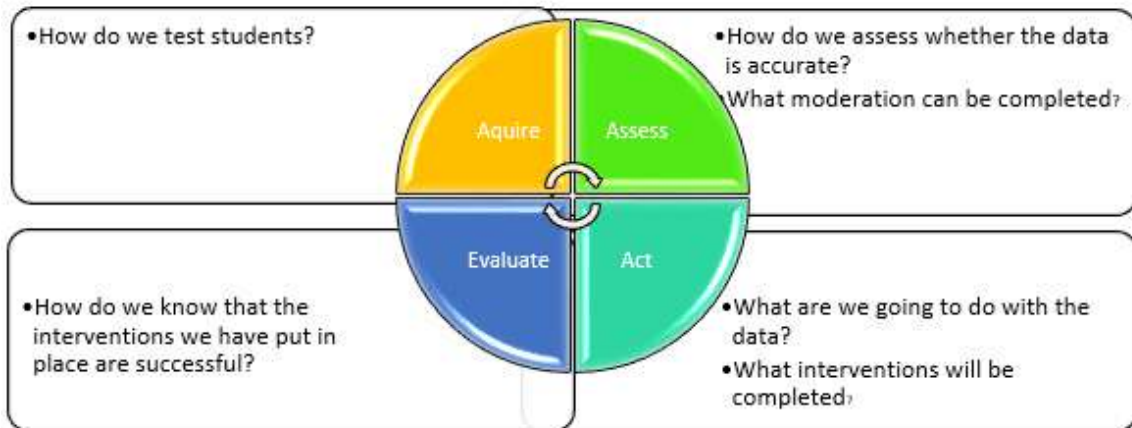




## Assessment and Reporting 2020/2021

**Objective:** To ensure that relevant stakeholders are using information to make informed decisions that are appropriate to their role and sphere of influence



## KS3 Baseline Assessments

Due to school closures caused by COVID-19 from March to July 2020 the reliability of KS2 assessments is questionable. For this reason, it is vital that we assess students when they arrive in year 7. We will use the GL Assessment KS3 Assessment Package. The assessment package will cover ability and attainment in core subjects, reading, spelling and pupil attitudes.

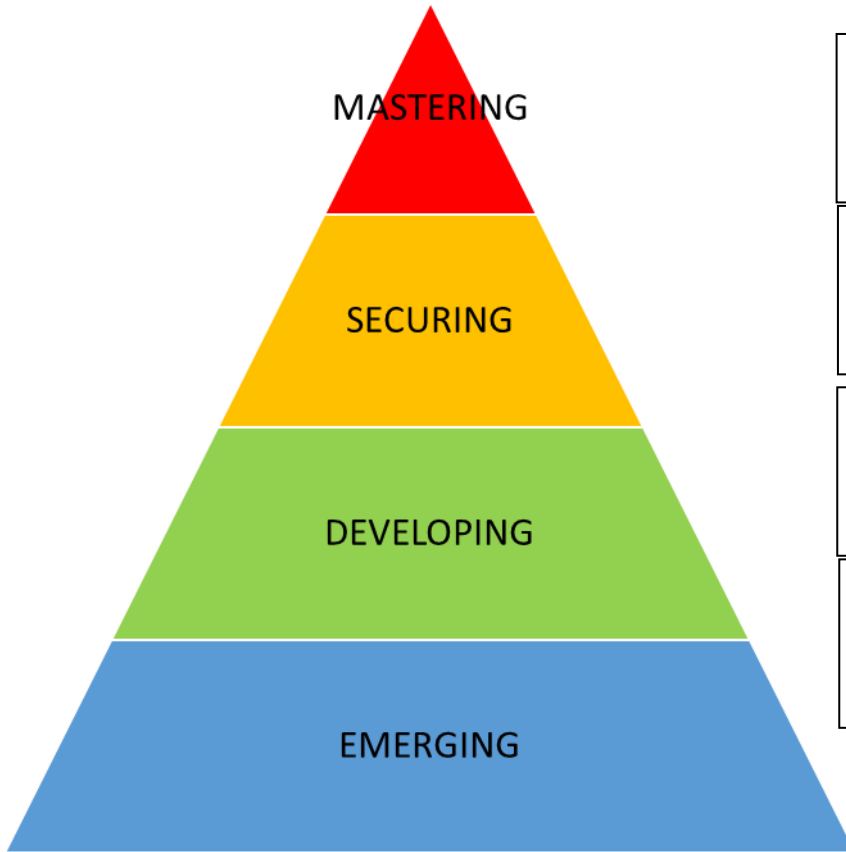
Students will sit the following tests:

