ASSESSMENT, RECORDING, REPORTING & TARGET SETTING POLICY

July 2023

OUR VALUES

We are high performing because we are curious and have a thirst for knowledge. We are considerate and value our community. We succeed through commitment and relentless ambition.

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Assistant Headteacher

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Policy Rationale

In June 2013 the government announced that as part of the reforms to the national curriculum, the 'levels' system used to report children's attainment and progress would be removed and not replaced. This gave schools the opportunity to rethink assessment, allowing them to construct their own principles and develop their own assessment policy.

The core purpose of assessment at Newfield School is to maximise progress, supporting all students to achieve the best outcomes and fulfil their potential. We follow an assessment cycle which uses both in-school formative and summative assessment to offer all students the opportunity to show what they know, understand and can do across the curriculum. We do not 'teach to the test' - We focus on developing the depth of understanding of the whole curriculum through high quality teaching and a range of in-class formative assessment practices by providing our students with regular high-quality feedback in lessons. We also use quality summative assessment to test long term retention of knowledge and provide further evidence of students' strengths and areas for development allowing them to become independent, reflective learners.

Assessment is an integral part of teaching and learning at Newfield. As a school, we use assessment as a way of establishing, developing and adapting schemes of learning and for providing information to enable teachers to plan more effectively. The assessment cycle in its entirety is evaluated to ensure that it is fit for purpose and that it is an effective system that works for our school and our curriculum.

Types of Assessment

In-School Formative Assessment

Dylan William defines formative assessment, or Assessment for Learning (AfL) as using 'evidence of student learning to adapt teaching and learning, or instruction, to meet student needs.'[1] The aim of formative assessment is to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Effective formative assessment incorporates a range of strategies where feedback is provided by the teacher or opportunities for peer and self-assessment are used to encourage students to take responsibility for their own achievement and progress.

At Newfield we adopt a consistent, whole school approach to formative feedback as outlined in the Teaching and Learning Policy. We use a deliberate practice method to secure underpinning knowledge to ensure that students are comfortable and confident with the content being learnt. Teachers are expected to regularly test students with effective question and answer during lessons and quick re-cap quizzing. We do not ask teachers to record or grade any formative assessment, but we do ask that regular whole class feedback is provided and that students respond to this (See Marking and Feedback Policy for specific guidance on Strand 1 feedback).

Diagnostic Assessment

Assessment can be used to monitor a student's progress, and also to diagnose their specific capabilities and difficulties. Monitoring can be used to identify students who are struggling or whose progress can be accelerated, and diagnostic assessment can suggest the type of support they need from the teacher to continue to progress. Diagnostic assessment can allow assessment before learning and can be used as a prompt for learning. It can allow identification of current knowledge or skills, as well as outlining gaps in learning[2].

At Newfield we utilise diagnostic assessment within our curriculum plans and throughout our everyday teaching, as outlined in the Teaching and Learning Policy. We use this as an on-going tool to evaluate learning and to inform future teaching and curriculum choices. This allows us to be responsive to the needs of students and ensure security of knowledge being taught so that students constantly make progress.

In-School Summative Assessment

Summative assessment, or Assessment of Learning (AoL) enables teachers to evaluate how much a student has learned at the end of a unit of work or topic. An effective in-school summative assessment is one that provides schools with information they can use to monitor and support students' progress, attainment and wider outcomes.[3] Daisy Christodoulou, in her book *Making Good Progress?* highlights the need for summative assessments to provide a 'shared meaning of pupil performance'[4] and explains that in order for these assessments to be reliable this should be done through standard tasks taken in standard conditions using a sample from a large domain of content.

At Newfield we follow an assessment cycle where in-school summative assessment is completed twice per year. These are high quality assessments that are set using the following conditions:
- At least 45 minutes long
- Must reflect schemes of learning.
- Must be completed in the designated assessment week.
- Must be clearly labelled for future reference.
- Assessments, where possible, should have the same total mark for the 'Knowledge' and 'Application' sections from one assessment to the next.
- Teachers must provide high quality, subject specific written feedback to all students focusing on what has gone well and how answers can be improved.
- Students must be given a high-quality feedback episode to allow them to respond to feedback and improve and adapt their work.
- Students should be shown examples of excellent work using WAGOLL when improving work. This could be using student work under visualiser.
- Students should not respond generically, and poor improvements must be challenged and rectified.

- Students can be given a mark and percentage but **should not** be given a GCSE grade 9 -1.
- If it is departmental policy to use tracking sheets, they must be filled in.

