



Assessment, Recording and Reporting Policy

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1. Assessment overview

What is assessment?

“The overall purpose of assessment is to improve standards, not merely to measure them”. (Ofsted)

Rationale

Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students (and others) of their progress, their targets and how close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching. This policy, which sets out the rationale for assessment arrangements, has been based consideration on statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted. This policy applies across all key stages taught within the Academy including Key Stage 5. We recognise the importance of monitoring progress over time and the need to make links between the progress made by students in lessons and academic outcomes.

Assessment serves three fundamental purposes:

1. To help students learn.
2. To help teachers to adopt a more personalised approach to the needs of their students.
3. To provide relevant and accurate information about progress and attainment for students, parents/carers, teachers and others as appropriate.

Formative & summative assessment.

Formative assessments are a range of formal and informal assessment procedures conducted by teachers **during the learning process** in order to modify teaching and learning activities to improve student achievement. **The goal is to improve learning.** We recognise the great importance that formative assessment has on motivation, self-esteem and learning

Summative assessments conducted by teachers are used to evaluate learning at the **end of a learning process** (for example; at the end of a unit of work or topic) and will be clearly highlighted within schemes of work/curriculum plan. **The goal is to provide a final judgement of the learning process.**

Formative assessment examples	Summative assessment examples
Questioning	Essay/Extended piece of writing
Quiz	Presentation
Observations	End of unit/topic tests
Presentations	Mocks/PPEs
Activities in lesson	Exams
Attempting an exam question	
Feedback	
Homework	
Plenaries on a plate	

To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice.

Involving students in their learning, teachers will:

- Low-stakes testing at the start of every lesson as part of students 'Do it now' activity
- Share the learning objectives and learning outcomes.
- Share the specific assessment criteria with students and help students to understand what they have done well and how they can improve on regular assessed work
- Develop student's literacy and numeracy
- Provide regular opportunities for self and peer assessment

Modelling, teachers will:

- Share examples of work with students so that they can see the standards they are aiming for
- Use examples of work to highlight the ways that assessment criteria are met.
- Encourage students to review examples of work that do not meet the assessment criteria
- Include in their teaching, activities designed to model the necessary skills, developing the gaps in knowledge or skills where necessary

Giving feedback to students on their work, teachers will give regular, effective feedback so that students:

- Focuses on the task and learning objective(s)
- Can articulate what is good, areas they need to develop and how to improve
- 1 formal assessment piece to be completed and teacher assessed every module
- Formal learning conversations, which will be retained in the students' Record of Progress folders (RoP)
- Students will be given the opportunity to respond to feedback in writing
- Teachers will check feedback to ensure that students have acted upon targets for improvements
- Teachers will give students oral feedback whenever possible (such as when moving around the classroom)
- Students will be given opportunities to learn by assessing their own work and that of their peers

Students will be actively encouraged to:

- Reflect on their own work
- Identify the standard they are trying to achieve
- Think about how to bridge the gap between aspiration and achievement
- Admit problems without the risk of losing self-esteem
- Take time to work problems out for themselves
- Consider a number of possible solutions before deciding on a course of action

Teachers are important in this process, as opportunities need to be planned into schemes of work and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will enhance their own understanding as a result of this practice.

Record of Progress (RoP)

Every student will have a RoP folder for every subject, across the curriculum. Students will update their RoP folders with examples of assessed work and learning conversations, at least once per module.

Summative Assessment

The Academy operates a modular assessment policy, which means that **all students will be assessed at least every six/seven weeks**. Assessments must be criterion-referenced and related to attainment targets and the range of Leigh Academies Trust (LAT) KS3, GCSE and AS/A Level (or equivalent) grade criteria, and must take account of current legislation and guidance issued by the Department for Education, Ofqual, Examining Bodies and other relevant parties.

- It is the responsibility of the **Director of Learning/Subject Co-ordinator** to ensure that appropriate assessments are in place and that marking is fair and accurate, and that a range of both formative and summative assessments are in place. Time has been built into the academy CPD calendar for moderation of assessments.
- It is the responsibility of the **class teacher** to ensure assessments are completed and marked. Teachers must keep records of student progress and attainment and enter data into the academy database (as indicated on the Academy Reporting Cycle).
- It is the responsibility of the **Director of Learning/Subject Co-ordinator** to ensure that accurate data is entered into the academy database by teachers in their subject areas.
-

The academy will create formal summative assessment opportunities, such as internal examinations, at appropriate times throughout the academic year. Other summative assessments will be identified in subject schemes of work. The attainment data will be used as the basis for monitoring student progress, which informs student progress trackers, management reports, and reporting to parents/carers and students.

The Academy calendar, which is published annually, contains specific dates for each academic year. It is important that subject areas ensure that they can show how they have taken account of the assessment calendar in planning schemes of work. It is particularly important that there is a significant milestone task, which allows standardisation across the subject area. This must be retained in students Record of Progress folders.