- CAT4
- PTE (English)
- PTM (Maths)
- NRG (reading)

Data obtained from these tests will be used to calculate minimum expected grades (MEGs)

# KS3 Assessments

This year, we will be reporting following a Mastery grade of Emerging, Developing, Securing or Mastering. We are also working on providing an explanation of what each grade means for each subject and this will go on the website. This will give parents and students more detailed information on exactly which areas the child needs to work on and how they can improve.



Mastering – Students show detailed understanding of many areas of the curriculum and how they are linked together.

Securing – Students will be able to demonstrate an understanding of many areas of the curriculum and will be able to apply them consistently.

Developing – Students will show increasing understanding of the topic and will be able to apply their knowledge more frequently.

Emerging – Students will be at the early stages of learning in a subject. They will occasionally be able to apply their knowledge independently.

## Minimum Expected Grade (MEG)

Minimum expected grades will be used internally only and not published to students or parents. These MEGs are based upon student's CATs tests. The CATs give a KS3 fine level score if challenged. This is then converted into MEGs using the following table:

KS3 fine level if challenged	End of KS3 MEG
4	Developing
5	Secured
6	Mastered
7	Mastered

Student MEGs will be different for each subject, according to the CATs data. Also some subjects which are skills based will have a different MEG at different times of the course as they have not yet covered all skills.

Note: Year 7 2020 MEGs will be determined by a combination of MEGs and their outcomes of the GL Assessment package.

## Working At Grade

Student WAGs will be based upon students' current and past attainment. Teachers will enter mastery grades as and when the students achieve them and the WAGs will be adjusted throughout the year.

## 'Where am I?' Statement

This gives parents an indication of whether their child is working at, above or below age related expectations.

If a pupil is 'working at' it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' this puts them above other students with the same prior attainment.

## Attitude to Learning Score

This is an indication of how students have been working in lessons. The number based ATL scores have been replaced with words. Teachers complete this using the following criteria:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

# KS4 Summative Assessments (two a year)

## Minimum Expected Grade (MEG)

Students MEGs have been calculated using their KS2 grades. The MEGs have been calculated using students' KS2 scaled scores. Currently there are no Progress 8 coefficients for these but we have used the following table to convert them into KS2 fine grades and therefore, calculate MEGs. These conversions are a best guess and are based upon data available from a range of different sources online.

KS2 Fine	Scaled	Old	English MEG	Maths MEG	EBACC MEG	Open GCSE	BTEC Awd	BTEC Tec	Com. Sci. MEG
6	120.0	6a	8	8	8	7	Level 2 Distinction*	Level 2 Distinction*	8/8
5.9	119.0	6a	8	8	8	7	Level 2 Distinction*	Level 2 Distinction*	8/8
5.8	119.0	6a	8	8	8	7	Level 2 Distinction*	Level 2 Distinction*	8/8
5.7	118.0	6b	7	8	7	7	Level 2 Distinction	Level 2 Distinction	7/7
5.6	117.0	6b	7	7	7	6	Level 2	Level 2	7/7