Purpose of Assessment

As stated by the DfE 'There is no 'one-size fits all' system for assessment. The best forms of in-school formative and summative assessment will be tailored to the school's own curriculum and the needs of the students, parents and staff.'[1] We believe that we have tailored our assessment cycle to suit our school, its students, parents and staff. At Newfield we place a greater emphasis on formative assessment to provide live information in the classroom and find that this is the most effective way of measuring learning. We use summative assessment, which covers breadth and depth to test long-term retention and make valid inferences about student achievement as a whole. We do not 'teach to the test' but we do prepare students for the increased challenge and rigour of the new GCSE's and replicate their linear format, equipping students with the skills to be successful. Our students respond well to feedback whether used as part of formative or summative assessments, we do not focus on a grade but always on how to improve and secure further progress.

Our different forms of assessment serve different purposes for different individuals as outlined below:

Students
- Identifies gaps in knowledge and understanding (in particular lessons or in units/topics)
- Provides useful feedback about how to improve

Parents
- Outline of knowledge delivered in Scheme of Learning and Assessment objectives shared to allow them to support their child
- Promotes discussion about what their child knows and understands and what they need to do to improve
- Reports issued informing them about their performance at each summative assessment point

Teachers
- Allows them to evaluate their own teaching of particular topics or concepts and to modify future lessons accordingly.
- Formative assessment allows teachers to understand student performance on a continuous basis and allows them to identify students who might be falling behind or who need additional support
- Summative assessment enables teachers to evaluate both student learning at the end of a unit or topic and the impact of their own teaching based on the performance of the class.
- Assessment allows teachers to review the taught curriculum and adapt this for future teaching in order to promote student progress.

School Leaders/Governors/Ofsted
- Formative assessment provides them with the confidence that every student is being appropriately challenged and supported to make progress
- Summative assessment allows them to monitor the performance of classes and cohorts to identify where student or teacher intervention is required.

Baseline Assessments

Year 7 students arrive at Newfield with Scaled Scores in English and Maths. All Key Stage 2 tests are electronically marked we access the question level data (QLA) for these tests as soon as it is available. The analysis from this allows teachers to identify strengths and possible areas for development for the cohort and for individual students.

Year 7 Baseline Assessments

The data acquired from Primary Schools is primarily be based on Key Stage 2 Statutory Assessment Tests (SATs) data and teacher assessment. To acquire some additional data to inform us of the level students are entering at; to inform target setting and allow review of relevant grouping for our Year 7 intake a sample of students will sit a GL Assessment: Cognitive Abilities Test (CAT4) to provide KS2 indicators for reading, SPaG and maths. The outcomes of these tests are uploaded to our data management system (SIMs) and shared on class marksheets. We also publish a students' reading age on their academic report (see Teaching and Learning Policy for more information about our reading strategy).

Acquiring data from a baseline CAT4 assessment, especially for students without prior KS2 data, means that Newfield School can more accurately track towards a GCSE target. This can be used to give an idea of where students should be aiming to get to by the end of GCSE and therefore their on-going progress towards this. In addition, it also allows for a review of banding and grouping to ensure we are supporting students in the most appropriate way, whilst also allowing some early identification of where general support may be required (e.g. numerical subjects, language content-heavy subjects etc.).

Target Setting

In 2016, Progress 8 became the new headline measure for school performance. Before a Progress 8 figure can be calculated, a student's Attainment 8 score is required. Attainment 8 measures the achievement of a student across 8 qualifications separated into 4 different elements. The first two elements are mathematics (double weighted) and English (double weighted). The third element is the English Baccalaureate (EBacc) where the 3 highest grades achieved in History, Geography, Science, computer science or a language are included. The final element is the open element which includes any further GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves for all 8 subjects are added together to give the Attainment 8 score.

A Progress 8 score is calculated for each student by comparing their Attainment 8 score with the average Attainment 8 score of all students, in the same cohort, nationally who had a similar starting point (or 'Key Stage 2 score').

Students' targets are set based on the outcome that would be required to achieve an individual Progress 8 score in line with students across the country who entered secondary education at a similar starting point. These targets are set at the beginning of Year 7 and are updated annually as we receive the most up to date National Data. Students without Key Stage 2 data are set targets using teacher judgement in each subject. We do not set any student a target of a 1. Targets will be shared with students and parents as a 'GCSE Indicator' using a range of 2-3, 3-4, 4-5, 5-6, 6-7, 7-8 and 8-9. As in the case of the internal target grade this range will be updated annually using the most recent National GCSE Data.