The importance of recording accurate, robust data

The purpose of recording accurate assessment data for students is to ensure that an effective review of student progress takes place, ensuring that students are on track to achieve their potential. Teachers need to review student progress for a variety of purposes including:

- **Review with the student:** as a basis for a dialogue about specific performance and the implications for future learning and to highlight achievements in response to the demands of the MYP, GCSE and IBCP, AS/A Level (or equivalent) grade criteria.
- **Review for the teacher:** to identify future steps in learning for the student, as a result of reviewing student needs, to review progress of the whole group and, if appropriate, make curriculum amendments for the future. If appropriate, to add to the collection of evidence for the departmental assessment portfolio.
- **Review for other teachers at key transition points:** to inform the next teacher of progress, particular achievements, specific needs and current targets.
- **Review for Senior and Middle Leaders:** to enable a clear overview of the progress of students to be maintained and ensure that interventions are implemented to recover gaps in knowledge and provide stretch and challenge where appropriate.
- **Review for parents/carers:** to identify achievements and needs which may be included in the parents/carers' written report, or may be used as a focus for the dialogue at a Parent/Tutor consultation.

2. Academy Reporting Cycle - 2019/2020

Key:

ATL – Attitude to Learning
 CG – Current Grade
 PG – Predicted Grade
 DM – Deadlines Met
 Com – Commentary

MYP Interim Grade

MYP Final Grade

Yr	Module 1		Module 2		Module 3		Module 4		Module 5		Module 6	
7	ATL				ATL	MYP Int.					ATL	MYP Final
8	ATL				ATL	MYP Int.					ATL	MYP Final
9	ATL		ATL	CG			ATL	CG			ATL	CG
10	ATL		ATL/DM	CG/PG	ATL/Com	CG	ATL	CG/PG	ATL/DM	CG	ATL	PPE/PG
11	ATL	CG/PG	ATL/DM Com	PPE/PG	ATL/DM	CG/PG	ATL	PPE/PG	ATL	PG		
12	ATL		ATL/Com	CG/PG	ATL	CG/PG	ATL/Com	CG/PG	ATL	CG/PG	ATL/Com	CG/PG
13	ATL	CG/PG	ATL/Com	CG/PG	ATL/Com	CG/PG	ATL/Com	CG/PG	ATL	PG		

*Please note that Predicted grades are not provided to KS4 students or parents.

Calendar 2019/2020

	M1	M2	M3	M4	M5	M6
Module Review Focus	EOY 7&10 Data. Previous Y11-13	Current Y11-13	Y10/11/13	Y7/8/13	Y9/11/13	Y10/12
Local Board	24/09/2019	26/11/2019		03/03/2020		09/06/2020
Parent evenings		(Y7) 06/11/19	(Y11) 29/01/20 (Y12/13) 23/01/20	(Y9) 25/03/20	(Y8/Op) 06/05/20 (Y10) 22/04/20	
Cross-Trust assessments		Internal PPEs	Y7&8 MYP	Y11 PPEs		Y7&8 MYP Y10 PPEs

3. Ensuring that data collected is relevant, consistent & robust

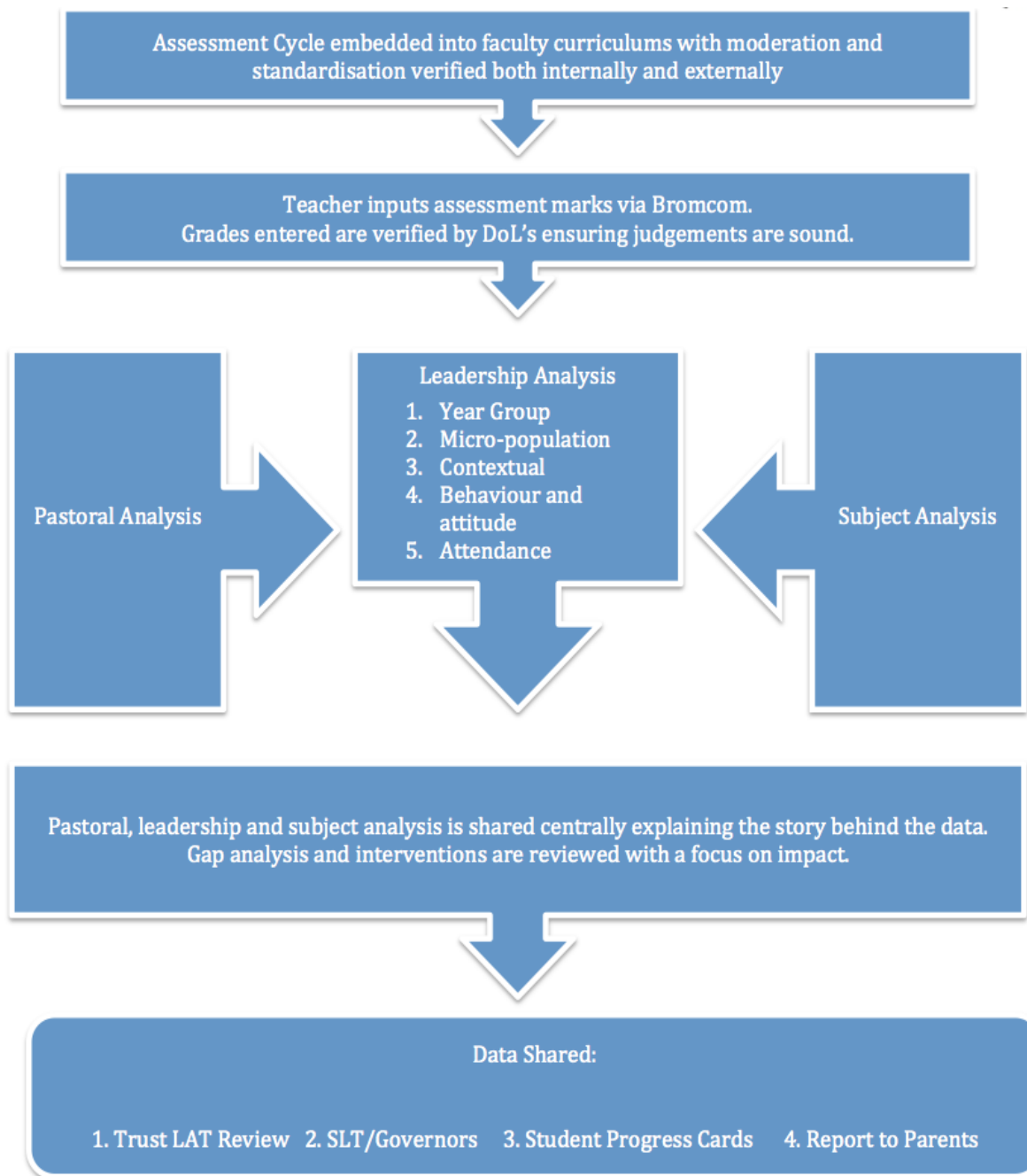
The quality of assessment is essential to provide all stakeholders with accurate information and data. At Wilmington Academy we try to ensure our assessments are as robust as possible through the following measures:

- A Quality Assurance process is facilitated by Senior Leaders. The process ensures constant review of informal lesson observations, book scrutinies, learning walks, moderation sessions and faculty meetings.
- Moderation of assessments are conducted regularly to ensure that standardisation of grade boundaries, standards of work and expectations takes place.
- At KS3, MYP subject coordinators work across the Leigh Academies Trust to ensure a consistent approach to key assessments throughout the academic year. Colleagues from across the Trust meet to standardise, organise and moderate assessments in all subject disciplines.
- Transition - KS3 staff work alongside primary schools within the Trust to gain an understanding of standards of assessment at KS2. The benefits of this collaboration ensures an assessment pathway that is appropriately pitched for our intake.
- Baseline Data (Key Stage 2 reading, writing, numeracy) is provided to the academy from SATs assessments (reading and numeracy) and teacher assessment (writing).
- Trust Directors of Improvement in English, maths, MFL and science monitor the standards of assessments and quality assure the validity of grade boundaries alongside internal moderation.
- A member of the Senior Leadership Team works in collaboration with other Trust Senior Leaders at various drive groups. For example the curriculum and assessment drive group.
- External quality assurance and validation takes place with an Academy Challenge Partner whose focus is on specifically on assessment, recording and reporting and data.
- At Key Stage 4 and 5, subject leaders and teaching staff attend exam board training in the assessment, marking and moderation of national examinations. The benefits of this process ensures that staff are fully conversant with assessment criteria and procedures for the benefit of all students.
- Some teaching staff are certified markers for the major examination boards.
- In Key Stages 4 and 5, past papers, mark schemes and grade guides are used.
- The Academy is a member of the PiXL (Partners in Excellence) which provide resources and assessments that inform the academy how well they are achieving against other PiXL schools (1500+) and national standards.
- We are an outward facing academy that forge links with a range of schools in the area and internationally to share best practice.

4. Assessment Analysis Process

This is a flow chart which explains our Academy Assessment Analysis Process. This is completed on a modular basis.

Assessment opportunities are built in by subject leaders throughout the academic year. Opportunities for subject teachers to moderate are also built into the Academy calendar to ensure that data is relevant and consistent across subject areas.



At Wilmington Academy we analyse student progress from 3 perspectives to ensure all of our students are making good progress:

1. Mastery of age-related subject knowledge and skills
2. Progress over time - measured from KS2 or KS4 starting points
3. Value-added - we are not complacent and stretch and challenge all of our students to achieve beyond minimum expectations.

5. Assessment, Recording and Reporting Policy - MYP Insert

5.1 Philosophy

Secondary Academies within Leigh Academies Trust align their educational beliefs and values to reflect the IB Middle Years Programme philosophy. This is to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP curriculum consists of 8 subject groups. The MYP also places great emphasis on international-mindedness, service and community as demonstrated in the infographic below.



A rigorous assessment framework underpins the MYP curriculum, which is monitored by the IB Organisation using the MYP Assessment Standards. The Academy must adhere to the standards. Assessments identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

IB MYP Assessment Standards

Standard B1.5c:

The school has developed and implements an assessment policy that is consistent with IB expectations.

Standard C4.1:

Assessment at the school aligns with the requirements of the programme(s).