							Distinction	Distinction	
5.6	116.0	6c	7	7	7	6	Level 2 Distinction	Level 2 Distinction	7/7
5.5	115.0	6c	7	7	6	6	Level 2 Distinction	Level 2 Distinction	6/6
5.5	114.0	6c	7	7	6	6	Level 2 Distinction	Level 2 Distinction	6/6
5.4	113.0	5a	7	6	6	6	Level 2 Distinction	Level 2 Distinction	6/6
5.4	112.0	5a	7	6	6	6	Level 2 Distinction	Level 2 Distinction	6/6
5.3	111.0	5a	6	6	6	6	Level 2 Distinction	Level 2 Distinction	6/6
5.3	110.0	5b	6	6	6	6	Level 2 Distinction	Level 2 Distinction	6/6
5.2	109.0	5b	6	6	5	5	Level 2 Merit	Level 2 Merit	5/5
5.2	108.0	5b	6	5	5	5	Level 2 Merit	Level 2 Merit	5/5
5.1	107.0	5c	6	5	5	5	Level 2 Merit	Level 2 Merit	5/5
5.1	106.0	5c	6	5	5	5	Level 2 Merit	Level 2 Merit	5/5
5	105.0	5c	5	5	5	5	Level 2 Merit	Level 2 Merit	5/5
4.9	104.0	4a	5	5	4	5	Level 2 Merit	Level 2 Merit	4/4
4.8	103.0	4a	5	5	4	5	Level 2 Merit	Level 2 Merit	4/4
4.7	102.0	4a	5	4	4	4	Level 2 Pass	Level 2 Pass	4/4
4.6	101.0	4b	5	4	4	4	Level 2 Pass	Level 2 Pass	4/4
4.5	101.0	4b	5	4	4	4	Level 2 Pass	Level 2 Pass	4/4
4.4	100.0	4b	4	4	3	4	Level 2 Pass	Level 2 Pass	3/3
4.3	99.0	4c	4	4	3	4	Level 2 Pass	Level 2 Pass	3/3
4.2	98.0	4c	4	3	3	4	Level 2 Pass	Level 2 Pass	3/3
4.1	97.0	4c	4	3	3	4	Level 2 Pass	Level 2 Pass	3/3
4	97.0	4c	4	3	3	3	Level 2 Pass	Level 1 Distinction	3/3
3.9	96.0	3a	4	3	3	3	Level 2 Pass	Level 1 Distinction	3/3
3.8	95.0	3a	4	3	2	3	Level 2 Pass	Level 1 Distinction	2/2
3.7	94.0	3a	4	3	2	3	Level 2 Pass	Level 1 Distinction	2/2
3.6	93.0	3b	3	3	2	3	Level 2 Pass	Level 1 Distinction	2/2
3.5	92.0	3b	3	2	2	3	Level 2 Pass	Level 1 Distinction	2/2
3.4	91.0	3b	3	2	2	3	Level 2 Pass	Level 1 Distinction	2/2
3.3	90.0	3c	3	2	2	3	Level 2 Pass	Level 1 Distinction	2/2
3.2	89.0	3c	3	2	2	3	Level 2 Pass	Level 1 Distinction	2/2
3.1	88.0	3c	3	2	2	3	Level 2 Pass	Level 1 Distinction	2/2
3	88.0	3c	3	2	2	3	Level 2 Pass	Level 1 Distinction	2/2
2.9	87.0	2a	2	2	2	3	Level 2 Pass	Level 1 Distinction	2/2
2.8	86.0	2a	2	1	2	3	Level 2 Pass	Level 1 Distinction	2/2
2.7	85.0	2a	2	1	2	3	Level 2 Pass	Level 1 Distinction	2/2
2.6	84.0	2b	2	1	2	3	Level 2 Pass	Level 1 Distinction	2/2
2.5	83.0	2b	2	1	2	2	Level 1 Pass	Level 1 Merit	2/2
2.4	82.0	2b	2	1	2	2	Level 1 Pass	Level 1 Merit	2/2
2.3	81.0	2c	2	1	2	2	Level 1 Pass	Level 1 Merit	2/2

2.2	81.0	2c	2	1	2	2	Level 1 Pass	Level 1 Merit	2/2
2.1	81.0	2c	2	1	2	2	Level 1 Pass	Level 1 Merit	2/2
2	80.0	2c	2	1	1	2	Level 1 Pass	Level 1 Merit	1/1
1.5	80.0	2c	2	1	1	2	Level 1 Pass	Level 1 Merit	1/1
B	B	B	1	1	1	2	Level 1 Pass	Level 1 Merit	1/1

### Working At Grade (WAG)

Student WAGs will be based upon students current and past attainment. Students' most recent assessment score will be input into G4S markbooks and a WAG will automatically be generated. These WAGs will be used internally for data tracking and will be reported to parents. End of term assessments will be cumulative in nature and should be based upon real assessment questions and criteria as much as possible. These end of term assessments should be fully moderated to ensure accuracy of data.