2023 - 2024 Target Overview (Example from current academic year)

Year Group	Targets set from the average of…	National Data Used
7	KS2 SATS Scaled Score (Maths & Reading) Indicators from GL CAT4 Test used as comparator as appropriate	➢ Scaled score mapped to national attainment 8 (2022) provided by the Performance and Analysis Service at the Local Authority
8	KS2 SATS Scaled Score (Maths & Reading) Indicators from GL CAT4 Test used as comparator as appropriate	➢ Scaled score (from CAT4 Test) mapped to national attainment 8 (2019) provided by the Performance and Analysis Service at the Local Authority
9	KS2 Indicators from GL CAT4 Test	➢ Scaled score (from CAT4 Test) mapped to national attainment 8 (2019) provided by the Performance and Analysis Service at the Local Authority
10	KS2 Indicators from GL CAT4 Test	➢ Scaled score mapped to national attainment 8 (2019) provided by the Performance and Analysis Service at the Local Authority
11	KS2 SATS Scaled Score (Maths & Reading)	➢ Scaled score mapped to national attainment 8 (2019) provided by the Performance and Analysis Service at the Local Authority

Newfield Assessment Cycle 2023 - 24 (In-School Summative Assessment)

Week 1	Revision/Preparation	- Regular formative assessment in every lesson throughout the cycle should test knowledge in preparation for summative assessment. - Teachers ensure students have the relevant revision materials and strategies to prepare for assessment. - Revision lessons take place in subject areas to support students with preparation for summative assessment. - **Revision homework** to be set during this week. It is at the teacher's discretion as to whether anything needs handing in.
Week 2	Assessment Week	- Assessments completed by students in line with expectations
Week 3	Marking & Moderation	- Teachers should mark assessments in line with expectations. - Upper/Lower school moderation and data entry to take place in line with School calendar – staggered to support with staff workload and allow necessary moderation of summative assessment. - Allocation of department time to moderate the assessments – calendared subsequent to assessment week. - Moderation should identify and address any differences in judgements between individual teachers to ensure that the mark given is fair, valid and reliable and that marking of assessments is consistent across all cohorts. - Evidence of the moderation activities should be recorded by the curriculum leader and retained for future reference and discussion with SLT link. - Evidence of moderation activities to be collated by AHT responsible for assessment.
Week 4/5	Feedback and Planning	- Feedback lesson to be completed across week 4/5. - Staff use SIMs Assessment Manager to enter data. - Assessment mark entered for Year 7 & 8. - Assessment mark and prediction entered for Year 9 -11. - ATL grade and ATL Homework grade entered for all students. - Teaching staff use the data from the assessment in SIMs and subject progress Indicator in SISRA Analytics to identify underperformance in assessment and adapt teaching to close the knowledge gaps identified. - Curriculum leaders to coordinate planning and review upcoming curriculum to provide opportunities to address knowledge gaps and support progress based on evidence collected from summative assessment.
Week 6	Retrieval Week	- Teaching staff deliver lessons designed to address knowledge gaps identified from summative assessment. - Formative assessment to be used to test knowledge and identify where further retrieval practice is required to support long-term retention.
Week 7	Department Action Plan	- MIS Team produces a data overview for SLT analysis and identification of trends. - MIS Team produces populated overviews for department areas for Curriculum Leaders to analyse progress/achievement in their department area - Department action plan updated based on assessment data and findings during quality assurance. - Actions agreed at department level.
Week 8	SLT Link Data Meeting	- Review of Department action plan with SLT link and key actions shared with wider SLT

See Appendix A for Assessment Calendar by Subject (p14)
See Appendix B for Assessment Quality Assurance (p15)

BTEC and Vocational Qualifications Assessment

At Newfield School we follow an Assessment Cycle whereby students will sit summative assessments at two set times in the academic year. This applies to the majority of subjects, except for Vocational and BTEC qualifications at Key Stage 4. These subjects follow individualised assessment plans that allow for assessment of key components and learning objectives at relevant points throughout the course. This will be in-line with assessment windows set by the relevant awarding organisations and, where expected, will utilise assessments or assignments set by the awarding organisation (e.g. Pearson-set assignments for BTEC Tech Awards).

The assessment plans for Vocational and BTEC qualifications are quality assured by the BTEC and Vocational Qualifications Lead in school and also approved by the relevant awarding organisations. Although this assessment may not fall in-line with specified Assessment Weeks, summative data is collected and reported at the same time as other GCSE subjects.