Standard C4.1a:

The school uses the prescribed assessment criteria for each subject group in each year of the programme.

Standard C4.2:

The school communicates its assessment philosophy, policy, and procedures to the school community.

Standard C4.3:

The school uses a range of strategies and tools to assess student learning.

Standard C4.5:

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Standard C4.6:

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Standard C4.7:

The school analyses assessment data to inform teaching and learning.

Standard C4.8:

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Terminology

MYP Achievement level - the level associated with criterion A, B, C and D as featured in MYP subject guides. Each criterion can be awarded between 1-8 achievement levels spread across four bands.

MYP Grade - using the achievement levels from the four assessment criteria, the holistic grade is determined out of 32, from which a grade from 1-7 is derived (with 7 being the highest).

5.2 MYP Assessment Criteria

The MYP assessment process is a **criterion-related model**. The strengths of this model are:

- Students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- Students are assessed for what they can do, rather than being ranked against each other.
- Students receive feedback on their performance based on the criteria level descriptors.

Each of the 8 subject groups is divided into four assessment criteria (A B C and D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme.

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8).

Teachers must gather sufficient evidence from a range of assessment tasks (formative and summative) to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level.

5.3 Converting MYP Achievement levels into an MYP Grade

MYP 1-8 achievement levels are awarded for each assessment criterion, according to how well the student has demonstrated mastery of the published criteria using the teacher’s professional judgement.

Teachers adopt a ‘best-fit’ model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected.

Achievement levels for the four criteria are added together creating a total number out of 32. Using the MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below. Only data from summative assessments can be used to report the MYP grade.

Sum of Assessed Criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

5.4 IB/Trust MYP Assessment Expectations

The IB and Trust expect each criterion to be summatively assessed at least twice per academic year, using all 4 assessment criteria, per subject. A grade of 1-7 can then be awarded.

Teachers will use the **Year 1 MYP rubric** in years 7 and 8.

Every subject will have a Trust **common assessment** that will take place twice per academic year in module 3 and module 6. This will be based on an agreed set of parameters determined by the Trust MYP Subject Groups to ensure cross-Trust assessment data stands up to comparison. All 4 assessment criteria will be assessed resulting in a 1-7 holistic grade. Data from the common assessments will be collated by the Trust Data Manager for cross-Trust analysis and the results shared with the intention of driving up standards and sharing good practice.

Collaboration, standardisation and moderation will be a feature of the CPD programmes at the academy to ensure fair and robust assessment takes place. Moreover, cross-Trust moderation will also take place for common assessments, so that overall grades collected by the Trust are consistent.

There is an expectation that students will aim to achieve their target grade across Key Stage 3. Age-related content will ensure the level of work is more challenging in Year 8 than in Year 7, so that progress will be demonstrated.

Leigh Academies Trust MYP Target Grades

This table represents the **lowest target grade** that can be applied in all academies and forms the basis upon which the relative performance of academies will be assessed by the Trust from the two Trust assessments in modules 3 and 6.

	KS2 Band	MYP Grade (4 Criteria /32)	Target MYP Grade (KS3)
Low	88 and below	1-9	2
Low plus	89-95	10-14	3
Middle	96 – 101	15-18	4
Middle plus	102-106	19-23	5
High	107-110	24-27	6
High plus	111-114	28 - 30	7
Exceptional	115+	31 - 32	7+

A student entering the academy with a KS2 score of 100 is aiming to achieve an MYP grade of a 4 throughout KS3.

The third column in the table is intended to assist academies with the identification of the more able students within an ability band. Exceptional students may be distinguished by the almost perfect marks achieved in their MYP assessments.

6. Reporting Student Progress & Attitude to Learning: Overview

It is the class teacher's responsibility to enter data for their students and to monitor/put interventions in place to ensure that all students have the support/opportunities needed to achieve their targets. **Data should not be entered by anyone other than the class teacher without the approval of the Principal or Head of College.**

Once information has been entered, it can be used to produce various internal reports and analyses as well as reports to parents/carers. It is important that information entered into the database is **as accurate as possible and that there are no gaps. If a member of staff is absent, the subject leader must take responsibility for entering the grades.**

Throughout the academic year (as set out in the Academy Reporting Cycle) teachers are required to enter data into the academy database, which gives a snapshot of a student's current attainment, attitude to learning, whether they have met deadlines and on occasions bespoke commentary to enable students to obtain the best possible outcomes.


Evidence for current attainment should come from a range of sources. This includes work students have completed in class (written & oral), homework and assessments (both formative and summative). All teachers grade work in line with the grading system used in reports. Teachers award grades based on the MYP, GCSE, AS/A Level, IBCP or Btec grade criteria.


It is important that students understand the various grade criteria, how they can improve and that they engage in the process. Academy systems of marking and feedback, reports, progress trackers, learning conversations and parental engagement are all essential parts of this process. Tracking and interventions at faculty, college and academy level are in place to ensure that all students make good progress over time from their starting points. Feedback should include written positive comments, relating to performance against specific objectives/outcomes of the programme of study/assignment. There should also be advice on future targets and actions.