### Teacher Prediction (TP)

Teachers will predict the students' end of key stage grade, taking into account their current and past assessments. Teachers should be able to justify why they have given the TP that they have. Curriculum Leaders are responsible for quality assuring TPs.

### 'Where am I?' Statement

This gives parents an indication of whether their child is working at, above or below their MEG. This will compare their MEG to their TP, not their WAG.

If a pupil is 'working at' their MEG, it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' their MEG, this puts them above other students with the same prior attainment.

### Attitude to Learning Score

This is an indication of how students have been working in lessons. The number based ATL scores have been replaced with words. Teachers complete this using the following criteria:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.
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Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

## KS5 Summative Assessments (two a year)

To fit in line with the rest of the school, KS5 will use MEGs, WAGs and TPs.

### Minimum Expected Grade (MEG)



Student MEGs have been calculated using their KS4 data and the ALPS target-setting software. These ensure that students are expected to make good progress, in line or better than that of national.

### **Working At Grade (WAG)**

Student WAGs will be based upon students current and past attainment. Students' most recent assessment score will be input into G4S markbooks and a WAG will automatically be generated. These WAGs will be used internally for data tracking and will be reported to parents. End of term assessments will be cumulative in nature and should be based upon real assessment questions and criteria as much as possible. These end of term assessments should be fully moderated to ensure accuracy of data.

### **Teacher Prediction (TP)**

Teachers will predict the students' end of key stage grade, taking into account their current and past assessments. Teachers should be able to justify why they have given the TP that they have. Curriculum Leaders are responsible for quality assuring TPs.

### **'Where am I?' Statement**

This gives parents an indication of whether their child is working at, above or below their MEG. This will compare their MEG to their TP, not their WAG.

If a pupil is 'working at' their MEG, it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' their MEG, this puts them above other students with the same prior attainment.

### **Attitude to Learning Score**

This is an indication of how students have been working in lessons. The number based ATL scores have been replaced with words. Teachers complete this using the following criteria:

<b>ATL</b>	<b>Description</b>
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

