Curriculum, Assessment and Teaching and Learning Policy Suite

ASSESSMENT, REPORTING and RECORDING POLICY

Status:	**Required**
Adopted:	**June 2023**
Renewal Period:	**3 Yearly**
Review Due:	**June 2026**

<u>**Section A: Rationale**</u>

This policy outlines criteria departments will use as guidance for creating a 'fit for purpose' assessment structure alongside which also equips learners with the knowledge and skills they need to progress.

<u>**Section B: Principles**</u>

We believe that it is important to measure and report student's progress at key points across the academy year. This allows us to monitor progress, support students to move forward and to celebrate this progress. As an Academy, we believe that assessment should be transparent, clear and focussed on encouraging improvement.

<u>**Section C: Aims of Assessment**</u>

Students
- To help develop self-esteem and improve motivation
- To provide students with meaningful feedback about their achievements and help them to set goals for future work
- To develop a growth mind-set philosophy of "I can't do that – yet" and thereby allows all students to succeed.
- To give students the opportunity and responsibility to assess and monitor their own work

Classroom teachers
- To guide the teacher in planning the next stage in the student's learning and reflect on their work as a basis for improvement and development
- To diagnose learning difficulties so that appropriate support, help and guidance can be given
- To help track progress of individuals and groups and ensure appropriate interventions are put in place and the impact then monitored
- To reflect on and improve teaching practices in the classroom

Heads of Faculty/Year
- To help track progress of individuals and groups and ensure appropriate interventions are put in place and the impact then monitored

Senior Leaders
- To help the academy evaluate the curriculum, teaching and the organisation
- To recognise and reward the achievement and progress of all students

Governors
- To ask questions identified from data presented to challenge school leaders

Parents
- To provide parents/carers with useful information concerning their child's achievement and progress

<u>**Section D: Learning Goal Setting Process**</u>

FFT (Fischer Family Trust) produces statistical analysis of the National Pupil Database for the Department for Education and provides data and analysis to all schools in England and Wales. Based upon a student's prior attainment (KS2 SATs scores - English and Maths) the FFT database predicts GCSE results that students with the same prior attainment are most likely to achieve taking into account a number of factors e.g. Gender, month of birth, place of living, etc. These learning goals are aspirational and if achieved they would place students within the top 20% of all learners nationally. However, as outlined above, these grades are only a guide. All learners will be encouraged to achieve as high as possible in all year groups and learning goals should be seen as the 'minimum expected' aim by the end of the year.

We also use **Cognitive Ability Tests (CATs)** that are produced by GL assessment (who also work closely with FFT) as an additional data set to check for anomalies in FFT data or in the event of an absent KS2 result for a student. All students sit CATs in the first half term of Year 7.

Some students did not do KS2 SATs due to the impact of the pandemic. Therefore, information that we received from each primary school has been used to establish learning goals. These will be reviewed throughout Key Stage 3 as more assessment data is gathered across all subjects.

All students will also be assessed for **spelling and reading ages**.

Key Stage 3

Summative Assessment	Goal Setting Methodology	Goal Setting Language
Key Stage 2 SATs scores CATs	FFT statistical analysis (FFT20 - top 20%) CATs (check for anomalies and/or absent KS2 results)	KS3 Learning Goals are communicated as Bronze, Silver, Gold, Platinum

Student goals will be negotiated (goal set by the academy is a minimum) between staff, students and their parents during Goal setting meetings.

Students who have not met the expected standard in their KS2 SATs will have interventions within English and Maths in their first year at Ansford to ensure students reach the expected standard

Key Stage 4

Summative Assessment	Goal Setting Methodology	Goal Setting
Key Stage 2 SATs scores CATs	FFT statistical analysis (FFT20 - top 20%) CATs (check for anomalies and/or absent KS2 results)	KS4 - GCSE learning goal (grades 1-9 or technical equivalent)

Key Stage 3 to Key Stage 4 Progression Map

The table below illustrates how the KS3 metals link to KS4 GCSE Grade ranges.

