, chosen for effect; I can successfully and judiciously use a range of language features	• I can use a wide variety of sentence structures, manipulating clauses confidently for purpose and effect • I can use a full range of punctuation judiciously • I can always maintain skilful use of Standard English	• I can select a wide range of ambitious vocabulary showing a skilful understanding of audience and purpose • I make very few spelling mistakes • I can demonstrate accurate spelling of a wide vocabulary including irregular words • I can change tense deliberately in my writing to achieve specific effects	• I can produce writing that is consciously and coherently shaped and connected throughout • I can paragraph my writing skilfully and thoughtfully to achieve specific effects • I can demonstrate complete control over the changes in focus throughout my writing • I can shape the overall plot or sequence of my writing with originality or flair
Year 8 Extending **Year 9 Securing**	• I can adapt the form of my writing to appeal to my audience • I can sustain an appropriate tone and register in my writing • I can clearly communicate ideas with sustained control and coherence • I can select an increasing range of vocabulary for effect along with appropriate and convincing language techniques.	• I can use an increasing variety of sentence structures for particular effects • I can use a wider range of punctuation (including more sophisticated punctuation) • I can sustain competent use of Standard English throughout my writing	• I can select a range of vocabulary showing clear awareness of my audience • I make very few mistakes in spelling of simple words • I can often spell more ambitious words and there are fewer errors in my spellings of irregular words • I can maintain control of different tenses in my writing	• I can include a range of logically connected ideas and guide the reader through these ideas • I can use and sequence paragraphs accurately to organise topics within my writing • I can structure my writing with deliberate and clear changes in focus • I can develop the plot or sequence of my writing in an interesting or engaging way
Year 7 Extending **Year 8 Securing** **Year 9 Developing**	• I can maintain a form of writing that is appropriate to audience and purpose • I can write using an appropriate tone and register • I can clearly communicate ideas with more control • I can select vocabulary for effects and use appropriate language features.	• I can use simple, compound and complex sentences for some effects • I can start to use more sophisticated punctuation with accuracy (semicolons, colons, brackets) • I can demonstrate competent use of Standard English	• I can select a range of vocabulary which shows awareness of my audience • I can consistently demonstrate accurate spelling of simple words • I can often spell more challenging words and those with irregular spellings • I can maintain control of tense throughout my writing	• I can write about well-judged connections between a range of ideas • I can write clear and well-structured paragraphs • I can structure my writing by changing the focus at different points • I can convincingly develop the plot or sequence of my writing
Year 7 Securing **Year 8 Developing**	• I can use a form appropriate for the purpose of my writing • I can usually control the register of my writing • I can communicate my ideas clearly • I can sometimes vary my vocabulary and use some language techniques for effect	• I can use simple and compound sentences • I can start to use a wider range of punctuation (commas, apostrophes, speech marks) • I can show some consistency in my use of Standard English	• I can make vocabulary choices that are relevant to the topic • I can usually spell simple vocabulary accurately • I can sometimes spell more challenging words accurately • I can usually maintain control of tense by using the correct verbs	• I can write about clear connections between some ideas • I can use paragraphs accurately to separate topics within my writing • I can structure my writing by making clear connections and developments throughout the text • I can clearly and logically develop the plot or sequence of my writing
Year 7 Developing	• I can start to show awareness purpose, form and audience • I can sometimes control the register of my writing • I can write about basic ideas I can use simple vocabulary and some basic language techniques	• I can write simple sentences • I can use basic punctuation (full stops, question marks, exclamation marks, capital letters) • I can sometimes use Standard English	• I can make straightforward and relevant, vocabulary choices • I can spell simple vocabulary, but my spelling errors make my writing difficult to understand • I can attempt more challenging words, but my spelling is not accurate • I can sometimes use the correct tense in my writing	• I can write about ideas that are linked • I can organise my ideas into sections, but I don't always paragraph my work • I can structure my writing with some connections across the text • I can write using a basic plot or sequence

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Mathematics
Training group criteria

Developing

You are able to......

- Try different approaches and find ways of overcoming difficulties that arise when you are solving problems.
- Begin to organise your work and check the results.
- Use and interpret mathematical symbols and diagrams.
- Understand a general statement by finding particular examples that match it.
- Review your work and begin to explain your reasoning.

Secure

You are able to......

- Develop your own strategies for solving problems.
- Use your own strategies within mathematics and in applying mathematics to practical contexts.
- Present information and result in a clear and organised way.
- Search for a solution by trying out ideas of your own.

Extending

You are able to......

- Identify and obtain the necessary information to carry through a task and solve mathematical problems.
- Check results and consider whether these are sensible in relation to the problem.
- Solve word problems and investigations from a range of contexts.
- Show understanding of situations by describing them mathematically using symbols, words and diagrams.
- Draw simple conclusions of your own and give an explanation of your reasoning.

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Learning without Limits (LWL) – Core Skills in KS3 Design Technology

Skill Set	Developing	Secure	Extending
Research and Communication	1. Cut and paste or some attempt made to write out research topic in own words 2. Design specifications will be written with limited guidance and support. Specification points may not be clear or make sense 3. Decisions communicated at a simplistic level with a limited grasp of the concepts and use of technical vocabulary 4. Numerous errors in grammar, punctuation and spelling	5. Information presented in own words 6. Design specifications will be written with minimal guidance and support. Specification points will be clear and provide information for the design to be made 7. Most decisions communicated with some clarity and with some use of technical language 8. There are a small number of errors in grammar, punctuation and spelling	9. Work presented in own words and relevant additional information given on the topic 10. Design specification points will be written independently. Ideas will be clear and precise and allow the reader to interpret the design outcomes 11. All decisions communicated in a clear and coherent manner with appropriate use of technical language 12. The text is legible, easily understood and shows a good grasp of grammar, punctuation and spelling
Designing	13. 2D drawing with aspects of 3D 14. Colour applied to designs with some light and dark shading. 15. Little labelling of ideas / annotation poor	16. Oblique drawing 17. Rendering - Colour and pattern are applied to replicate material used 18. All Ideas are annotated with brief explanations	19. Isometric 3D drawing 20. Rendering - Colour used effectively to show material and possibly shadows 21. All Ideas are annotated precisely with clear justification
Making / Modelling and using tools and equipment	22. Use tools, equipment and machinery with guidance and support 23. Modelling with limited guidance – model will bear some resemblance to the final product	24. Select and use the correct tools, equipment and machinery with some confidence 25. Modelling with minimal guidance – model will be sufficiently accurate to allow the final product to be assembled	26. Competently select and use the correct tools, equipment and machinery 27. Modelling with independence, the model accurately represents the final product
Evaluation and Communication	28. limited use of terminology 29. Evaluations will be brief and require guidance and support. 30. Decisions communicated at a simplistic level with a limited grasp of the concepts and use of technical vocabulary 31. Numerous errors in grammar, punctuation and spelling	32. Correct use of terminology 33. Evaluations will be clear and show some reflective understanding of the outcomes and expectations of the project 34. Most decisions communicated with some clarity and with some use of technical language 35. There are a small number of errors in grammar, punctuation and spelling	36. Consistent use of correct terminology 37. Evaluations will be constructive, critical and thoughtful, making judgements about outcomes and recommendations for future tasks 38. All decisions communicated in a clear and coherent manner with appropriate use of technical language 39. The text is legible, easily understood and shows a good grasp of grammar, punctuation and spelling

In summary

- Students are assigned training groups based on their ability within each subject.

- Judgements are made about their progress against the success criteria outlined by each faculty.

- We welcome the support provided by parents and have provided resources online to support discussions about progress.

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