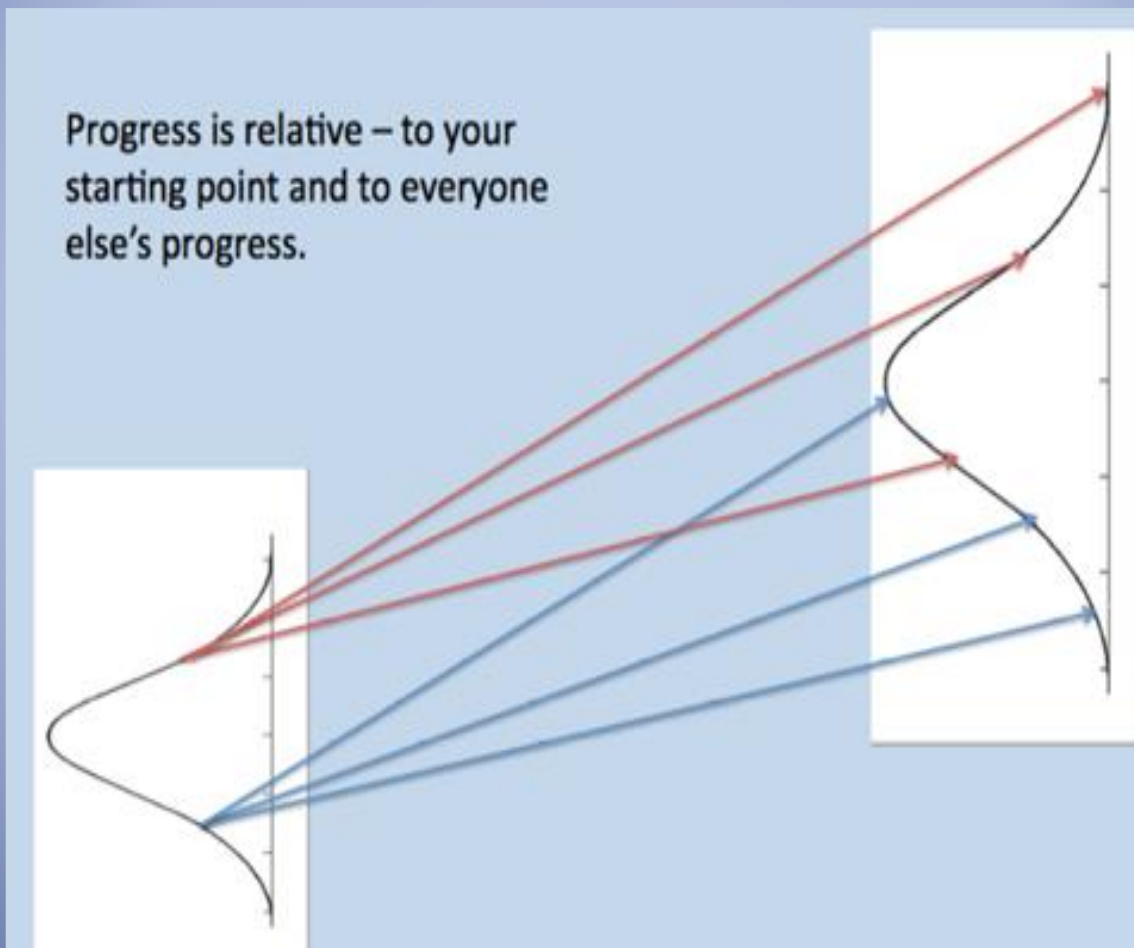


# An outline of our approach to assessment and reporting - A quick guide for parents

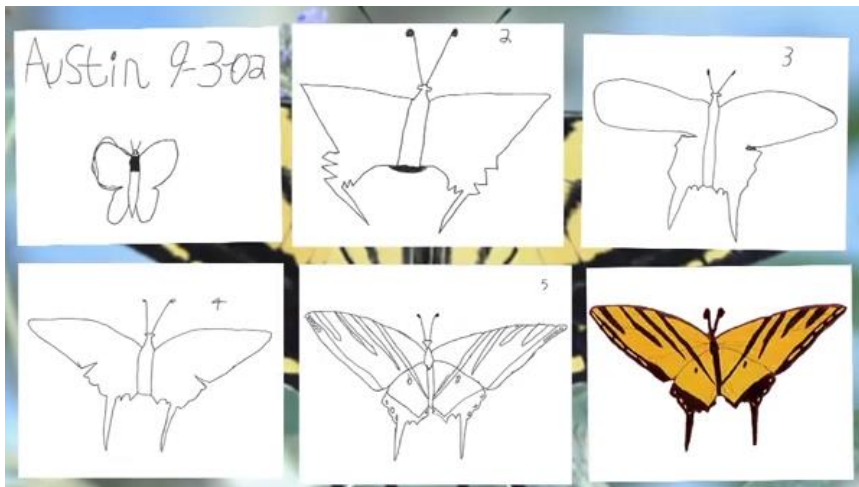
*Madeley School, Updated September 2023*



## Principles of Assessment at Madeley

### **Formative Assessment and Feedback**

The most important goal of assessment is to ensure that it helps pupils to make future progress in their learning. Grades or scores on their own tell pupils how they compare to others, but doesn't tell them anything about how they can improve their work or deepen their understanding. Pupils need high quality feedback to do this. Formative assessments in each subject are important, and pupils are given SWAN (Strengths, Weaknesses, and Next Steps) feedback regularly that clearly explains what they need to do to improve and crucially how they can do it.



***Austin was always capable of drawing the final butterfly, but needed careful advice and feedback along the way.***

### **Progress**

Pupils arrive at Madeley having reached different attainment levels in each subject, having strengths and areas for development. All pupils have scope to make excellent progress regardless of where they start.