KS3 Learning Goal		KS4 Learning Goal
Platinum	progression to	GCSE Grade 8 - 9
Gold	progression to	GCSE Grade 6 - 7
Silver	progression to	GCSE Grade 4 - 5
Bronze	progression to	GCSE Grade 1 - 3

Movement between metals is fluid and so students are not restricted to one metal. Students are able to set their own learning goals that inspire them to achieve the best grades they can. At Ansford, there are no limits for students. We continue to review students' learning goals and are eager, through discussions with students and parents, to raise these when appropriate to ensure that both students' potential and the positive mindset of students is considered at all times.

Section E: Reporting

The tables below outline what data is included in each reporting point.

Key Stage 3

		Attitude to Learning	Independent Learning (Homework)	Current Expected Grade	Learning Goal	End of Year Exam Grade / Overall Grade	Oracy	Tutor	Attendance	Achievement Points	Behaviour Points
Year 9	Interim Report Autumn	x	x	x	x		x		x	x	x
Year 9	End of Year Report	x	x	x	x	x	x	x	x	x	x
Year 8	Interim Report Spring	x	x	x	x		x		x	x	x
Year 8	End of Year Report	x	x	x	x	x	x	x	x	x	x
Year 7	Settling in Report	x	x		x				x	x	x
Year 7	Interim Report Spring	x	x	x	x		x		x	x	x
Year 7	End of Year Report	x	x	x	x	x	x	x	x	x	x

NB Parents evenings are an additional point of contact to discuss progress of learning

Key Stage 4

		Attitude to Learning	Independent Learning (Homework)	Current Expected Grade	Learning Goal	Predicted Grade	Trial Exam Grade	End of Year Exam Grade	Oracy	Tutor	Attendance	Achievement Points	Behaviour Points	Behaviour Points
Year 11	Interim Report Autumn	x	x	x	x				x			x	x	x
Year 11	Trial Exam Report			x	x		x							
Year 11	Interim Report Spring	x	x	x	x	x			x	x		x	x	x
Year 10	Interim Spring	x	x	x	x				x			x	x	x
Year 10	End of Year Report	x	x	x	x			x	x	x	x	x	x	x

NB Parents evenings are an additional point of contact to discuss progress of learning

Section F: Annual Examinations

In Years 7-10, students sit yearly End of Year (EoY) examinations in the majority of their subjects. The end of year examinations take place in either Term 5 or 6, this is to reduce staff workload. There are also public examinations which take place in the form of the Year 9 FCSE. These summative tests are for the primary purpose of giving students an understanding of the curriculum for that year. This will give them, and their teachers, the skills to set appropriate interventions going into the next year's curriculum to close the gap in knowledge and skills so no student is left behind.

In Year 11, students sit trial examinations in Term 2 and public examinations in Terms 5 and 6.

Calendar: Parents evenings, goal setting meetings and reporting points

		Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	a	Goal Setting Meeting			Goal Setting Meeting	
	b					Interim Report Autumn
Half Term						
Term 2	a	Settling In Report				Parents' Evening
	b			Interim Report Autumn	Parents' Evening	Trial Exams
Christmas						
Term 3	a		Interim Report Spring	Parents' Evening Options Evening		Trial Exams Results Day Interim Report Spring
	b	Interim Report Spring				Parents' Evening
Half Term						
Term 4	a		Parents' Evening		Interim Report Spring	
	b	Parents' Evening				
Easter						
Term 5	a					
	b	Eoy Exams	Eoy Exams			GCSEs start
Half Term						
Term 6	a	Eoy Report	Eoy Report Goal Setting Meeting	Eoy Exams	Eoy Exams	
	b	Goal Setting Meeting		Eoy Report	Eoy Report	

Section G: Teacher Assessment, Marking and Feedback

It is important to assess learners and provide constructive feedback to students, focussing on the success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what students are able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their ability to make rapid progress over time.

1. **How do we mark/assess students' work?**

   The Academy makes use of a number of different marking/feedback/assessment strategies.

   ### *Verbal Feedback* (conversations between staff and students during a lesson)

   Talking and listening to students is central to effective teaching, learning and assessment. It may take the form of brief supporting comments in class, or a longer discussion with individuals or groups about a particular piece of work or module. Oral feedback is one of the most effective ways of helping students to assess their own work in process, to evaluate what they have completed and to set appropriate targets for improvement.