6.1 Student Progress Cards

Students receive a personalised progress card showing current attainment grades against their target grade. These are attached to a keyring to enable students to build up a picture of their attainment and progress across the academic year. The aim of these cards are to ensure students take ownership of their learning as well as provide mentors, form tutors and parents/carers to have information that supports a healthy dialogue towards achieving student potential.

Examples

SPARROW, Jack		
Year 8		
Apollo A10 Module 3		
KS2: 5.2		
Avg Grade: 5.2		
Attendance: 91		
		
Subject	C	T
English	5	5
Maths	6.5	7
Art	4.5	6
Computer Science	5	6
Drama	5	6
Geography	4.5	6
History	5	6
Morals & Ethics	4	6
Music	5	6
PE	6	6
Science	5	6
Spanish	6	6
Technology	6	6

TURNER, Elizabeth		
Year 11		
Minerva M13 Module 4		
KS2: 4.9		
Avg Grade: 5		
Attendance: 96.8		
		
Subject	C	T
English	5	7
English Lit	5	7
Maths	7	6
Further Maths	C	B
Geography	B3	B
PE	C1	A
Core Science Result	C	B
Add Science Result	B	B
Further Science	B1	B
Spanish	D1	B
Creative Media	Di	Di

6.2 Reporting Student Progress & Attitude to Learning: Parents/Carers

Parents/Carers have a range of opportunities to monitor and discuss their child's progress. Please find key occasions throughout the academic year.

Method	Commentary
Progress Report via My Child at School (MCAS)	Progress reports are distributed after every data capture throughout the academic year (as set out on the Academy Reporting Cycle). Comments/bespoke targets are provided to inform parents of progress in Key Stage 4 and 5.
Student Progress Cards	Every student has a personalised progress card which provides them with a holistic view of their progress in all subjects, attendance, progress and average grade compared with their KS2 starting point grade.
Parent/Carer Evenings	Parents/Carers have the opportunity to meet with subject teachers and discuss student progress. These occur periodically throughout the academic year (as set out on the Academy Reporting Cycle).
Parental Consultation meetings	Form tutors invite parents to meetings where there are concerns regarding progress.
Bespoke Parent/Carer Evening Presentations	<p>At Parent/Carer Evenings it is sometimes important to facilitate presentations that are bespoke to the year group please find examples below:</p> <p>Year 7 MYP Assessment Information Evening Year 8 Options Evening Year 9 and 10 Information Evenings Year 11 Parent Information Evening P16 Parent Progress Consultation Evening/ UCAS Finance talk</p>
Parental/Carer Inclusion Day	For students with SEN, the academy provides a bespoke review three times a year to discuss short-term targets, bespoke needs to ensure progress.
Student Service Managers (SSMs)	Parents have the opportunity to discuss progress with SSMs from each of the three colleges on a daily basis.

6.3 Reporting Student Progress & Attitude to Learning: KS3 – MYP

Students' progress reports are uploaded via MCAS (My Child at School) **at least** twice per academic year to provide stakeholders with a clear understanding of how well students are achieving in each MYP subject group. The report will feature an MYP target grade, criterion breakdown and an interim grade; if reported within the academic year and a final grade at the end of the academic year, in accordance with IB expectations.

Student reflection features throughout the academic year in all subjects to ensure students evaluate and take ownership of their own learning.

An example of the MYP report can be seen on the following 2 pages.



Year 7 Progress Report for ADAM BLOGGS in J5

Attendance: 97.2%

MYP Subject Group		Target	Criterion A	Criterion B	Criterion C	Criterion D	MYP interim grade	Attitude to learning
Language and literature	English	5	5	4	5	5	5	B
Mathematics	Maths	5	4	4	5	5	4	C
Sciences	Science	5	5	6	5	6	5	A
Individuals and Societies	Geography	5	5	6	6	6	5	A
	History	5	4	5	4	4	4	B
	Morals and Ethics	5	5	5	5	5	5	B
Language Acquisition	Spanish	5	6	6	6	6	6	A
Arts	Art	5	5	5	5	5	5	A
	Drama	5	4	5	4	5	4	B
	Music	5	4	4	4	5	4	C
Design	ICT	5	5	4	4	5	4	C
	Technology	5	5	6	6	5	5	A
Physical and Health Education	PE	5	4	5	4	4	4	B

Targets

Students are set targets based on their Key Stage 2 SATs scores. These range from 1-7 (with 7 being the highest).

Criterion A, B, C and D

Students will be awarded a mark from 1-8 for each of the four assessment criteria (with 8 being the highest).

Students and parents can use this information to identify areas for improvement in consultation with teachers.

Interim MYP Grade or a **Final MYP Grade** from 1-7 (with 7 being the highest). The table below give more information.

OLA	MYP General Grade Descriptors
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Subject Criteria

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Attitude to Learning (ATL) is also reported. This is based on the student's conduct, willingness to learn and engagement in lessons. In addition the student's effort with using their knowledge organisers or homework submission will also be considered.