To ensure consistency of approach, application and marking of vocational assessment relevant assessors in subject areas will carry out the following:

1. Internal standardisation prior to internal assessments taking place.
2. Internal standardisation/verification of marking following completion of assessments to ensure that there is interpretation and application of mark schemes is consistent

Assessment and SEND

Expectations for Assessment

High aspirations and expectations must apply equally to students with SEN and disabilities as to all other students. Assessment methods may need to be adapted for some students with SEN and disabilities, for example by adapting the use of questioning to give students enough time to respond, using visual stimuli and allowing alternative means of communication. SEND students will use feedback from all assessments to help them develop greater independence and confidence.

If appropriate, exam dispensation may be provided such as providing extra time, acting as a reader, or using a scribe or laptop as an alternative means of recording. Please liaise with the SEND Team around this in good time before the assessment is carried out so that support can be provided in arranging this. Teachers must ensure that assessments are provided on the required coloured paper if this is stated in a students' Pen Portrait.

Helpful advice for assessment week

General:

1. Assessments should be conducted in silent, exam conditions.
2. Assessments should be in line with GCSE expectations in order to train students for the rigours of 1-9 GCSEs.

Use of TAs

1. TAs should not be dismissed from lessons during assessments.
2. TAs can be used to scribe and read for our weakest students (i.e. poor handwriting, low reading age) – it is likely this dispensation will apply by Y11.
3. For lower ability groups, it is good practice to read each question to students before they answer it. This could be in small groups with a TA whilst the rest of the group continues working in a mixed ability Y7 for example.

Teacher expectations

1. Staff should regularly circulate to ensure all students are making progress with their assessment.
2. It is still reasonable to give hints and tips during the assessment to allow students to give it a go. This should be taken in to account when mapping progress/grading.
3. Whilst circulating, staff could mark smaller questions to give students increased confidence as they work, minimising the workload moving forward.
4. Staff could identify vulnerable learners and provide one-to-one verbal feedback on the questions they have attempted up to that point. This will point students in the right direction as they move through their assessment.
5. Small groups away from main class to support and motivate. This is an access arrangement some learners will receive for GCSEs.
6. Individual students may need an isolated, quiet space for the assessment. Planning for this is good practice as some students sit alone for their GCSE exams if they need to.

Years 7-9 Foundation Pathway Testing

To track the literacy progress of the Foundation Pathway group in Years 7, 8 and 9 all students from these groups will be regularly assessed using the New Group Reading Test (NGRT) and New Group Spelling Test (NGST). All students in the relevant groups will complete these assessments following an Assessment Cycle. This allows tracking of reading ages, review of dispensation needs and the necessary intervention to be put in place.

What data do we record?

Assessment Mark (All Years)

Actual assessment mark for each student is entered onto SIMs. This should be one mark for knowledge and one for application.

SIMs will calculate the percentage achieved using the total marks available for the assessment

Assessment & Predicted Grade (Year 10 & 11)

SIMs will also assign an assessment grade depending on the grade boundaries, tailored to each assessment, that are set by each subject area. These grades are used for internal analysis and are not shared with students or parents.

A predicted grade is entered by the class teacher, adopting a 'best professional judgement' approach and should be based on the continuous in-school formative assessment, in-school summative assessment, homework and attitude to learning throughout the year.

Attitude to Learning Grade

An attitude to learning (ATL) grade is entered for each student onto SIMs. The criteria for allocating an ATL are outlined in Appendix C (p16).

Using the Data

Students

Students see the mark and/or the percentage that they achieve in each assessment. This helps them to identify gaps in their own knowledge for a unit, topic or series of lessons. It makes it clear what they need to do to improve and the in-depth feedback received, explains how these improvements can be made.

Parents

Year 7 - 9

Parents receive 2 reports per academic year (Appendix D). The first report in Year 7 will only provide an ATL and homework grade until targets are set from the most recent national data. All other reports up to the end of Year 9 will show the percentage achieved in each assessment compared with the average percentage for students of a similar ability. The Scheme of Learning for each subject is shared with parents so that they can support students with revision and have purposeful conversations about their performance after each assessment. The attitude to learning and homework grade is also published on the reports in addition to information about attendance, punctuality and rewards.

Practical Subjects

Art, DT, Drama, Music will report an ATL and homework ATL for all Lower School reports. These subjects are using an assessment grid for each project or block of work which will categorise students into one of four possible groups; developing, consistent, highly developed and exceptional. Students will use these assessment grids in lessons to identify strengths and areas for improvement in their work.

PE will report an ATL only for all Lower School reports and at the end of the year will provide a summary of which sports are a strength and which sports are an area for development for each student.