   ### *Formative Feedback* (feedback that helps students improve)

   Teachers could highlight examples of where the student has met the learning objective, provide a focussed next step, based on 'I can' statements in KS3, which is then acted on by students (see below).

   ### *Self-Assessment*

   Students are encouraged to self-evaluate by identifying their own successes and looking for improvement points based on the success criteria and learning objectives.

   ### *Peer-Assessment*

   Once a marking process has been modelled with the class students can sometimes mark the work of their peers. This should be based on the success criteria and learning objectives. Peer-assessment thus allows them to develop their own critical capacity.

   ### *Summative Feedback* (work where grades, levels or scores may be given).

   This can also be marked by the students, as a class or in groups. Examples include yearly internal examinations, short end of unit/topic tests, mock examinations, SEND reviews linked to their personalised targets).

2. **The rationale behind the Academy's approach to written feedback**

   Marking and feedback should be:

   - Clearly linked to the learning objectives and relevant success criteria.
   - Inform future planning.
   - All written feedback should be planned and purposeful.
   - All written feedback should use the format 'WWW' (What Went Well?) followed by 'NS' (Next Steps).
   - When a teacher corrects SPAG only the annotation agreed by the academy should be used. See Appendix D (Copies can also be found in staff planners and student logbooks)
   - Time should be given in a lesson after every written feedback point, for students to respond to their next steps.
   - Next steps should be planned allowing students to make progress by doing a specific task. It should be completed adjacent to the written feedback so that it can be checked by the teacher when they next look at books.

3. **Marking frequency**

   - For practical subjects where formal assessment typically happens at the end of a unit of work, mid-point written feedback should enable students to demonstrate progress within the unit of work.
   - For KS3 (Years 7 - 9) core subject classes there should be 12 written feedback points per year. For KS3 foundation subject classes there should be 6.
   - For all KS4 (Years 10 - 11) classes there should be a minimum of 12 written feedback points per year, of these 6 should be formal assessment points.

Marking frequency by individual subjects will vary depending on how many hours per fortnight of teacher contact time and the nature of the type of assessments set by subjects e.g. written assignments, short answer questions, etc

Key Stage	Subject	Teaching hours per fortnight	Approximate frequency of homework/Independent assessed with written feedback given to students
KS3	Core	7 - 8 hours	12 per year (2 per term)
KS3	Foundation	2 - 4 hours	6 per year (1 per term)
KS3	Practical	2 hours	Varied depending on projects
KS4	Core and option	5 - 9 hours	Minimum of 12 per year (2 per term) of these 6 should be formal assessments

Core subjects: English, Maths, Science

KS3 Foundation subjects: Humanities (History, Geography, RE), Languages (French, Spanish), Computer Science, Art, Drama, Music, DT, Food, PSHE, PE

4. **Role of students in their assessment**

   A fundamental principle that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practised or implemented to its full effectiveness. Students need to be involved both as assessors of their own learning and as resources to other students. They should:

   - Act upon the advice given to them via formative teacher comments by reflecting and responding to teacher feedback, thereby engaging a positive and ongoing learning dialogue.
   - Feedback constructively and honestly to staff when giving their 'perceptions of the work and their progress'.
   - Submit work on time, adequately attending to interim draft and final deadlines without exception.
   - Follow deadlines for large assignments to ensure adequate progress and maximise potential.

5. **Role of parents and carers to support progress**

   Parents and carers who take on a supportive role in their child's learning make a difference in improving achievement and behaviour. To support children in making good progress in school, parents and carers should:

   - Take an interest in the work their child is completing for school.
   - Provide a quiet area where their child can work.
   - Take an interest in the feedback given to their child via the formative assessment process in exercise books and other work and the feedback that their child provides back to their teacher.
   - Contact the school for assistance if they need help in providing a quiet place for their child to work.
   - Ensure they read all Reports and KAP results and attend Parents Evening to discuss progress.

6. **Presentation of work**

   It is important that students are encouraged to take pride in their work. The following are minimum expectations for written work:

   - Title and date at the start of each new piece of work underlined
   - Black or Blue ink to be used by students; sometimes colour such as purple pen can be used to indicate where students have reflected on their next steps in the marking and assessment process.
   - Drawings to be completed in pencil using a ruler if required.
   - Work that falls below the expected standard of presentation should be challenged by the teacher and re-done if deemed necessary. Equally rewards for presentation should be given if appropriate.