- A:** Consistently hard-working, enthusiastic and engaged. Consistently submits homework completed to a high standard.
- B:** Generally tries hard and shows interest. Regularly submits homework completed to a good standard.
- C:** Room for improvement in effort and attitude. Submits homework intermittently.
- D:** Unsatisfactory effort and attitude. Fails to submit homework.
- X:** Absence or recent arrival at the school prevents grading.

6.4 Reporting Student Progress & Attitude to Learning: KS4 - GCSE

Student Target Grade

End of KS4 targets are set at the beginning of Year 9, based on KS2 prior attainment data. KS4 targets are reviewed annually to ensure students expectations remain in line with DfE published national estimates. We monitor progress every module and feedback to students so that they are aware of how they can improve.

Attainment


GCSE Grades 1-9 (9 being highest) will be used for all GCSE subjects.

Btec grades D* (Distinction*), D (Distinction), M (Merit), P (Pass) and L1P (level 1 Pass) are awarded.

Attitude to Learning (AtL) is also reported. This is based on the student's conduct, willingness to learn and engagement in lessons. In addition the student's effort with using their knowledge organisers or homework submission will also be considered.

- A:** Consistently hard-working, enthusiastic and engaged. Consistently submits homework completed to a high standard.
- B:** Generally tries hard and shows interest. Regularly submits homework completed to a good standard.
- C:** Room for improvement in effort and attitude. Submits homework intermittently.
- D:** Unsatisfactory effort and attitude. Fails to submit homework.
- X:** Absence or recent arrival at the school prevents grading.

Grading for new GCSE's from 2017 (Department for Education)




Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Example of KS4 report

 Year 10 Progress Report for in Form																									
Attendance: 95 %																									
	Student Target	Module 1				Module 2				Module 3				Module 4				Module 5				Module 6			
		Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met	Current Attainment	Attitude to Learning	Independent Learning	Deadlines Met				
ENGLISH (LANGUAGE & LITERATURE)																									
English	8	5	B	B	N/A	5	B	B	N/A	5	B	B	N/A	5	B	B	N/A								
Literature		4.5				4.5				4.5				5											
MATHS																									
Maths	7	6	B	B	N/A	5	B	B	N/A	5	A	B	N/A	5.5	A	B	N/A								
EBACC																									
Science	7	5	A	C	N/A	4	C	C	N/A	5	B	C	N/A	5	B	C	N/A								
History	7	4	B	C	N/A	4.5	B	B	N/A	4.5	B	B	N/A	4.5	A	D	0/3								
Spanish	7	4	A	C	N/A	5	A	C	N/A	5	A	A	N/A	5	A	C	N/A								
OPEN (ALL OTHER SUBJECTS)																									
Business	DI	L2P 3	B	B	N/A	L2P 1	B	B	N/A	L2P 1	B	B	N/A	L2P 1	A	A	2/3								
Btec																									
Health and Social Care	DI	P	A	A	N/A	P	A	A	N/A	P	A	A	N/A	P	A	A	N/A								
PE Core			B			A				A				A											

Personalised Feedback

Year 10 and 11 students receive bespoke personalised written feedback throughout the academic year (as set out on the reporting cycle and academy calendar). This supports them to achieve the best possible outcomes.

Year 11 – Mentoring

Mentoring of students takes place from module 2. Students are encouraged to reflect on their grades, progress and attitude to learning. Tutors are then advised on strategies they can adopt to help them improve. The college leadership teams and pastoral support also take on Year 11 mentoring.

6.5 Reporting Student Progress & Attitude to Learning: KS5 – Traditional Pathway

Student Target Grade

Students have been set targets using the same methodology as the Leigh Academy, Leigh UTC and Longfield Academy to ensure consistency across the Trust. The system known as ALPs, sets aspirational but achievable targets which help us to compare our performance with other students across the country.

Predicted Grade

A2 A* - E Grade

Btec: Distinction*, Distinction, Merit, Pass and Below Pass

The grade reported is an indication of what teachers believe a student could achieve in their final examinations if they continue to produce work at the current standard.

Current Attainment

This grade reflects the standard of all work produced up to the point of reporting.

IB Attitude to Learning

Indicates how learners develop and present the following characteristics in their studies: Open mindedness, caring, balanced, risk-taker and principled.

Ex: *Exceeding expectations - A student is demonstrating exceptional hard-work, enthusiasm and engagement.*

Me: *Meeting expectations - A student is demonstrating commitment and a willingness to learn.*

Nm: *Not meeting expectations - A student is demonstrating a poor/inconsistent attitude to learning, presenting poor effort and attitude.*

X: *Absence or recent arrival at the academy prevents grading.*

IB Skills for Learning

Indicates how well learners develop and present the following characteristics: Knowledgeable, reflective, communicators, thinkers and inquirers.

