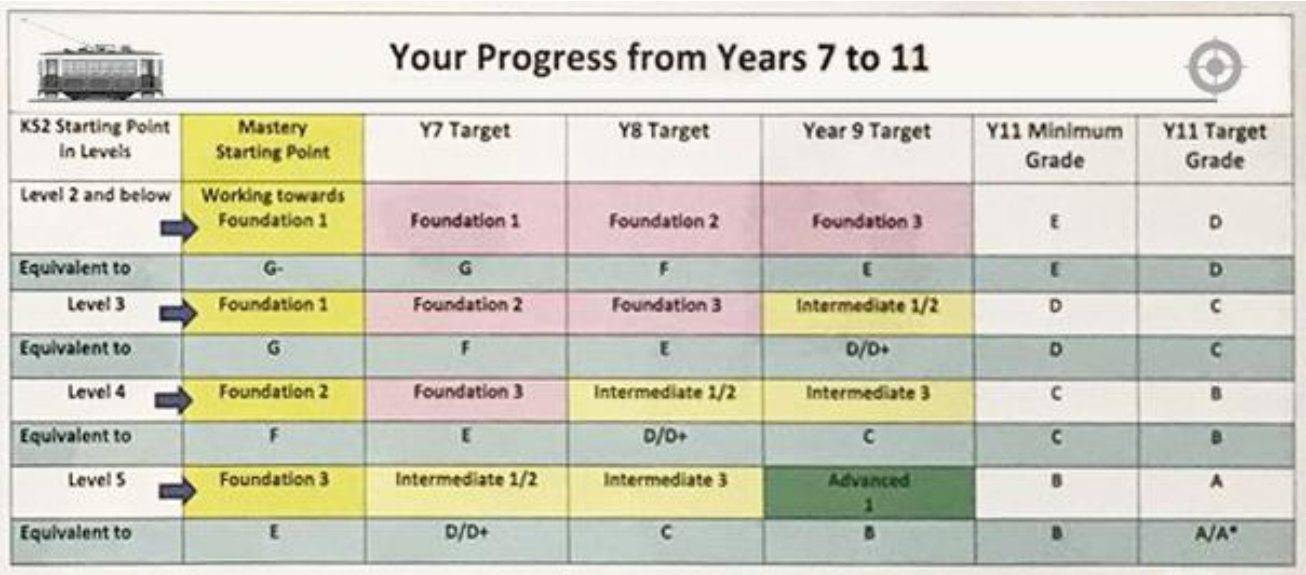
Avoiding the Tramlines – tracking progress at key stage 3

The most frequently-seen approach to assessment at KS3 is one where the school creates what could be called a 'tramline' from KS2 to Year 11 for each pupil, based on the average of their English and Maths scores at the end of year 6, and then report in each subject whether a pupil is on, above or below a 'minimum expected grade'.