Year 10 & 11

Parents receive 2 reports per academic year (Appendix E). Reports up to the end of Year 11 will show whether their child is above, in line with, or below their target range. The GCSE specifications for each subject are shared with parents so that they can support students with revision and have purposeful conversations about their performance after each assessment. The attitude to learning and homework grade is also published on the reports in addition to information about attendance, punctuality and rewards.

We also host a **Parents' Evening** for all year groups, inviting all parents to make an appointment with the class teacher to discuss the progress of their child and give the opportunity for questions to be asked.

Teachers

SIMs

Teachers use class marksheets to access data for all year groups which shows assessment marks, percentages achieved and a comparison of the percentage achieved compared to the average of students of a similar ability. This allows identification of students who have not performed in line with students of a similar ability from one assessment to the next. This data can also be used to rank students and inform any setting changes (See Curriculum Policy). It should also be used to inform seating plans and inform future planning for classes or individual students.

SISRA

Subject Progress Indicator

The Subject Progress Index (SPI) was introduced into SISRA Analytics Reports in 2018. The SPI provides a direct indication of how a student, class, subject or any group of students have performed compared with students in the same subject with the same KS2 prior attainment. This can be used for Year 10 and 11 cohorts to see how students have performed compared with their peers and against the previous year's cohort to ensure we are doing all we can do to secure progress for all.

The above shows that Students 1 (KS2 prior of 5.5) has been predicted a Grade 8 in assessment 1. The SPI of 1.99 is telling us that Student 1 is achieving almost 2 grades higher than the average grade for students who also had a KS2 prior of 5.5 in 2018 results. The boldest colours represent positive/negative differences of more than 1 whole grade.

Middle Leaders

SIMs

Middle Leaders can use whole cohort marksheets to access data for all year groups which shows assessment marks, percentages achieved and a comparison of the percentage achieved compared to the average of students of a similar ability. This allows identification of students who have not performed in line with students of a similar ability from one assessment to the next. This data can also be used to rank students and inform any setting changes (See Curriculum Policy). It is important to note however that any changes to sets/groups will not be based solely on summative assessment data; formative assessment and students' performance in lessons are also important considerations.

SISRA

SPI on SISRA Analytics can also be used to give an indication of class, subject and perhaps even faculty performance compared with SISRA "National" picture. The Grades Totals report shows the average SPI for each Qualification and if "percentage view" is enabled then you'll also see the percentage of pupils with a positive SPI (See example below – This is not Newfield data).

Grade Totals

Name	Total Grades	Total Points	Average Grade	Average Points	Residual	Avg EAP Diff (Sub)	On/Above Track %	Above Track %	On Track %	Below Track %	Inc. In Track %	Subject Progress Index	Positive SPI %	In A8 Basket %
Art	55	277.00	5=	5.04	0.23	-0.7	60.0	20.0	40.0	40.0	100.0	0.20	54.5	89.1
BTEC Dance Single	17	99.50	M+	5.85	0.97	0.0	82.4	17.6	64.7	17.6	100.0	-0.29	47.1	70.6
Business Studies	23	116.00	B-	5.04	0.45	0.1	82.6	21.7	60.9	17.4	100.0	0.31	60.9	91.3
Child Development	24	85.50	C-	3.56	-0.87	0.6	79.2	37.5	41.7	20.8	100.0	-1.20	16.7	37.5
Combined Science	244	1011.00	4+4+	4.14	-0.22	-0.5	58.2	40.2	18.0	41.8	100.0	0.12	56.6	99.2
Computer Science	49	244.00	5=	4.98	0.28	0.7	79.6	32.7	46.9	20.4	100.0	1.28	85.7	91.8
Dance	17	86.00	5=	5.06	0.18	0.5	76.5	47.1	29.4	23.5	100.0	0.02	41.2	23.5

Assessment Cycle Data Overviews

Following an Assessment Week in Lower School (Years 7 to 9), Curriculum Leaders are presented with a data overview (see Appendix F for reference). This provides a breakdown of average percentage achieved by students, as well as the performance of key cohorts.

This data is analysed as part of department action planning, key questions answered and then issues/actions determined. Discussion of these areas then takes place with the linked Senior Leader before actions implemented at a department level. The on-going impact of these actions and interventions is then monitored as part of curriculum and teaching review.

Senior Leaders, Governors, School Improvement Partner & other audiences

Following Assessment Weeks for Lower School (Years 7 to 9), a data overview is provided by the Data/MIS team and key themes or trends presented by the Assistant Headteacher with responsibility for Assessment and Data. This then frames discussion for Senior Leaders with linked departments based on the analysis relevant Curriculum Leaders have completed.