Ex: *Exceeding expectations - Student's work and participation is exceptional.*

Me: *Meeting expectations - Student's work and participation is to a good standard.*

Nm: *Not meeting expectations - Student's work and participation causes concern. Often incomplete, late, or not completed.*

X: *Absence or recent arrival at the academy prevents grading.*

Example:



WILMINGTON ACADEMY

Post 16 Progress Report for in Form

Module 3						
Attendance: 98 %						
	Student Target	Predicted Attainment	Current Attainment	Attitude to Learning	Independent Study	Comment
Business Btec	Di	M	P3	C	B is currently working on unit 1: Exploring Business. He has achieved 2/7 Pass criteria tasks for the course. must complete the corrections and complete the missing tasks to attain a Pass for this unit. This must be done by February 28th 2017. During the lesson must stay focused. Additional research and work must be done outside of the lesson to ensure good quality work is produced which meets the assessment criteria.
English	C	C	D	C	C has shown some improvement recently in his essay writing, and needs to continue to build on this by ensuring he is putting in a sufficient amount of preparation time outside of lessons. He must ensure that his essays develop a clear line of argument, and that he is making perceptive comments on the techniques used by the writers. He also needs to revise key quotations from the texts, and make sure that he can use these in closed book examinations to support his ideas.
Maths	C	E	E	B	C needs to practice core 1 past papers in preparation for his final re-sit mock exam on the 22nd Feb. He should focus on his weakest topics; arithmetic sequences and co-ordinate geometry. should attend half term revision on Monday 13th Feb, 9.30-12.30.

Reporting Student Progress & Attitude to Learning: KS5 – IBCP Pathway

Student Target Grade

Students have been set targets using student's GCSE point scores and setting aspirational grades that will ensure positive value added.

Predicted Grade

IB Diploma subjects: Higher - H5 - H7 (H7 being the highest) and Standard - S5 - S7 (S7 being the highest).

Applied: A* - E

Btec: Distinction*, Distinction, Merit, Pass and Below Pass

The grade reported is an indication of what teachers believe a student could achieve after their final examinations and coursework if they continue to produce work at the current standard.

Current Attainment

This grade reflects the standard of all work produced up to the point of reporting.

The IB Learner Profile

The aim of an International Baccalaureate is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help create a better and more peaceful world. To monitor the development of this ethos, the academy reports on 2 areas that fulfil the spectrum of an IB Learner.

IB Attitude to Learning

Indicates how learners develop and present the following characteristics in their studies: Open mindedness, caring, balanced, risk-taker and principled.

Ex: *Exceeding expectations - A student is demonstrating exceptional hard-work, enthusiasm and engagement.*

Me: *Meeting expectations - A student is demonstrating commitment and a willingness to learn.*

Nm: *Not meeting expectations - A student is demonstrating a poor/inconsistent attitude to learning, presenting poor effort and attitude.*

X: *Absence or recent arrival at the academy prevents grading.*

IB Skills for Learning

Indicates how well learners develop and present the following characteristics: Knowledgeable, reflective, communicators, thinkers and inquirers.

Ex: *Exceeding expectations - Student's work and participation is exceptional.*

Me: *Meeting expectations - Student's work and participation is to a good standard.*

Nm: *Not meeting expectations - Student's work and participation causes concern. Often incomplete, late, or not completed.*

X: *Absence or recent arrival at the academy prevents grading.*

Example:



WILMINGTON ACADEMY

Module 1 IBCP Report for in Form

100 %							Comment
Student Target	Current Attainment	Predicted Attainment	IB Attitude to Learning	IB Skills for Learning	Deadlines Met		
IB Core							
Reflective Project	A	A		Ex	Ex	2/2	
Personal & Professional Skill				Me	Me	1/2	
Service Learning				Ex	Ex	2/2	
Language Development				Ex	Ex	2/2	
Career Related Studies							
Btec Applied Law	Dst	M	Dst	Ex	Ex	2/2	
IB Diplomas							
English Language/ Literature	H7	H6	H7	Me	Me	1/2	
Biology	H7	H6	H7	Ex	Ex	2/2	

Personalised Feedback

Post 16 students receive bespoke personalised written feedback throughout the academic year (as set out on the reporting cycle and academy calendar). This supports them to achieve the best possible outcomes.

KS5 Reports - Mentoring

Each module, alongside their academic report, Post-16 students receive personalised mentoring guidance from their tutors. Students are encouraged to reflect on their grades, progress, response to previous targets and attitude to provide a bespoke comment and two SMART targets to focus on in the coming term.

Example 1 (Year 12 student)

Chantay has struggled this module, in terms of keeping up with work set and maintaining her focus on EPQ. The deadline for her finalised EPQ project is Friday 4 April 2014 - Chantay will need to make sure that she has submitted: her finalised canvas, a report, a reflective diary/production log and delivered a presentation.

Chantay's targets for this module are:

To make sure that she prioritises her independent time outside of lessons in order make sure that she is keeping up with approaching deadlines (Art w/c Monday 24 March 2014) and revision (Chantay should use her film studies learning journey as a guide on what she will need to revise and to what standard).

To take advantage of additional support offered in relation to EPQ. From this, Chantay will receive additional guidance and feedback, which will help her to maximise her chances of completing the project to a high standard.

Example 2 (Year 13 student)

Dan is making excellent progress in Engineering, having achieved several pieces of work to a distinction level; he now needs to complete outstanding distinction tasks in order to receive a distinction star overall. Dan also continues to work on his final piece for BTEC Art and is making good progress towards an end of module 4/beginning of module 5 completion.