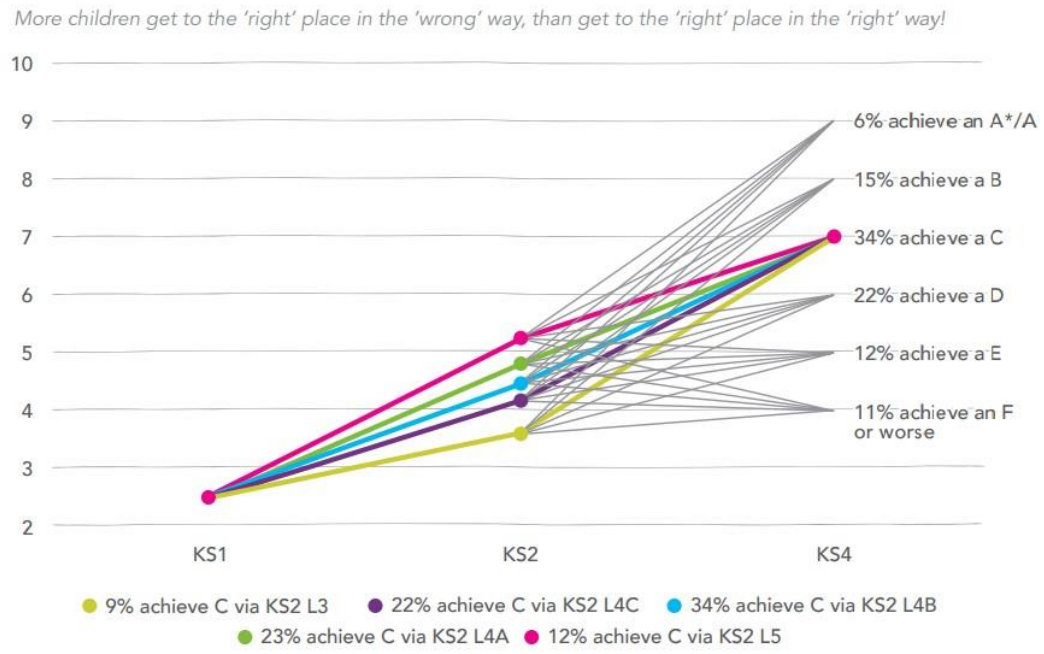


Your Progress from Years 7 to 11

KS2 Starting Point in Levels	Mastery Starting Point	Y7 Target	Y8 Target	Year 9 Target	Y11 Minimum Grade	Y11 Target Grade
Level 2 and below	Working towards Foundation 1	Foundation 1	Foundation 2	Foundation 3	E	D
Equivalent to	G-	G	F	E	E	D
Level 3	Foundation 1	Foundation 2	Foundation 3	Intermediate 1/2	D	C
Equivalent to	G	F	E	D/D+	D	C
Level 4	Foundation 2	Foundation 3	Intermediate 1/2	Intermediate 3	C	B
Equivalent to	F	E	D/D+	C	C	B
Level 5	Foundation 3	Intermediate 1/2	Intermediate 3	Advanced 1	B	A
Equivalent to	E	D/D+	C	B	B	A/A*

There are several potential issues with this approach, including:

- not knowing whether the KS2 scores accurately reflect pupil ability
- assumptions made about future attainment in other subjects than En and Ma
- ignoring the fact that there is a range of outcomes from any KS2 scores (see below - from FFT)



How can we avoid the Tramlines?

- At the start of Y7, the best information about pupil attainment will be their KS2 results - but from that point onwards, **the best information about future attainment will be their current attainment**, i.e. the information accumulated from formative assessments and standardised tests.

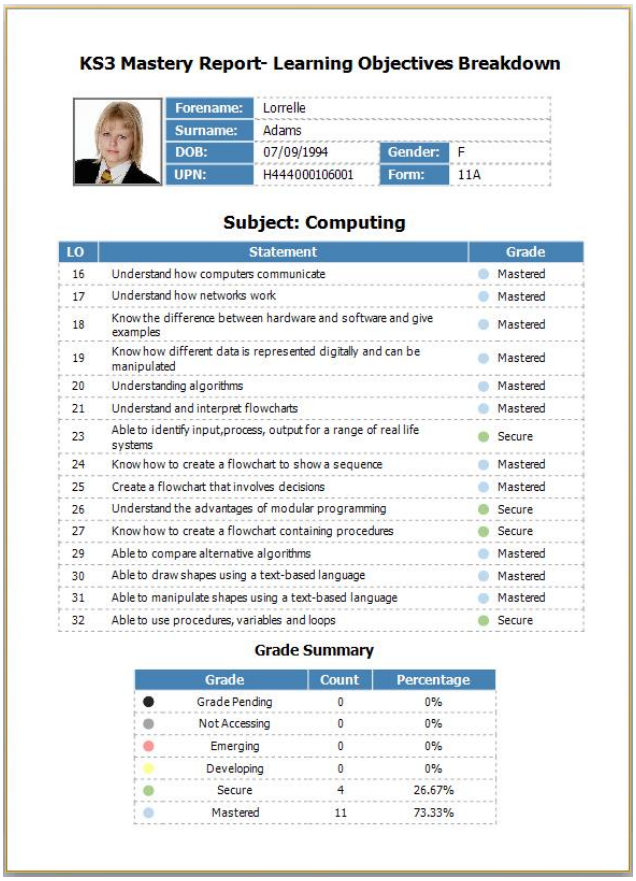
- A 'KS2 tramline' can set in stone what the school thinks the pupil will attain all the way through to year 11. **Yet it is based on another school's assessment of a completely different curriculum**. We should really have an expectation that all pupils could benefit from well-informed adaptive teaching and aim for all pupils to attain at the higher GCSE grades.