As part of on-going quality assurance and department line management, the impact of actions following Assessment Weeks is monitored to ensure that students are improving knowledge and making progress.

In addition to all the above, for Upper School students, SISRA Analytics provides whole cohort headline data on:

- Attainment 8
- Progress 8
- Students achieving 7-9 in English and Maths
- Students achieving 5-9 in English and Maths
- Students achieving 4-9 in English and Maths
- EBacc Total Measure
- EBacc element breakdown for English, Maths, Sciences, Languages and Humanities
- Attainment 8 and Progress 8 breakdown by element for English, Maths, EBacc and Open

Any figures produced are treated with great caution as Attainment 8 estimates used are NOT the estimates that will be used in the official Progress 8 calculations for each cohort.

Appendices

Appendix A: Newfield Assessment Calendar by Subject

	Assessment Cycle 1					Assessment Cycle 2				
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 7	Year 8	Year 9	Year 10	Year 11
English	✓	✓	✓	Jan Mock	Dec Mock	✓	✓	✓	✓	TBC
Maths	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
Science	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
Computing	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
Geography	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
History	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
Ethics	✓	✓	✓		Dec Mock	✓	✓	✓	✓	TBC
Spanish	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
Art	N/A	N/A	✓	✓	Dec Mock	N/A	N/A	✓	✓	TBC
DT	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
Music	✓	✓	✓	✓	Dec Mock	✓	✓	✓	✓	TBC
Photography	N/A	N/A	N/A	✓	Dec Mock	N/A	N/A	N/A	✓	TBC
Film Studies	N/A	N/A	N/A		Dec Mock	N/A	N/A	N/A		TBC
Design Technology	N/A	N/A	N/A		Dec Mock	N/A	N/A	N/A		TBC
Construction	N/A	N/A	N/A		Dec Mock	N/A	N/A	N/A		TBC
Enterprise	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)
Performing Arts	✓	✓	✓	N/A (BTEC)	N/A (BTEC)	✓	✓	✓	N/A (BTEC)	N/A (BTEC)
H&SC	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)
iMedia	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)
Sport	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)	N/A (BTEC)
Hospitality & Catering	N/A	N/A	N/A		Dec Mock	N/A	N/A	N/A		TBC

Appendix B: Quality Assurance of Assessments and Exams 2023 - 24 (Example from current academic year)

		Date	Papers Submitted by…	SLT Approval by…	Papers to Repro by…
Assessment Week 1	Year 7	13.11.23	13.10.23	20.10.23	30.10.23
	Year 8	13.11.23	13.10.23	20.10.23	30.10.23
	Year 9	15.01.23	01.12.23	08.12.23	21.12.23
	Year 10	15.01.23	01.12.23	08.12.23	21.12.23
Year 11 Mock Exams	Year 11	20.11.23	20.10.23	03.11.23	10.11.23
Assessment Week 2	Year 7	30.04.24	22.03.24	28.03.24	15.04.24
	Year 8	30.04.24	22.03.24	28.03.24	15.04.24
	Year 9	17.06.24	17.05.24	24.05.24	03.06.24
	Year 10	17.06.24	17.05.24	24.05.24	03.06.24

Assessments should be copied into **T:\AllStaff\1 Curriculum Documents\2023 - 2024** in the appropriate subject area and in the folder named **'3 Assessments & Mark Schemes'**.

Any documents submitted in 2022 -23 are in **T:\AllStaff\1 Curriculum Documents\2023 - 2024**