Section H: Independent Learning (Homework)

Some documentation refers to either Independent Learning or homework.   The definition of these both refer to work completed outside of lessons during students' own personal time.

1. **Why is Independent Learning valuable?**

   - To develop the habit and skills of independent study
   - To use the quiet and private conditions provided at home needed for creative and thoughtful work of all kinds
   - To allow the valuable practice of skills learned in the classroom
   - To build upon previous lessons and prepare for future ones
   - To develop research skills
   - To allow students to use materials and other sources of information that are not always available in the classroom
   - To involve parents in supporting their children in their studies
   - To give opportunities for long term research and other work
   - To give students valuable experience of working to deadlines
   - To give time for consolidation of syllabuses
   - To help students to make more rapid progress in learning

2. **When and how much Independent Learning is set?**

   All students will be assigned independent learning that is appropriate to their age and ability.

   Independent learning will be set as appropriate to the subject. In subjects which see students more than once a week there will be independent learning set after particular lessons each week. In other subjects independent learning will be set every other week.

   No student should have more than three subject independent learning activities in one evening.

   Independent learning needs to be purposeful and meaningful to enable students to develop both their learning skills and help support their learning.

   The time spent on independent learning by students will naturally vary in the time taken.   There will be times where it is not appropriate for students to be given independent learning activities and so the details in the tables below are presented as a guide.

Number of pieces of independent learning set

KS3 Step Subjects - Regular Independent Learning Set		
	Periods taught per fortnight	**Independent learning activity per fortnight**
English	8	2
Maths	7	2
Science	7	2
Computing	2	1
Modern Foreign Languages	4	2
KS3 Theme Subjects - Project Based Independent Tasks (set to be completed over a longer period of time)		
	Periods taught per fortnight	**Required independent learning per fortnight to completed task**
Humanities (History, Geography, RE)	2	1
Creative Arts (Art, Drama, Music)	2	1
Technology (Food, DT)	2	1

Total per fortnight = 12

KS4		
	Periods taught per fortnight	**Independent learning activity per fortnight**
Maths	7	2
English	9	2
Science	9	6 (2 per Science discipline)
Options (4 subjects)	5	1 + 1 smaller consolidation activity

Total per fortnight = 14

Time students expected to spend on their independent learning

Year Groups	Time per independent learning activity (approximate)	Number per fortnight	Total per week (approximate)
7 - 8	30	12	3 hours
9	40	12	4 hours
10 - 11	60	14	7 hours

3. Independent Learning activities

Independent learning will vary between year groups, different classes and topics of study. Some independent learning will be a written exercise, some will involve learning vocabulary or spelling, some will involve researching a particular topic, some will be making notes to prepare for a lesson, some will be reading, some will be watching a TV programme. Often the task will involve work over an extended period of time.

Theme subjects in Key Stage 3 set independent tasks which students are expected to work on over a period of time where the class teacher will monitor students' progress at key points.

4. Independent Learning timetable

Teaching staff will set independent learning according to an independent learning timetable. This is produced at the start of each academic year to reflect the lesson timetable.

Example of Independent Learning timetable:

Tutor: 8VX	Mon	Tues	Wed	Thurs	Fri
Week 1	French English	Science Art	History Maths	English Drama Food	Maths Science
Week 2	Geography English	Science DT	RE Maths	English	Maths Science

5. Organising Independent Learning

- Each student is given a Personal Log Book at the beginning of the year. Students record their independent learning for each subject, when it is set and the date it is due in.
- Students will normally have at least 48 hours to complete the independent learning task.
- Instructions concerning independent learning will be given by the class teacher to ensure students are clear of the expectations of the piece of work.
- Students will be given time in lessons to record that an independent piece of work has been set and the opportunity to record detail lf required (Google classroom will be used to give details of independent tasks)
- Expectations about the way in which independent learning tasks should be approached, the quality of work expected and the criteria by which it will be assessed will be made clear to students.
- Feedback to students on the independent learning task completed will be appropriate to the type and scale of the task set. For example some work will be assessed by test, longer projects and coursework by detailed marking and comment, some via contribution to the lesson.
- The aim is to respond to independent learning regularly, and in a way that is helpful to students.
- Independent learning should be completed on time. This gives students valuable experience in working to deadlines and supports teachers with their marking schedules.
- If independent learning is not completed then appropriate action will be taken:

  - the class teacher will discuss with the student to find out if there are good reasons why the task has not been done.   Extra time may be given at the discretion of the teacher.
  - the class teacher may contact the parent
  - students may be told to attend a lunchtime detention to complete work.