- By saying a pupil was 'below or above expectation' rather than reporting what they are learning and how they might improve, could serve to orientate pupils' attitudes to their subject at too early a stage.

- Using a 'Working At' approach like this will mean that pupils will be working at very low grades in Y7. Furthermore, to record this (e.g. 1.1 1.2, 1.3 etc) would require a false level of granularity.

- Using the 'KS2 Tramline' approach with simplistic reporting could indicate a lack of planning in a subject. If a parent was to challenge a statement and ask how the teacher knows the pupil is 'below expectation' the teacher might not be in a strong position to provide the information necessary to support this judgement.

In comparison with the 'Tramline from KS2' approach, the Curriculum -Driven Assessment (CDA) approach integral to 4Matrix (www.4matrix.org/cda) supports the identification of a manageable number of Learning Objectives which are neither atomistic, nor over-summative (as in using a single number, often unwisely split into sub-units).
It provides an easy means to indicate whether pupils are mastering these learning Objectives.



KS3 Mastery Report- Learning Objectives Breakdown

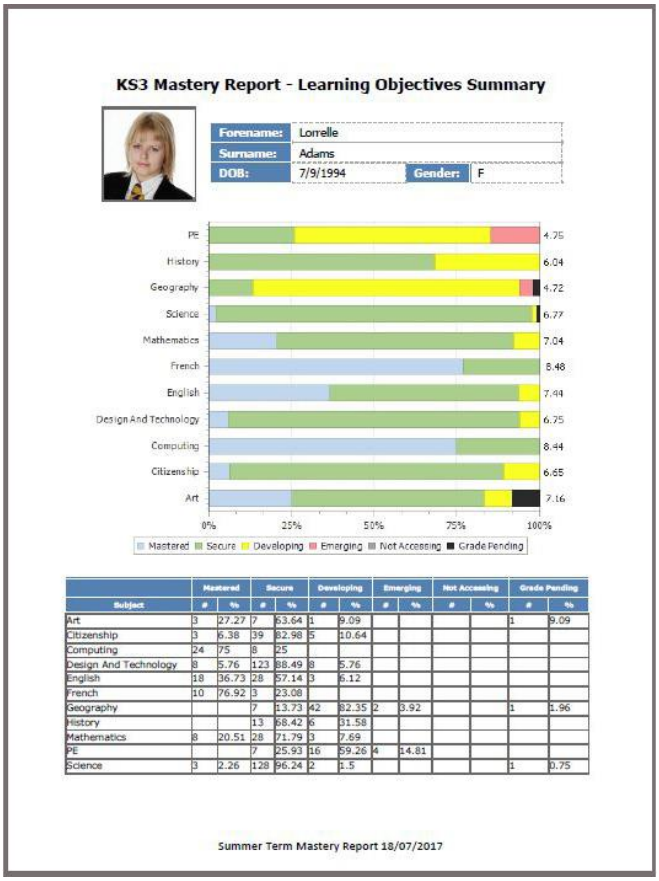
Forename:	Lorrelle		
Surname:	Adams		
DOB:	07/09/1994	Gender:	F
UPN:	H444000106001	Form:	11A

Subject: Computing

LO	Statement	Grade
16	Understand how computers communicate	Mastered
17	Understand how networks work	Mastered
18	Know the difference between hardware and software and give examples	Mastered
19	Know how different data is represented digitally and can be manipulated	Mastered
20	Understanding algorithms	Mastered
21	Understand and interpret flowcharts	Mastered
23	Able to identify input,process, output for a range of real life systems	Secure
24	Know how to create a flowchart to show a sequence	Mastered
25	Create a flowchart that involves decisions	Mastered
26	Understand the advantages of modular programming	Secure
27	Know how to create a flowchart containing procedures	Secure
29	Able to compare alternative algorithms	Mastered
30	Able to draw shapes using a text-based language	Mastered
31	Able to manipulate shapes using a text-based language	Mastered
32	Able to use procedures, variables and loops	Secure

Grade Summary

Grade	Count	Percentage
Grade Pending	0	0%
Not Accessing	0	0%
Emerging	0	0%
Developing	0	0%
Secure	4	26.67%
Mastered	11	73.33%