Appendix C: Attitude to Learning

Outstanding Students are expert learners with a consistently outstanding attitude to learning both in and out of the classroom. They are real role models for other students.	• love the challenge of learning and have a thirst for knowledge • are highly ambitious with a positive attitude and commitment to their education • actively engage in and take responsibility for their own learning, both in and out of the classroom • consistently behave in a positive way with high levels of respect for others • respond to feedback positively, answer questions with confidence and ask questions to deepen their knowledge • arrive on time, ready to learn with the correct equipment, every lesson • dedicated to producing work that is to the best of their ability
	• always meet homework deadlines • put maximum effort into completing homework
Good Students are advanced learners and take pride in their work and responsibility for their own learning.	• positively approach and enjoy their learning, with a thirst for knowledge • are ambitious and produce work to the best of their ability • demonstrate positive behaviour and conduct, engage in and take responsibility for their own learning • respond to feedback and attempt to answer questions with confidence most of the time • arrive on time, ready to learn with the correct equipment, for most of their lessons • presentation of work is good
	• meet homework deadlines a majority of the time • put effort into completing homework
Inconsistent Students have the potential to be advanced/expert learners but are not consistent in their attitude and approach to learning.	• sometimes demonstrate a positive approach to their learning but this is not consistent and they can occasionally receive a warning in lessons for low level disruption • produces the work required but doesn't challenge themselves to go beyond • generally, take responsibility for their own learning but can be over reliant on the teacher • respond to some feedback • does not always respond well to challenge and will choose not to try and answer questions • has been late or not ready to learn with the correct equipment on a few occasions • presentation of work is satisfactory but could be improved
	• have failed to meet some homework deadlines • put effort into some homework but on occasions hands in substandard work
Requires Improvement Students are developing learners but sometimes neglect aspects of their work and as a result, their progress and attainment could be affected.	• behaviour and attitude are not good • lack focus at times and regularly receive a warning in lessons for low level disruption • do not always take responsibility for their own learning • are regularly late to lessons • sometimes fails to complete homework on time or spend enough time on their homework • presentation of work is varied and at times, poor
	• regularly fails to meet homework deadlines • when homework is completed, not enough effort has been put into it and responses are often limited
Unsatisfactory Students are potential learners but are creating barriers in managing their own learning and are stopping others from learning.	• lack of engagement and persistent low level and/or high-level wilful disruption contribute to reduced learning and needs frequent teacher intervention to remain on task • shows a lack of respect for each other and/or staff and a lack of self-discipline • frequently ignore or rebut requests from teachers to moderate their conduct • do not take responsibility for their own learning • frequently receive final warnings in lessons or are removed from learning • regularly fail to complete the work set • miss several lessons or are often late to the lesson • presentation of work needs immediate attention
	• often fails to complete homework and the standard of homework is unacceptable

Appendix D: Student Report Year 7 - 9

Prior Attainment (SATs)

KS2 Reading Scaled Score	KS2 Maths Scaled Score	KS2 Average Scaled Score
118	115	117

Attitude/Approach to Learning Homework Grade:

	Attitude/Approach to Learning		Attitude/Approach to Homework
[Blue]	**Outstanding** – Students are expert learners with a consistently outstanding attitude to learning both in and out of the classroom. They are role models for other students.	[Blue]	Students always meets homework deadlines and puts maximum effort into completing their homework.
[Green]	**Good** – Students are advanced learners and take pride in their work and responsibility for their own learning.	[Green]	Students meet homework deadlines a majority of the time and displays a good effort when completing homework.
[Yellow]	**Inconsistent** – Students have the potential to be advanced/expert learners but are not consistent in their attitude and approach to learning.	[Yellow]	Students fail to meet some homework deadlines and puts effort into some homework but on occasion's hands in sub-standard work.
[Orange]	**Requires improvement** – Students are developing learners but sometimes neglect aspects of their work and as a result, their progress and attainment could be affected.	[Orange]	Students regularly fail to meet homework deadlines and does not put enough effort into homework and responses are often limited.
[Red]	**Unsatisfactory** – Students are potential learners but are creating barriers in managing their own learnings and are stopping others from learning.	[Red]	Students often fail to complete homework and the standard of homework is unacceptable.

Attainment and Attitude to Learning

Subject	Knowledge assessment %	Application assessment %	Assessment 1 % Result	Average % of students of a similar ability	Attitude/ Approach to Learning Grade	Attitude/ Approach to Learning Homework Grade	Name of Class Teacher
Art					[Blue]	[Blue]	Ms S. Renwick
Computing	100	79	86	81	[Blue]	[Green]	Mrs R. McErlain
Drama					[Blue]	[Green]	Mrs G. Pritchard
English Language	80	58	72	67	[Blue]	[Blue]	Mr A. Leonard
Ethics	85	100	94	74	[Blue]	[Green]	Ms J. Adams
Geography	93	82	90	75	[Green]	[Blue]	Mrs K. Taylor
History	95	95	95	86	[Blue]	[Blue]	Mr D. Penman
Mathematics	89	96	92	71	[Green]	[Green]	Miss L. Dickinson
Music	100	86	93	54	[Blue]	[Blue]	Mr J. Bellfield
PE					[Blue]		Miss J. Green
Science	52	75	80	59	[Green]	[Blue]	Miss H. Gowland
Spanish	95	92	93	79	[Blue]	[Blue]	Ms G. Wright
Technology					[Green]	[Green]	Mr A. Carnall

If your child has any incomplete results they will have not sat this assessment. Data will be provided at the next data collection.