## **Time-line for Summative Assessment Preparation**

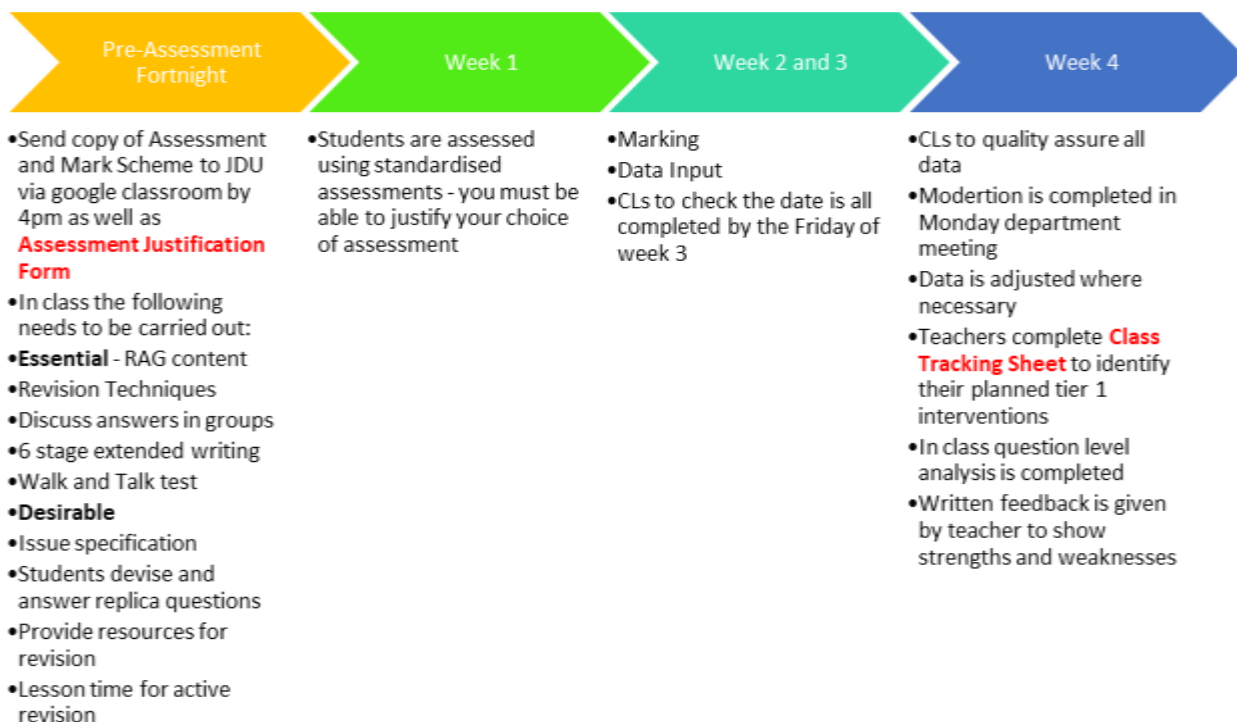
KS4 and KS5 assessments should have a two-week preparation time built in where the following will be covered:

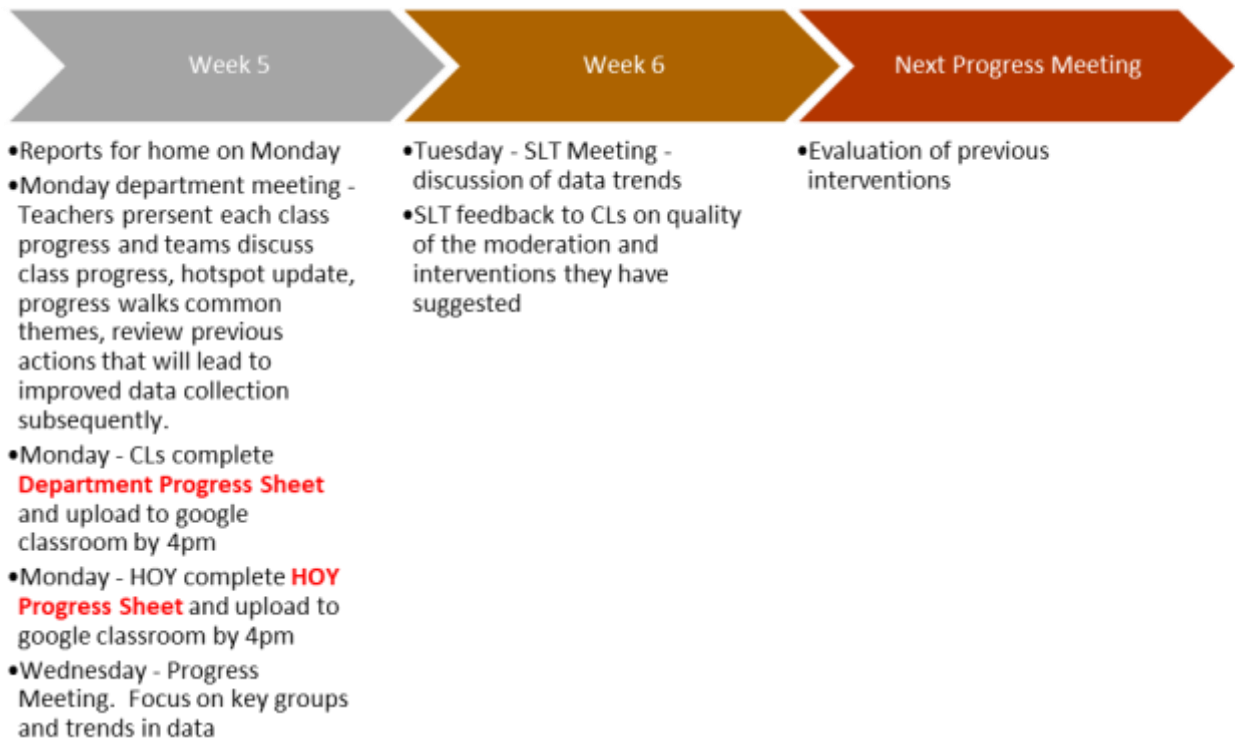


<b>Essential</b> - RAG content	<b>Desirable</b>
Revision Techniques	Issue specification
Discuss answers in groups	Students devise and answer replica questions
6 stage extended writing	Provide resources for revision
Walk and Talk test	Lesson time for active revision

This is not applicable to KS3 as the assessments will occur throughout the course.

## Time-line for Summative Assessment





## Summative Assessment Schedule

The full assessment schedule is published on the google calendar. These assessments are not listed separately here in case they change throughout the year; this will be avoided but may be necessary due to extenuating circumstances, such as second waves of Covid-19 lockdowns.

Initial assessment plan can be found below for your planning, but please bear in mind that what is on the google calendar is the most up to date version.

<https://drive.google.com/file/d/1nt2EVkE2tRmashAUq3QwF3C7tl-5zzQx/view?usp=sharing>

## Mock Examinations

All mock examinations in year 11 and 13, should use real examination papers from the 2019 series. The 2019 examination papers should not be used for anything else and should not be released to students. The real mark schemes should be used as well as the published grade boundaries to get as full a picture of the students' true ability. If there are areas in the paper that students haven't yet completed it is OK to leave sections out as long as you can justify why.

**Mock examinations will be held:**





Year Group	1 <sup>st</sup> Mock Date	2 <sup>nd</sup> Mock Date
Year 11	Monday 2 <sup>nd</sup> November – Friday 13 <sup>th</sup> November	Monday 25 <sup>th</sup> January – Friday 5 <sup>th</sup> February
Year 13	Monday 2 <sup>nd</sup> November – Friday 13 <sup>th</sup> November	Monday 25 <sup>th</sup> January – Friday 5 <sup>th</sup> February
Year 10	Monday 14 <sup>th</sup> June – Friday 25 <sup>th</sup> June	
Year 12	Monday 14 <sup>th</sup> June – Friday 25 <sup>th</sup> June	

## Formative Assessments

Formative assessment - i.e. assessment for learning/marking of books etc.

Formative feedback from teachers to students should be provided to students every 12 lessons or every term (remember we are a 6-term school), whichever comes first.

In essence, this means that teachers of core subjects will be assessing every 3 weeks and for those classes where you teach them once or twice a week, you would be providing some feedback to students termly.

Other types of assessment would be fine to use - digital, self, peer (when COVID restrictions allow) etc. but each student would receive feedback from their teacher at least once every term or twice if they see their teacher 4 times per week. This is the minimum expectation.

## Progress Meetings

**After each assessment point in the school calendar, all CLs and pastoral leads will meet to discuss the progress of the students.**

Prior to each progress meeting, CLs will have met with their teams, discussed their “**Class Tracking Sheets**”, identified trends and put into place interventions. The CLs will then complete the “**Department Progress Sheet**” where they will summarise the data for their subject.

At progress meetings, key strategies and trends will be discussed and it will give time for discussions about some of the most underperforming students.

The head of year will also prepare for the progress meeting by completing the “**Head of Year Progress Sheet**”.

When planning interventions for a pupil, staff should consider why the pupil:

- Needs an intervention

- Is reacting in a particular way
- Is not on target as they should be

Staff will determine the specific needs of the pupil. These may be:

- Pastoral
- Subject-knowledge-related
- Confidence-related
- Behavioural
- Organisation-related (e.g. the pupil might not have the ability to structure)
- Literacy barriers
- EAL

Where a subject-knowledge need is determined, staff will consider how wide this is. For example, does the pupil have difficulty with conducting analysis, or is their difficulty related to a specific subject (such as science)?

