



Assessment, Recording and Reporting

Marking

Students' work is marked regularly. In order for all students to achieve highly, they should understand what they are to do in any piece of work that is to be assessed. In addition to a teacher marking a piece of work, there are other forms of assessment used such as peer and self - assessment.

When work is marked by the teacher, formative comments will be given. These formative comments may include praise as well as ways in which the student could improve the work further in order for them to achieve their target levels and potentially move beyond.

The following stamps will be visible when work is marked by the teacher:

Identifies good understanding/progress in lessons or homework.	
Identifies what students should do to improve progress.	

In addition to formative comments, some pieces of work may be assessed using a pathways level, a comparison against target comment or an examination grade.

Reports

Reports, sent home to parents and carers, are produced regularly and provide valuable information on the progress that our students are making. The table below shows what information you will receive and when you will receive it for the academic year.

Year 7	Attitude to Learning Grade	Pathway Target & Prediction	Parents' Evening	Full Written Report
Module 1	X			
Module 2	X	X	x	
Module 3	X			
Module 4	X	X		
Module 5	X			
Module 6	x	X		x

Attitude to Learning (AtL)

An AtL grade is awarded EVERY module. (There are six modules each academic year and three terms). AtL is awarded on a six point scale. Scores are given in letter form (A to F). All staff use the descriptors in the attached table when deciding on AtL grades.

	Descriptor
A	<p>This student...</p> <ul style="list-style-type: none"> • always behaves in an exemplary manner and displays full engagement at all times, always showing respect for both staff and peers • always displays self-motivation and responds positively to challenges • always completes classwork to a high standard, displaying clear aspiration and innovation • always completes homework to a high standard, often displaying innovation and always submits this on time • always has all of the correct equipment
B	<p>This student...</p> <ul style="list-style-type: none"> • usually behaves in an exemplary manner and usually displays full engagement • usually displays self-motivation and responds positively to challenges • usually completes classwork to a high standard • usually completes homework to a high standard and submits this on time • usually has all of the correct equipment
C	<p>This student...</p> <ul style="list-style-type: none"> • usually behaves in an acceptable manner and can occasionally behave in an exemplary manner • can work independently and can respond well to challenges at times • always completes classwork to at least an acceptable standard • always completes homework to at least an acceptable standard and usually submits this on time • always has most of the correct equipment
D	<p>This student...</p> <ul style="list-style-type: none"> • usually displays acceptable behaviour but occasionally this falls below the standard expected • sometimes works independently and does not respond well to challenges • completes classwork to an acceptable standard at times • completes homework to an acceptable standard and usually submits this on time • usually has most of the correct equipment
E	<p>This student...</p> <ul style="list-style-type: none"> • rarely behaves in an acceptable manner and this can disrupt the learning of other students • rarely works without supervision and avoids challenges • only occasionally completes classwork to an acceptable standard • only occasionally completes homework to an acceptable standard and this is frequently submitted late • rarely has any of the correct equipment
F	<p>This student...</p> <ul style="list-style-type: none"> • regularly fails to behave in an acceptable manner and frequently disrupts the learning of others • regularly fails to work independently and avoids challenges • regularly fails to complete classwork to an acceptable standard • regularly fails to complete homework to an acceptable standard and this is frequently submitted late • regularly fails to have any of the correct equipment

Pathways

Currently Key Stage 2 SATs scores are based around a mean score of 100. As a secondary school we receive the raw scores attained in the SATs and in some cases a teacher assessment of above/at/below age related expectations.

Students in Year 7 will be given a pathway target. Pathway targets are set on the raw scores from the Key Stage 2 SATs. Pathway targets provide parents, carers, teachers and students with an expected outcome based on national conversions against prior attainment data. The table below shows these conversions.

Pathway Target	GCSE Target Score
Bronze	4
Silver	5/6
Gold	6/7

Each department has created a pathway relevant to the new GCSE specifications. These are shared with students early in the year and used in lessons. Pathway predictions will be collected and shared with parents, carers at timed intervals throughout the year. As always the pathway predicted will be based on evidence such as classwork, homework and internal assessments. As such, students on a particular pathway may move up from one pathway to another based on effort and achievement in their current pathway.