6. Monitoring Independent Learning

- The log book has a space for parents to sign regularly to indicate that independent learning details have been checked. There is also a space for recording any comments
- The tutor will check the log book every week, sign it and record any concerns about the record of independent learning kept by the student.
- As a part of monitoring the work of the Year Team, the Head of Year will monitor completion of log books by students and the checking of log books by tutors.

- As a part of monitoring the work of the department, the Head of Faculty or relevant post holder will monitor completion of log books by students in lessons, the setting of independent learning according to School and Departmental policy and that appropriate feedback is given to students.
- The setting of independent learning, its appropriateness and quality, the range of activities set, feedback to students and the use of log books by students and teachers will form part of whole school monitoring and evaluation.
- Student and parent surveys will include questions about the regular setting and quality of independent learning
- The policy will be reviewed in the summer term by departments, year teams and the appropriate Governors' Committee.

Section I: Monitoring Student Progress

Internal data systems will provide information and key findings/trends will be discussed/analysed by Middle Leaders (including Heads of Year), the Senior Leadership Team and the Governing Body: Curriculum and Standards Committee. Interventions will be decided and organised from this assessment data. Middle Leaders are expected to provide a summary of actions that will be taken to address key findings/trends after each reporting point.

1. **Role of Middle Leaders**

   Heads of Faculty, Heads of Year and the SENCO will ensure that:

   - Individual teachers follow the whole school minimum expectations.
   - Faculties will ensure that their own subjects are assessed as meaningfully as possible by developing their own 'I can' statements.
   - Schemes of Learning (medium and long term plans) include regular opportunities for developing assessment for learning and providing quality feedback to pupils.
   - Departments will ensure that each student is able to track their progress through an assessment tracker in their books.
   - Schemes of Learning are flexible and ensure that all students have the opportunity to make ambitious progress.
   - Departmental opportunities are provided for teachers to monitor and moderate their summative assessments for consistency.
   - A range of targeted intervention programmes are provided for different groups of students as identified by departmental closing the gap analysis.
   - Progress data is analysed to ensure that students and/or groups of students identified as vulnerable or at particular risk are making appropriate progress and that all students are suitably stretched. Heads of Year will also use this data to identify patterns across a cohort with regards to individual students and departments. Interventions can then be planned to close gaps identified.
   - Books are sampled from all staff across the age range as per each faculty's MER cycle
   - Information gained from the monitoring and review cycle is analysed and discussed in detail with SLT line managers and the Headteacher where appropriate.
   - Support and further monitoring for those staff highlighted as falling below the minimum expectations by the monitoring process is arranged.

2. **Role of the Senior Leadership Team**

   The Senior Leadership Team will:

   - Collect evidence of monitoring outcomes from linked Heads of Faculty and discuss interventions and support training as required.
   - Conduct joint learning walks to ensure consistency
   - Conduct joint sampling of books and/or folders of targeted subjects and year groups.
   - Provide support and further monitoring for those departments not meeting the required standard.

- Arrange meetings to analyse the report data points and other data with their departmental links to ensure that groups of students identified as vulnerable or at particular risk through the wave intervention process, are making appropriate progress and that all students are suitably stretched.
- Work with Heads of Faculty to use external validation of systems where appropriate.
- Use current research into assessment, both in school and externally, to ensure best practice is followed.

3. Role of Governors

The assessment policy plays an important part in ensuring improvements in pupil progress in all areas of the curriculum. A key role for governors will be analysing the impact of the Academy's Assessment Policy and Practice.

The governors will:

- Analyse and question all progress reports reported annually to the Curriculum and Standards Committee
- Analyse and question assessment and marking information given to them as part of performance appraisal processes.
- Read and question assessment policy updates against recommendations made in the Workload Review to ensure teacher well-being is being maintained.
- Consider departmental assessment procedures as part of link governor visits as per protocol.

