

Assessment and Reporting 2019 onwards



Our school has aspirational expectations of all students and strives to ensure all learners meet or exceed their potential.

In **Years 7 and 8**, and the **Autumn term in Year 9**, we will be reporting on Classwork, Independent Study and Attitude to Learning. Students will be provided with one of four descriptors - Excellent, Good, Inconsistent or Unacceptable:

	Classwork	Independent Study	Attitude to Learning
Excellent	<p>Often exceeds expectations in class.</p> <p>Completes classwork to maximum ability.</p> <p>Seeks feedback on how to improve the quality of their work.</p>	<p>Completes all homework on time, frequently producing work of exceptional and exemplary quality to maximum ability.</p> <p>Always revises thoroughly and prepares for tests/assessments.</p> <p>Shows commitment to clubs/activities outside of the lesson.</p>	<p>Highly motivated and seeks challenge.</p> <p>Actively listens and makes valuable contributions.</p> <p>An independent proactive learner.</p> <p>Works collaboratively supporting others.</p>
Good	<p>Completes classwork to a good standard, appropriate to ability.</p> <p>Responds well to and acts on feedback provided.</p>	<p>Completes homework on time to a good standard, appropriate to ability.</p> <p>Revises and prepares for tests/assessments.</p> <p>Shows interest in clubs/activities outside of the lesson.</p>	<p>Motivated and accepts challenge.</p> <p>Works with increasing independence.</p> <p>Works collaboratively.</p>
Inconsistent	<p>Completes classwork, but sometimes below expectations.</p> <p>Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable.</p> <p>Does not always respond to feedback.</p>	<p>Usually completes homework but not always on time.</p> <p>Evidence of homework being rushed, lacking development and not reaching the standard of which the student is capable.</p> <p>Does not always revise or prepare for tests/assessments.</p>	<p>Would benefit from greater motivation to learn.</p> <p>Listening skills need developing.</p> <p>Needs regular reminders to stay on task.</p> <p>Has difficulties working collaboratively.</p>
Unacceptable	<p>Rarely completes classwork or to the standard of which the student is capable.</p> <p>Does not act on feedback provided, and as a result may not make expected progress.</p>	<p>Rarely completes homework on time or to the standard of which the student is capable.</p> <p>Does not revise or prepare for tests/assessments.</p>	<p>Not motivated.</p> <p>Neither listens nor engages in learning.</p> <p>Does not stay on task.</p> <p>Disruptive to the learning of others.</p>

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Example Year 7/8 report (and Autumn Year 9):

Subject	Classwork	Independent Study	Attitude to Learning
English Teacher name	Good	Good	Good
Mathematics Teacher name	Excellent	Good	Excellent
Science Teacher name	Good	Good	Excellent
Art Teacher name	Excellent	Excellent	Good
Computer Studies Teacher name	Excellent	Good	Good
Drama Teacher name	Good	Inconsistent	Inconsistent
Geography Teacher name	Excellent	Good	Good
German Teacher name	Inconsistent	Unacceptable	Inconsistent
Music Teacher name	Good	Good	Excellent
Physical Education Teacher name	Excellent		Good
Religious Studies Teacher name	Inconsistent	Inconsistent	Inconsistent
Spanish Teacher name	Unacceptable	Unacceptable	Inconsistent
Assessment Period – 5th September to 14th December 2019			
Attendance: 95.0%	Late Arrivals: 0	House Points: 19	Behaviour Incidents: 0
If attendance is 94% or below this will have a direct impact on a student's overall achievement at school.			

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Year 9:

In the Spring term report, KS4 Potential grades will be provided (as a range) for all subjects. These are based on KS2 SATS results (in the form of FFT estimates), CAT4 data (cognitive ability tests taken when joined the school) and teacher assessments and feedback. They use the new GCSE number grading, where 9 is the highest grade that can be achieved. Teachers will report whether the student is On Track to, or predicted to achieve Above/Below these expectations. Along with this will be comments from subject teachers. This report is designed to support the Options process, where students choose which subjects they wish to take at GCSE.