Student Name
Tutor Group

Attendance so far this academic year 2018-2019: 100.0% Number of Lates: 0
(Above 97% is considered to be 'Outstanding', 96% 'Good' and below 94% is a cause for concern)
Number of Behaviour Points for academic year 2018-19: 0
Number of Reward Stamps for academic year 2018-19: 221

Explanation of Grades – New GCSEs
Progress Indicator: Indicates whether your child is working above, on or below target.
Target range: The range of grades your child should be aiming to achieve in each subject area.

Explanation of Grades – BTECs
Please see over leaf for a detailed explanation of BTEC grades.

Attitude/Approach to Learning	Attitude/Approach to Homework
Outstanding – Positive about all aspects of learning and always gives their best.	All homework is completed on time and to a very high standard.
Good – Responds positively to most aspects of the lesson and takes pride in their work.	All homework is completed on time and to a good standard.
Requires improvement – Responds in a satisfactory manner most of the time. A more positive response with greater participation in activities would help them make better progress.	Some homework is completed on time and is of a satisfactory standard. More care and attention is needed.
Unsatisfactory – Often 'off-task' in lessons and is reluctant to take part in activities constructively. The attitude to learning which is displayed is holding back their progress.	Homework is rarely or never completed.

Attainment and Attitude to Learning

Subject – New GCSES	Target Range	Progress Indicator	Attitude/ Approach to Learning Grade	Attitude/ Approach to Homework Grade	Name of Class Teacher
English Language	6-7	On target	Blue	Blue	Mr M. Norfolk
Ethics	6-7	Above target	Blue	Green	Mrs N. Thornely
History	6-7	Above target	Blue	Blue	Miss L. Demir
Mathematics	8-9	On target	Blue	Blue	Miss N. Illingworth
PE			Blue		Mrs H. Raynes
Science Biology	6-7	Above target	Blue	Blue	Mr C. Kirton
Science Chemistry	6-7	Above target	Blue	Blue	Mr C. Kirton
Science Physics	6-7	Above target	Blue	Blue	Mr C. Kirton
Spanish	6-7	Above target	Blue	Blue	Ms C. Diez

Subject – BTECs	Target Grade	Predicted Grade	Attitude/ Approach to Learning Grade	Attitude/ Approach to Homework Grade	Name of Class Teacher
Performing Arts	L2D	L2D	Blue	Blue	D. Smith

Leavers:_____   Subject: _____

Key Data

Overall Average Subjects' Percentage = _____

Pupil Premium Assessment %	
Average Percentage Total	
Pupil Premium	
No Pupil Premium	
GAP	

SEND Status Assessment %	
Average Percentage Total	
E	
I	
K	
M	
N	

EAL Assessment %	
Average Percentage Total	
EAL	
Not EAL	
GAP	

KS2 Banding %	
Average Percentage Total	
HA	
MA	
LA	

Comparison to Previous Assessment

Key Cohort	Assessment 1 Average %		Assessment 2 Average %	
	Knowledge	Application	Knowledge	Application
Average Total				
PP				
Non-PP				
SEND (E)				
SEND (I)				
SEND (K)				
SEND (M)				
SEND (N)				
EAL				
Non-EAL				
Banding – HA				
Banding – MA				
Banding - LA				

Questions for Analysis

1. Does the data show anything about the effectiveness of assessments that may need addressing in future? For example, is the % for LA/MA/HA very similar meaning that the spread of questions is not appropriate or there is a lack of challenge/support for certain cohorts?

2. Have any particular cohorts performed particularly well? What reasons may there be for this?

3. Have any particular cohorts performed less well? What reasons may there be for this?

4. What areas may need addressing and/or revisiting in response to assessment data? How do you plan to do this?

5. Are there any trends over time? Are key cohorts improving/not improving? Why might this be? How could this be addressed?

Identified Actions

Summarise the actions arising for your department from analysis of the most recent assessment data:

Issue Identified	Action

References

[1] Wiliam, D., 2009. Assessment for learning: What, why and how. London: Institute of Education, University of London

[2] https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/ampp-introduction/

[3] DfE.(2015). Final report of the commission on Assessment without Levels.

[4] Christodoulou, D., 2017. Making Good Progress? The Future of Assessment For Learning. Oxford University Press.

[5] Ebbinghaus, E., 1913, Memory: A Contribution to Experimental Psychology. New York by Teachers, Columbia University.