Staff should ask the pupil if he or she can:

- Help the school to find out what is going wrong for the pupil in their area of need
- Suggest different things that they feel will help them

To be present at Progress Meetings

- All CLs
- AHT data
- DH curriculum
- Key groups coordinator
- SENDCO
- MA/MA\* coordinator
- Head of Year

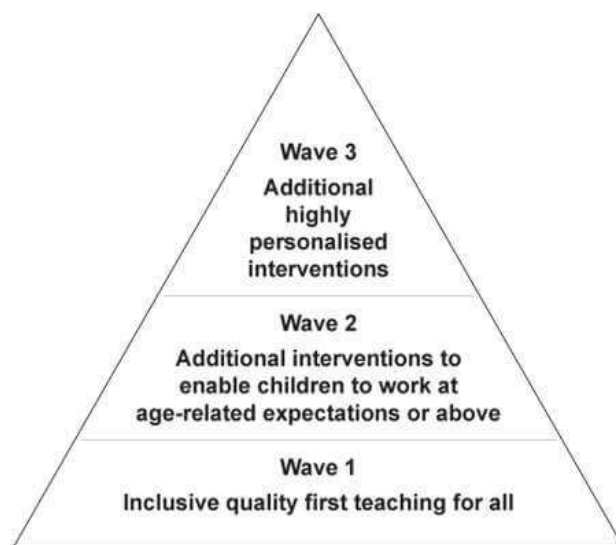
## Structure of Progress Meetings

Please note that the agenda for Progress Meetings is subject to change throughout the year according to identified trends in data and due to feedback from staff members. The below is a suggested agenda:

1. Evaluation of impact of previous interventions discussed at last progress meeting.
2. Meetings begin with data analysis, looking at how far students are from their target grade. This means that CLs are also able to pick up on any students at the top end who are not meeting their targets and may benefit from intervention. In particular, there will be a focus on key groups – boys, most able, SEND and PP.

3. In the meeting, the head of year will put forward around 10 students that they consider has the most chance of quick improvements.
4. The attendees will use the meeting to talk through the situation for each pupil, including the cause of their difficulties and perceptions on why they are not making the progress they need to. They will then look to suggest possible strategies to support each pupil and if these have not been given specific interventions to put a plan in place
5. CLs will then feedback to class teachers.

## Three Waves of Intervention



<p><b>Wave 1 – Quality First Teaching</b></p>          <p><b>Examples of provision (these will be supplemented as new effective)</b></p>	<p><b>Wave 2 – Additional Interventions to Enable Students to Work at Age Related Expectations or Above</b></p>          <p><b>Examples of provision (these will)</b></p>	<p><b>Wave 3 – Additional Highly Personalised Interventions</b></p>          <p><b>Examples of provision (these will)</b></p>
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interventions are proposed)	be supplemented as new effective interventions are proposed)	be supplemented as new effective interventions are proposed)
<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Differentiated delivery</li> <li>• The curriculum is relevant and exciting</li> <li>• A range of questioning strategies are used to encourage deeper thinking</li> <li>• Personalised learning approaches are used</li> <li>• Accurately paced lessons</li> <li>• All students set appropriately challenging work</li> <li>• Writing frames</li> <li>• Written and spoken instructions presented in a way that enables all students to access the curriculum</li> <li>• Peer learning, through groups and pairs</li> <li>• In class teaching assistant support</li> <li>• Guided teaching</li> <li>• Specialist equipment and resources, suitable to individual needs are used to aid learning such as coloured overlays</li> <li>• Children self-assess their own learning</li> <li>• A focus on Growth Mindset</li> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• Increased visual aids / modelling etc</li> <li>• Access to ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• Booster sessions</li> <li>• Revision classes</li> <li>• Specialised extended learning tasks</li> <li>• Additional tutor group support</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support outside of the normal classroom, for example bespoke programmes for literacy or maths</li> <li>• External programmes such as Nulogic</li> <li>• Targeted group revision or catch up classes</li> <li>• Individual arrangements for assessments</li> </ul>

# Assessment Justification Form

Please send this form, together with a copy of your assessment, mark scheme and grade boundaries to JDU via the google classroom two weeks before each assessment.

