

# Assessment and reporting



## All children and parents receive:

A **Progress report** each half term to May (review of **character for achievement** in each subject and in coaching)

For Year 10 to Year 13 this includes a **current grade** that the child is working at and an **expected grade** that the child needs to aim for

For Year 7 and Year 8 children there is also a **Mid-term and Final report** (review of outcomes from examinations and teacher assessment against **subject specific criteria**)

English
Maths
Science
Humanities
Art
Technology
Performing Arts
Problem Solving
Communications
Core PE

Half Term				
Progress	Resilience	Independence	Motivation	Home Learning
1	2	1	1	1
1	2	2	1	2
1	2	1	1	2
1	2	1	1	2
1	2	2	1	2
1	2	1	1	2
2	2	3	2	2
1	2	2	1	3
1	2	2	1	4
1	2	1	1	1

Coaching
Rewards

Resilience	1
Independence	1
Motivation	1
Empathy	1
E-Praise	120

Attendance
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96.2%
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## CHARACTER FOR ACHIEVEMENT: IN LESSONS; IN COACHING; AT HOME

	Progress	Resilience	Independence	Motivation	Empathy	Home Learning
<b>1</b>	<ul style="list-style-type: none"> <li>Making better than expected progress this half term</li> </ul>	<ul style="list-style-type: none"> <li>When faced with a challenge will confidently pursue a solution to completion</li> <li>Sees frustrations as opportunity for learning and adapts approaches to cope</li> </ul>	<ul style="list-style-type: none"> <li>Takes charge of their own learning both in and beyond the classroom</li> <li>Makes connections between topics and generates new ideas for further study</li> <li>Sees the teacher as a facilitator</li> </ul>	<ul style="list-style-type: none"> <li>Strives to reach full potential</li> <li>"I'm doing this because I want to succeed and I want others to as well"</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates what another person might feel and adjusts own behaviours in response to build and repair relationships</li> <li>Supports others in finding their own solutions</li> <li>Tone of voice is curious. "So that feels like?... what do you think needs to happen now...?"</li> </ul>	<ul style="list-style-type: none"> <li>Target piece of home learning and elective work completed to a high standard</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Making expected progress this half term</li> </ul>	<ul style="list-style-type: none"> <li>When faced with a challenge will manage own frustrations</li> <li>Expresses hope of success and sustains effort</li> </ul>	<ul style="list-style-type: none"> <li>Generates their own questions within a topic</li> <li>Selects appropriate resources and work collaboratively to refine their answers.</li> <li>Sees the teacher as a partner</li> </ul>	<ul style="list-style-type: none"> <li>Motivated by contributing to a sense of community either in or beyond school e.g. supporting others in the classroom, team activities etc.</li> <li>"I'm doing this because I enjoy working with other people and it feels right"</li> </ul>	<ul style="list-style-type: none"> <li>Explains the feelings expressed by others.</li> <li>Actions usually lead to resolutions</li> <li>Tone of voice is tentative. "So it feels like... you could...".</li> </ul>	<ul style="list-style-type: none"> <li>Target piece of home learning completed with high degree of effort</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Progress is a concern this half term</li> </ul>	<ul style="list-style-type: none"> <li>Attempts work that presents challenge with some doubt about success.</li> <li>Seeks support and reassurance as soon as frustrations emerge</li> </ul>	<ul style="list-style-type: none"> <li>Identifies what they already know and what they can find out about a topic.</li> <li>Uses resources provided with support.</li> <li>Sees the teacher as a guide</li> </ul>	<ul style="list-style-type: none"> <li>Motivated by the perception of what others across a number of social and professional groups might think</li> <li>"I'm doing this because my teacher/ parent and some of my friends think it would be good"</li> </ul>	<ul style="list-style-type: none"> <li>Shows some awareness of what another person might feel as a result of a particular situation</li> <li>Restates what others feel</li> <li>Tone of voice is authoritative. "I'd feel like that... I'd do this..."</li> </ul>	<ul style="list-style-type: none"> <li>Target piece of home learning completed with some effort</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Is making poor progress this half term</li> </ul>	<ul style="list-style-type: none"> <li>Rarely attempts work that presents challenge</li> <li>Often look for easier work</li> <li>First response is often "I can't do this"</li> </ul>	<ul style="list-style-type: none"> <li>Needs directing and scaffolding for learning within a topic</li> <li>Sees the teacher as a director</li> <li>First response is often "What am I meant to do?"</li> </ul>	<ul style="list-style-type: none"> <li>Motivated by what others might think in their social group</li> <li>"I'm going to do this because he/she did"</li> </ul>	<ul style="list-style-type: none"> <li>Shows little awareness or disinterest in what another person might feel.</li> <li>Actions taken may lead to further conflict rather than resolution</li> <li>Tone of voice is dismissive</li> </ul>	<ul style="list-style-type: none"> <li>Target piece of home learning not completed</li> </ul>