Section J: Monitoring and Review

This policy will be regularly assessed for impact on progress at all levels in the Academy in accordance with the above roles and responsibility and also via external moderation procedures/reviews to ensure robustness. There will be an annual formal review of this policy at the Governors Curriculum and Standards Committee

Appendix A: Reporting Descriptors

The following definitions will be used by staff at each reporting point (interim and EoY Reports)

Attitude to learning	Definition
1 Excellent	The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. The student shows a real 'thirst for learning'. Behaviour for learning is excellent at all times.
2 Good	The student is usually engaged in their learning, often making a good effort towards their studies and usually responds effectively to teacher feedback. Behaviour for learning is good most of the time.
3 Inconsistent	The student can be off task but responds to redirection. The student does not always respond to feedback and requires reminders to demonstrate progress. Behaviour for learning can be inconsistent at times.
4 Poor	The student sometimes responds to redirection and sometimes escalation of sanctions is required. The student rarely responds to feedback independently and very little effort is made to engage in learning.

If a teacher is considering an attitude to learning score of 4 in a report then the teacher must have contacted home beforehand to raise concerns.

Independent Learning (Homework)	Definition
1 Excellent	The student completes all independent tasks and to the best of their ability. The student takes great pride in their work. Independent tasks are always handed in on time.
2 Good	The student completes most independent tasks to the best of their ability. The student takes pride in their work most of the time. Independent tasks are mostly handed in on time.
3 Inconsistent	Independent tasks are regularly not completed to the appropriate standard. The tasks are sometimes rushed and little pride is taken in the quality of the work produced. The tasks are frequently handed in late. Inconsistent completion of the independent task is having some detrimental impact on the student's progress.
4 Poor	The student rarely completes independent tasks. When completed, they are rushed and little pride is taken in the quality. Poor completion of the independent task is having a detrimental impact on the student's progress.

If a teacher is considering an independent learning score of 4 in a report then the teacher must have contacted home beforehand to raise concerns.

Current expected grade (Metal or grade given with fine grading)	Definition
Strong	The student's work consistently demonstrates progress at the learning goal and at times produces work above the expectation of this standard.
Secure	The student's work consistently demonstrates progress at the learning goal.
Insecure	The student's work inconsistently demonstrates progress at the learning goal and at times falls below the expectation of this standard.

If the attitude to learning score is a 4 then individual students cannot be working at their learning goal. These are not reported to parents, for internal use only.

Oracy Stages	Definition
1 Independent and articulate speaker and effective listener	Student uses sophisticated and apt vocabulary , is able to deliver high-quality speeches, shape discussion as well as encouraging others to contribute their ideas. May be good at humour. Will be good at employing body language to communicate. Furthermore, the student will request more information, when needed, for clarification and interpretation and can differ **tactfully** with ideas or attitudes deemed personally unacceptable. A really good listener and responder.
2 Willing Speaker and effective listener	Student uses a wider range of vocabulary, participates comfortably and proactively in conversation, discussion and solo oral presentations, demonstrating an increasing sense of audience when speaking including formality if needed. Will read out loud in class. The teacher can go beyond one question with them and get into an extended learning dialogue in front of the class. Listens to others' contributions and builds on or challenges their views.
3 Developing speaker and listener	Student uses adequate vocabulary for informal communication, may initiate conversation, ask questions and can volunteer safe responses as part of a small group they trust. A good listener.
4 Inexperienced speaker or very reluctant speaker and basic listener	Student lacks self- confidence and has little interest in group interactions although may engage in brief exchanges, and demonstrates basic listening skills. Too shy to answer a question asked by the teacher in class.