Dan's targets are:

To complete his final piece for BTEC Art. This should be achieved by the end of module 4/beginning of module 5. Also, Dan would like to complete outstanding distinction tasks for both Engineering and Sport.

To have a clearer idea about what he wants to do when he leaves school in a few months time. Dan has the basics of what he will be doing, but lacks the details necessary to concretely say what his next steps will be. Dan will need to research at least 3 companies, which offer sports related jobs over the half term break.

7. Prior Attainment and Target Setting

7.1 Target Setting Model – KS3 – MYP

The academy utilises the following conversion table to set MYP targets at KS3 (Years 7 & 8).

	KS2 Band	MYP Grade (4 Criteria /32)	Target MYP Grade (KS3)
Low	88 and below	1-9	2
Low plus	89-95	10-14	3
Middle	96 – 101	15-18	4
Middle plus	102-106	19-23	5
High	107-110	24-27	6
High plus	111-114	28 - 30	7
Exceptional	115+	31 - 32	7+

For example:

Student A - If a student enters the academy with a KS2 score of 100, their aim is to attain a level 4

Student B - If a student enters the academy with a KS2 score of 106, their aim is to attain a level 5

Assessment Analysis for KS2 into KS3 (Yr7)

To ensure our data is robust our KS3 maths and English teachers look at KS2 Question Level Analysis from the KS2 SATs, which helps to identify gaps analysis in student knowledge on transfer to secondary school. This information is used for setting and planning purposes to ensure students get the best possible start in secondary school.

Spelling, reading and numeracy assessments are also undertaken by year 7 students during the induction process and then assessed at the end of each subsequent academic year to measure progress. Interventions are put in place where needed to ensure students are supported in their literacy and numeracy development.

7.2 Target Setting Model – KS4 – GCSE

Utilising the KS2 fine point scores, students are set targets based on national expectations provided by DFE's Progress 8 model. Minimum Expected Grade is the grade that a student should achieve when compared nationally with other students with a similar starting point.

Target Setting Model – KS4 – GCSE

KS2	English	Maths	EBacc	Open	Voc
1.5	2	1	2	2	P
2	2	2	2	3	P
2.5	3	2	2	3	P
2.8	3	2	2	3	P
2.9	3	2	2	3	P
3	3	2	2	3	P
3.1	3	2	2	3	P
3.2	3	2	2	4	P
3.3	3	2	2	4	P
3.4	3	3	2	4	P
3.5	3	3	2	4	P
3.6	4	3	3	4	P
3.7	4	3	3	4	P
3.8	4	3	3	4	P
3.9	4	3	3	4	P
4	4	3	3	4	P
4.1	4	3	3	4	P
4.2	4	4	3	5	M
4.3	4	4	3	5	M
4.4	5	4	4	5	M
4.5	5	4	4	5	M
4.6	5	4	4	5	M
4.7	5	5	4	5	M
4.8	5	5	4	5	M
4.9	6	5	5	6	Di
5	6	5	5	6	Di
5.1	6	6	5	6	Di
5.2	6	6	6	6	Di
5.3	7	6	6	6	Di
5.4	7	7	6	7	Dst
5.5	7	7	7	7	Dst
5.6	7	8	7	7	Dst
5.7	8	8	8	8	Dst
5.8	8	8	8	8	Dst

7.3 Target Setting Model – KS5 – IBCP Pathway

International Baccalaureate Career-related Programme Targets - September 2018

Core Components (compulsory)

KS4 Average GCSE Points Score	Reflective Project Target		
	Grade	UCAS Points	Progress Points
8.5 (A*)	A	12	10
7 (A)	A	12	10
5.5 (B)	B	10	8
4 (C)	C	8	6

IBO Standard and Higher components (min. two)

KS4 Average GCSE Points Score	IB Diplomas Standard Level Target (Size 0.5 each)			IB Diplomas Higher Level Target (maximum of three) (Size 1 each)		
	Grade	UCAS Points	Progress Points	Grade	UCAS Points	Progress Points
8.5 (A*)	S7	28	25	H7	56	60
7 (A)	S7	28	25	H6	48	48
5.5 (B)	S6	24	20	H5	32	36
4 (C)	S5	16	15	H5	21	36

IBO Career related components (Applied A-Level or Vocational)

KS4 Average GCSE Points Score	Career Related Studies Applied Qualifications			Career Related Studies Vocational Qualifications (Extended Certificate) (Size 1)			Career Related Studies Vocational Qualifications (Foundation Diploma) (Size 1.5)			Career Related Studies Vocational Qualifications (Diploma) (Size 2)		
	Grade	UCAS Points	Progress Points	Grade	UCAS Points	Progress Points	Grade	UCAS Points	Progress Points	Grade	UCAS Points	Progress Points
8.5 (A*)	A*	56	60	D	56	50	D	84	75	DD	112	100
7 (A)	A	48	50	D	56	50	D	84	75	DD	112	100
5.5 (B)	B	40	40	D	56	50	D	84	75	DD	104	85
4 (C)	C	32	30	D	56	50	D	84	75	DD	104	85