# Assessment and reporting

## Y7 & Y8 Mid-term and Final report

### What is the mid-term and final assessment?

- In a change to government policy, National Curriculum levels are no longer used for assessment
- Pupils will be assessed against the **age related expectations** in each subject for their year group
- The age related expectations have been designed to ensure children are best placed to go on to achieve the new GCSE qualifications
- This approach gives pupils, parents/carers and teachers far more detail about what has been learnt and where the focus should be for future learning
- Grading is based on the **depth** at which the age related expectations have been learnt using the following scale:

Emerging	Expected	Embedded	Exceptional
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- The **English Baccalaureate** subjects (English, mathematics, science, French, Spanish, history and geography) have been formally assessed in the **Mid-term** (Spring term) **Final examinations** (Summer term)
- The rest of the subjects, which tend to be more practical in nature, were teacher-assessed against age related expectations based on work completed in lessons
- Each subject is broken down into criteria that we would expect a pupil to have achieved by the end of the year; these criteria are called age related expectations
- Each criteria that has been taught and assessed so far this year will be given a grade.

### What do the individual criteria grades mean?

Exceptional	This criteria has been mastered. The child is working beyond expectations for their age.
Embedded	The knowledge or skill is becoming fluent and can be used effectively in different contexts.
Expected	The knowledge or skill has been learnt and can be recalled and used when prompted.
Emerging	The age related expectation has not yet been met.
Not Tested	This criteria has not been assessed at this midpoint in the year. There will be opportunities later in the year.

### Why is the overall grade for a subject 'emerging' when most of the criteria in that subject are 'expected' or better?

The overall grade is not an average. One of the reasons the government decided to remove National Curriculum levels was because this single score averaged out the attainment of a pupil in a subject. This hid the skills and knowledge that required development as well as the skills and knowledge that a child had embedded.

Holding the overall grade to criteria requiring further development ensures that we can all work together to close any gaps in knowledge and skills to best place a child for achieving in the new GCSE qualifications.

# Assessment and reporting

## Maths



### Sample Mid-term report

	Age Related Expectation	Midterm Assessment
Knowledge	Apply the 4 operations with 3 digit numbers and decimals	Expected
	Use place value for rounding (1000s 100s 10s and whole numbers)	Embedded
	Use 1 step functions	Embedded
	Use the 4 operations using negative values	Emerging
	Use the order of operations (BIDMAS)	Expected
	Know the properties of different types of numbers (squares 1 – 12 cubes 1- 5 and 10)	Expected
	Use numbers lines and inequality signs	Expected
	Convert between FDP (integer factors of 100)	Expected
	Find equivalent fractions	Expected
	Find simple fractions ( $1/2$ $1/4$ $1/5$ , $1/10$ ) of amounts and percentages	Exceptional
	Know the properties of regular 2D shapes	Expected
	Find the area and perimeter of triangles, squares and rectangles	Emerging
	Use the 4 operations with simple fractions	Emerging
	Change between mixed and top heavy fractions	Emerging
Skills	Use a protractor to measure and draw angles	Emerging
	Use a ruler to measure accurately to a mm	Expected
	Use a compass to draw circles and arcs	Emerging
	Use a scientific calculator to root and square as well as converting between FDP	Not Tested
	Understand mathematical symbols (which ones?)	Not Tested
<b>Overall Midterm Assessment in Maths:</b>		Emerging