Question	Answer	Response from SLT
Date		
Name of CL		
Year Group		
What department are you?		
What assessment are you using? Exact paper, year etc.		
Why have you chosen this assessment? In as much detail as possible		
How are you assigning grades to this assessment? Are you using published mark schemes and grade boundaries?		
Any other comments?		

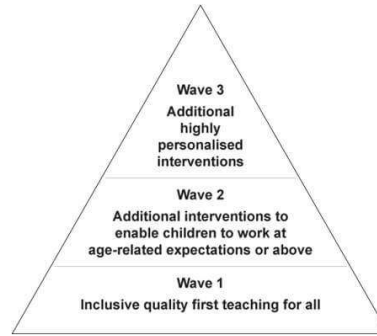


# Class Tracking Sheet

Question	Answer	Response from CL
Date		
Name of Teacher		
Class Name		
What department are you?		
Which PP students are underachieving and why?		
Which MA/MA* students are underachieving and why?		
Which SEN students are underachieving and why?		
Which boys are underachieving and why?		
For the students who have made more than sufficient progress what has made the difference?		
Which students will be on wave 1 intervention? What will this look like?		
Which students will be on wave 2 intervention? What will this look like?		
Which students will be on wave 3 intervention? What will this look like?		



like?



## Department Progress Sheet

Question	Answer	Response from SLT
Date		
Name of CL		
Year Group		
What department are you?		
What is your expected progress score?		
How are your PP students achieving compared to your non-PP? What are the reasons for the gaps? What is being done to address these gaps?		
How are MA/MA* achieving compared to non-MA/MA* students? What are the reasons for the gaps? What is being done to address these gaps?		
How are SEN students achieving compared to non-SEN? What are the reasons for the gaps? What is being done to address these gaps?		
How are boys achieving compared to girls? What are the reasons for the gaps? What is being done to address these gaps?		
How have you assessed the students?		

What moderation has taken place?		
For the students who have made more than sufficient progress what has made the difference?		
For students who have not made enough progress, what core barriers are preventing them from moving on and how can you intervene?		
Which students do now need intervention? How will this be organised and what will the planned programme include?		

## Head of Year Progress Sheet

Question	Answer	Response from SLT
Date		
Name of HOY		
Year Group		
How are your PP students achieving compared to your non-PP?		
How are MA/MA* achieving compared to non-MA/MA* students?		
How are SEN students achieving compared to non-SEN?		
How are boys achieving compared to girls?		
For the students who have made more than sufficient progress what has made the difference?		
For students who have not made enough progress, what core barriers are preventing them from moving on and how can we intervene?		
What support can you offer to tutors and subject teachers?		



Which students do you feel now need intervention? How will this be organised and what will the planned programme include?		
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## SLT Progress Sheet

Question	Answer	Response from Governors
SLT present at SLT meeting		
Date		
Year Group		
What is the expected progress score?		
How are the PP students achieving compared to the non-PP? What are the reasons for the gaps? What is being done to address these gaps?		
How are the MA/MA* achieving compared to non-MA/MA* students? What are the reasons for the gaps? What is being done to address these gaps?		
How are SEN students achieving compared to non-SEN? What are the reasons for the gaps? What is being done to address these gaps?		
How are boys achieving compared to girls? What are the reasons for the gaps? What is being done to address these gaps?		
How have students been assessed? Are you confident with the validity of the grades given?		
What moderation has taken		

place?		
For the students who have made more than sufficient progress what has made the difference?		
For students who have not made enough progress, what core barriers are preventing them from moving on and how can we intervene?		
Are there any particular trends in the data that need addressing? How will it be addressed and by who and by when?		