KS3 Mastery Report - Learning Objectives Summary

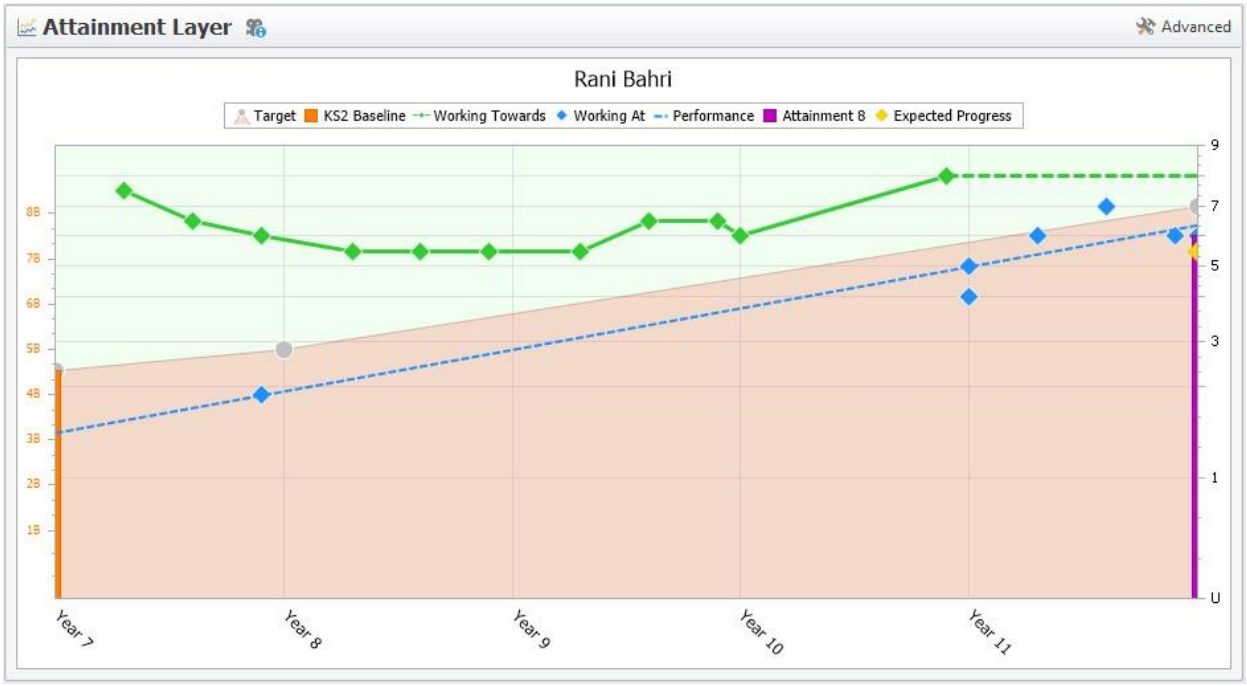
Forename:	Lorrelle		
Surname:	Adams		
DOB:	7/9/1994	Gender:	F

	Mastered		Secure		Developing		Emerging		Not Accessing		Grade Pending	
Subject	#	%	#	%	#	%	#	%	#	%	#	%
Art	3	27.27	7	63.64	1	9.09					1	9.09
Citizenship	3	6.38	39	82.98	5	10.64						
Computing	24	75	8	25								
Design And Technology	8	5.76	123	88.49	8	5.76						
English	18	36.73	28	57.14	3	6.12						
French	10	76.92	3	23.08								
Geography			7	13.73	42	82.35	2	3.92			1	1.96
History			13	68.42	6	31.58						
Mathematics	8	20.51	28	71.79	3	7.69						
PE			7	25.93	16	59.26	4	14.81				
Science	3	2.26	128	96.24	2	1.5					1	0.75

Summer Term Mastery Report 18/07/2017

Rather than use a Tramlines approach to produce a '**Flight Path'** of how we expect a pupil's learning to progress, we can instead aim to record a **Progress Graph** - i.e. a retrospective visual record of the actual progress that a pupil is making.
We can use a **Progress Graph** predictively, but it is based on evidence a pupil's actual progress rather than judge them from their historic performance in their last school.

A **Progress Graph** can display a forward projection of likely future attainment by the end of key stage 4 graphically to show a convergence of several estimates, including the development of mastery, standardised assessments, estimates from KS2, and Attainment 8 estimates.



Progress Graph