Example Spring report:

Subject	Progress	KS4 Potential	Classwork	Independent Study	Attitude to Learning
English Teacher name	On Track	6/7	Excellent	Good	Good
	What went well: Jane's written work is very detailed, using a wide variety of sentence structures. She reads with mature understanding.				
	Even better if: Jane now needs to improve and develop her research skills, put her hand up to contribute in class and continue to show a refreshing originality across a wide range of written assignments.				
Mathematics Teacher name	Above Expectations	5/6	Good	Good	Excellent
	What went well: Jane's work has demonstrated a secure level of understanding of the topics covered. Jane has achieved a Silver Certificate in the Junior Maths Challenge.				
	Even better if: Jane should make use of extension tasks more often to ensure she continues to develop her mathematical skills next year.				
Science Teacher name	Above Expectations	5/6	Excellent	Good	Excellent
	What went well: Jane has worked hard and has made very good progress. She always co-operates fully with staff and other students.				
	Even better if: Jane should use 'BBC Bitesize', 'SAM Learning' software, or www.doddlelearn.co.uk at home when revising for tests and exams.				
Art Teacher name	On Track	6/7	Good	Excellent	Good
	What went well? Jane has been highly motivated. Her technical skills have been refined to a high standard, showing an ability to develop interesting and imaginative ideas in response to a variety of themes. Jane would be well suited to study Art at GCSE.				
	Even better if: In order for Jane to maintain the high standard of her work, regular reflection and evaluation is required.				
Computer Studies Teacher name	Below Expectations	5/6	Inconsistent	Good	Inconsistent
	What went well? Jane has generally worked hard at a subject she finds difficult. Her homework has always been handed in on time.				
	Even better if: Jane should try to have a more positive approach towards this subject. She should practice her revision and memory techniques to help learn key terminology and key concepts going forward.				

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Year 10 and 11 (year 2019-20):

Reports include Professional Predictions, target grades, Independent Study and Attitude to Learning descriptors.

A Professional Prediction is the grade that the student is expected to achieve at the end of Year 11 if they continue to work in the same way that they are **currently** working.

KS4 target grades were set at the start of Year 10 based on KS2 SATS results (in the form of FFT estimates), CAT4 data (cognitive ability tests taken when joined the school) and teacher assessments and feedback.

Independent Study and Attitude to Learning will be awarded using the same descriptors as at KS3 (Excellent, Good, Inconsistent or Unacceptable).

Year 10 (from Sept 2020):

The Autumn report will be in the same format as the Year 9 Summer report (with KS4 potential grades and teachers reporting whether the student is On Track to, or predicted to achieve Above/Below these expectations).

From the Spring term of Year 10, the KS4 potential grades will be refined to produce an appropriate yet aspirational KS4 target grade for the individual student and subject (for end of Year 11). This target grade is what is possible to be achieved at the end of Year 11 with continued excellent effort, engagement and proactive learning.

From Spring, reports will include Professional Predictions, target grades, Independent Study and Attitude to Learning judgements.

A Professional Prediction is the grade that the student is expected to achieve at the end of Year 11 if they continue to work in the same way that they are **currently** working.

Independent Study and Attitude to Learning will be awarded using the same descriptors as at KS3 (Excellent, Good, Inconsistent or Unacceptable).

Year 12 and 13:

At the start of Year 12, target grades (for end of Year 13) are generated from Advanced Level Performance Systems (ALPS). These are based on average performance at GCSE set against A-Level/BTEC results achieved nationally in previous years. As at KS4, these targets are ambitious and what can be achieved through dedicated work both in lessons and independently outside the classroom.

Reports include Professional Predictions, target grades, Independent Study and Attitude to Learning judgements. In the Summer of Year 12, UCAS predictions will also be provided to support the university application process.

A Professional Prediction is the grade that the student is expected to achieve at the end of Year 13 if they continue to work in the same way that they are **currently** working.