Appendix B: Literacy Standard Marking Codes

Literacy Standard Marking Codes	
Code	**Meaning**
SP with word underlined	Spelling error
GR with phrase underlined	Incorrect grammar
^	Omission (missed something out)
//	Start new paragraph
P	Punctuation
? next to underlined work	Doesn't make sense or cannot read
C	Capital letter is missing

Appendix C: Example of Report

Year 7 Interim Report: Autumn Term

Joe Bloggs	8NN

Indicators	
% Attendance	97%
Achievement Points	799
Behaviour Points	3

	Attitude to Learning	Independent Learning	Oracy	Learning Goal	Current Expected Grade
English	4	3	1	Silver	Bronze
Maths	1	1	2	Gold	Bronze
Science	2	2	2	Silver	Silver
Art	3	3	2	Silver	Bronze
Computer Science	2	2	1	Silver	Gold
Design Tech	4	3	2	Silver	Bronze
Drama	2	3	3	Bronze	Bronze
Food	2	1	3	Silver	Gold
Geography	1	2	2	Silver	Gold
History	1	2	1	Silver	Gold
Languages	2	3	3	Bronze	Bronze
Music	2	1	3	Silver	Gold
PSHE	1	2	2	Silver	Gold
RE	1	2	1	Silver	Gold

Current Expected Grade

Green	Currently working on or above learning goal
Amber	Currently working one grade below learning goal
Red	Currently working two or more grades below learning goal

KS3 Learning Goal		KS4 Learning Goal
Platinum	progression to	GCSE Grade 8 - 9
Gold	progression to	GCSE Grade 6 - 7
Silver	progression to	GCSE Grade 4 - 5
Bronze	progression to	GCSE Grade 1 - 3

Reporting Descriptors

Attitude to learning	Definition
1 Excellent	Your child is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Your child shows a real 'thirst for learning'. Behaviour for learning is excellent at all times.
2 Good	Your child is usually engaged in their learning, often making a good effort towards their studies and usually responds effectively to teacher feedback. Behaviour for learning is good most of the time.
3 Inconsistent	Your child can be off task but responds to redirection. Your child does not always respond to feedback and requires reminders to demonstrate progress. Behaviour for learning can be inconsistent at times.
4 Poor	Your child sometimes responds to redirection and sometimes escalation of sanctions is required. Your child rarely responds to feedback independently and very little effort is made to engage in learning.

Independent Learning (Homework)	Definition
1 Excellent	Your child completes all independent tasks and to the best of their ability. Your child takes great pride in their work. Independent tasks are always handed in on time.
2 Good	Your child completes most independent tasks to the best of their ability. Your child takes pride in their work most of the time. Independent tasks are mostly handed in on time.
3 Inconsistent	Independent tasks are regularly not completed to the appropriate standard. The tasks are sometimes rushed and little pride is taken in the quality of the work produced. The tasks are frequently handed in late. Inconsistent completion of the independent task is having some detrimental impact on the student's progress.
4 Poor	Your child rarely completes independent tasks. When completed, they are rushed and little pride is taken in the quality. Poor completion of the independent task is having a detrimental impact on the student's progress.

Oracy Stages	Definition
1 Independent and Articulate Speaker	Your child uses extensive and apt vocabulary, is able to deliver high-quality speeches, shape discussion and debate, as well as encourage others to contribute their ideas. Furthermore, your child will request more information, when needed, for clarification and can challenge ideas and attitudes tactfully.
2 Willing Speaker	Your child uses a wide range of vocabulary, participates comfortably and proactively in debate, discussion and solo oral presentations, demonstrating an increasing sense of audience when speaking.
3 Developing Speaker	Your child uses adequate vocabulary for informal conversation, may initiate dialogue, ask questions and volunteer safe responses as part of a group.
4 Inexperienced Speaker	Your child uses a limited vocabulary / poor pronunciation, lacks self-confidence and has little interest in group interactions although may engage in brief exchanges, and demonstrates basic listening skills.

Current expected grade	Definition
Strong	Your child's work consistently demonstrates progress at the learning goal and at times produces work above the expectation of this standard.
Secure	Your child's work consistently demonstrates progress at the learning goal.
Insecure	Your child's work inconsistently demonstrates progress at the learning goal and at times falls below the expectation of this standard.

Attendance	Percentage	Whole Days Absent per Year	Lost Hours of Learning per Year
Excellent	100% - 99%	0 - 2	0 - 10
Good	98% - 96%	4 - 7.5	20 - 37.5
Requires improvement	95% - 91%	9.5 - 17	47.5 - 85
Persistent Absentee	90% - 86%	19 - 27	95 - 135
Critical	85% - 80%	28.5 - 38	142.5 - 190