### **Attainment**

Our aim is for all of our pupils to believe their learning has no limits; that they can continually improve and reach new higher standards. However, in practice, standards in learning are often defined by comparing outcomes to the full range of outcomes from all pupils. 'Is 80% a good score?' or 'how good is my reading' are questions that are best answered by comparison with standards set by the cohort as a whole. So, as well as ensuring pupils get the quality feedback they need in every subject, we believe it is important pupils know the attainment they are reaching, and therefore provide them with a % score at KS3 (this can be compared against the average score from their class and their year group), and a GCSE grade at KS4.

However, the most important part of any assessment is that pupils know what they need to do to improve. This is why we have SWAN feedback at Madeley (Strengths, Weaknesses, and Next Steps).

### Assessment at Madeley

We aim to inspire excellence in all areas of Madeley School: having a Growth Mindset is crucial to achieving this. If you have a growth mindset you will put effort into strategies to overcome challenges, and you will always be positive about wanting to find ways to improve. Our following core values also promote this concept every day:

- Pride and respect • Confidence • Resilience •Aspiration
- Positivity • Enjoyment • Politeness

An example of a KS3 Inspiring Excellence progress update is shown below:

NAME < > FORM <>

Attendance Lates

Behaviour Rewards

Behaviour Incidents

We aim to inspire excellence in all areas of Madeley School: having a Growth Mindset is crucial to achieving this. If you have a growth mindset you will put effort into strategies to overcome challenges, and you will always be positive about wanting to find ways to improve. Our following core values also promote this concept every day:

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Subject	Inspiring Excellence			Student score %	Class average %	Cohort average %
	Classwork & resilience	Behaviour, positivity, respect & politeness	Homework completion & standard			
Spanish	A	B	C	55%	60%	76%
Geography	A	B	A	11%	30%	87%
Maths	B	A	C	75%	70%	56%

An example of a KS4 Inspiring Excellence progress update is shown below:

## KS4 Inspiring Excellence Progress Update

NAME < > FORM <>

Attendance Lates

Behaviour Rewards

Behaviour Incidents

We aim to inspire excellence in all areas of Madeley School: having a Growth Mindset is crucial to achieving this. If you have a growth mindset you will put effort into strategies to overcome challenges, and you will always be positive about wanting to find ways to improve. Our following core values also promote this concept every day:

- Pride and respect
- Confidence
- Resilience
- Aspiration
- Positivity
- Enjoyment
- Politeness

Subject	Inspiring Excellence			Current Working At Grade	Y11 Aspiration Target	Progress
	Classwork & resilience	Behaviour, positivity, respect & politeness	Homework completion & standard			
Spanish	A	B	C	4	5-6	Below Track
Geography	A	B	A	5	5-6	On Track
Maths	B	A	C	6	7-8	Above Track

**Y11 Aspiration Target** This is an end of Y11 target that pupils should be working towards. This target is only used at KS4. It is created from a range of factors including performance at KS3 & KS2 data. These targets can be amended upwards following strong progress.

### KS4 Progress

Progress is based upon the likelihood of a pupil achieving their aspiration target grade by the end of key stage 4. Teachers have made this decision based on classwork, formative and summative assessments, homework, growth mindset and other assessments.

**Above** – They are currently making excellent progress on achieving their aspiration target grade. If they continue, they could achieve higher than their aspiration grade by the end of key stage 4. If your child continues to make such strong progress, we will consider moving their aspiration grade up in a particular subject.

**On track** – They are currently making expected progress on achieving their aspiration grade. If they continue, they are likely to achieve their aspiration target grade at the end of key stage 4.

**Below** – If they continue as they are, they are likely to achieve below their aspiration target grade by the end of key stage 4. If your child's is not showing a growth mindset approach, this might be the reason for them not being on track for their destination grade.

**Concern** –If they continue as they are, they are likely to achieve significantly below their aspiration grade by more than one grade. If your child’s is not showing a growth mindset approach, this might be the reason for them not being on track for their aspiration grade.

<b>Growth Mindset</b>	<b>Classwork aspiration and resilience</b>	<b>Behaviour positivity, respect &amp; politeness</b>	<b>Homework completion &amp; standard</b>	<b>Pride in uniform</b>
A	Outstanding levels of effort with classwork, contributions, presentation, and organisation. High aspiration and resilience shown.	Outstanding levels of behaviour. Always very well behaved, polite, and ready to learn.	Outstanding levels of effort with homework, completed to a very high standard.	Outstanding pride in uniform. All uniform is worn correctly and smartly.
B	Good levels, but not <b>yet</b> outstanding.			
C	Requires Improvement. A focus on growth mindset is needed in this area.			
U	Inadequate. A focus on growth mindset is needed in this area.			

Please log into Class Charts [www.classcharts.com](http://www.classcharts.com) for further details about rewards, homework completion, uniform, behaviour and detentions. If you have any concerns, please contact your child’s form tutor in the first instance.

### **How do we track the progress of pupils with special educational needs?**

Some pupils with special educational needs arrive at Madeley School having not met age-related expectations at primary school. To enable us to assess these pupils and to be able to demonstrate progress, we have introduced a series of levels that reflect the government's new standards for children working towards age-related expectations at key stage 2. These level descriptors are used to form the basis of in-class formative assessment and end of topic summative assessments and will enable us to celebrate the success of pupils whose progress may be incremental and achieved over time.

### **Inspiring Excellence Progress Reports**

Once a year progress reports are given out to parents. These are similar to the progress updates, but also have comments from class teachers when pupils are below track progress or there is a need for an intervention. There are also written comments from the form tutor and Head of Year.