Independent Study and Attitude to Learning will be awarded using the same descriptors as at KS3 and KS4 (Excellent, Good, Inconsistent or Unacceptable).

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Reporting schedule for 2019-20:



	Autumn Term	Spring Term	Summer Term
Year 7	Classwork / Independent Study / Attitude to Learning	Classwork / Independent Study / Attitude to Learning	Classwork / Independent Study / Attitude to Learning End of year assessment percentages along with class averages What went well and Even better if comments
Year 8	Classwork / Independent Study / Attitude to Learning	Classwork / Independent Study / Attitude to Learning	Classwork / Independent Study / Attitude to Learning End of year assessment percentages along with class averages What went well and Even better If comments
Year 9	Classwork / Independent Study / Attitude to Learning	Progress indicators (from teachers: Above, On Track, Below) related to KS4 Potential grades (set centrally using national data/statistics) Classwork / Independent Study / Attitude to Learning What went well and Even better If comments	Progress indicators (from teachers: Above, On Track, Below) related to KS4 Potential grades (set centrally using national data/statistics) Classwork / Independent Study / Attitude to Learning End of year assessment percentages along with class averages
Year 10	Professional Prediction (teacher prediction for end of Year 11 based on current working levels) KS4 target grade (set centrally based on national data) Independent Study / Attitude to Learning	Professional Prediction (teacher prediction for end of Year 11 based on current working levels) KS4 target grade (set centrally based on national data) Independent Study / Attitude to Learning Comments and Targets (Spring Half Term 1)	Professional Prediction (teacher prediction for end of Year 11 based on current working levels) KS4 target grade (set centrally based on national data) Independent Study / Attitude to Learning Mock results (Spring Half Term 2)
Year 11	Professional Prediction (teacher prediction for end of Year 11 based on current working levels) KS4 target grade (set centrally based on national data) Independent Study / Attitude to Learning Comments and Targets	Professional Prediction (teacher prediction for end of Year 11 based on current working levels) KS4 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning Mock results (Mock Ceremony in January)	Professional Prediction (teacher prediction for end of Year 11 based on current working levels) KS4 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning
Year 12	Professional Prediction (teacher prediction for end of Year 13 based on current working levels) KS5 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning	Professional Prediction (teacher prediction for end of Year 13 based on current working levels) KS5 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning	Professional Prediction (teacher prediction for end of Year 13 based on current working levels) KS5 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning Comments and Targets Mock results
Year 13	Professional Prediction (teacher prediction for end of Year 13 based on current working levels) KS5 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning	Professional Prediction (teacher prediction for end of Year 13 based on current working levels) KS5 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning Comments and Targets Mock results	Professional Prediction (teacher prediction for end of Year 13 based on current working levels) KS5 target grade (set centrally based on national data/statistics) Independent Study / Attitude to Learning

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For further information

Please see links below to websites of organisations and systems that we use to support our assessments, target setting, reporting and analysis.



GL Assessment - are the providers of the CAT4 tests taken in Year 7 (cognitive ability tests). We use the data from these tests to help with setting KS4 expectations and to find out about how students learn:

<https://www.gl-assessment.co.uk/support/cat4-product-support/cat4-information-for-parents/>



FFT - is a not-for-profit organisation aiming to make a difference in education, raising aspirations for all pupils and driving school improvement. We use the FFT estimates from them (which is based on KS2 SATS data set against GCSE results achieved nationally in previous years) to support setting KS4 expectations:

<https://fft.org.uk/>



ALPS – provide analysis and target setting tools, which set average performance at GCSE against A-Level/BTEC results achieved nationally in previous years. We use ALPS for target setting at the start of Year 12 and also receive school level reports which help teachers unlock the full potential of all their students.

<https://alps.education/>



Link to the Department for Education website with links to useful postcards explaining the recent reforms at both GCSE and A-Level – including the new grading at GCSE:

<https://www.gov.uk/government/publications/your-qualification-our-regulation-gcse-as-and-a-level-reforms>