



St Cecilia's
R. C. High School

Discover • Develop • Rejoice

Assessment & Reporting Policy

Next Review Date: September 2026

Introduction:

We report an Attribute of Learning Grade and only introduced a 9-1 'working at grade' in Year 10. These working at grades will become more realistic once pupils are able to sit full mock papers, as this is an accurate and true reflection of their attainment at that time. Grades will then continue to be awarded throughout their GCSE journey in Year 11 alongside the AoL grade and a FFT20 Benchmark grade (for cohorts with KS2 SATs data)

Progress and Assessing Progress

At St Cecilia's, the curriculum is our progress model as it describes the journey our pupils need to go on to make progress; the journey needed to produce better outcomes and beyond. The assessments that our pupils undertake give us a snapshot of how well a particular aspect has been learned, sometimes even being converted into a 'grade', but that alone can rarely inform our pupils how to get better. For us, only the curriculum can do that. Our curriculum sets out the journey that our pupils must go on to get 'better' at each subject. In short, it models the progress that we would hope that each pupil will make.

An individual's degree of progress will be reflected in their ability to demonstrate that they are learning the curriculum; that they know more and can remember more of the content. This will be evidenced by our pupils in many ways. It is teachers' response to this information alongside the subsequent pupil response to the teacher adaptation, instruction and feedback that drives progress further.

Our assessment falls broadly into three categories:

Assessment for learning: We use formative assessment which is most useful in the lesson sequence to identify missing components/misconceptions of pupils. We check for understanding and are reactive, able to adjust our teaching and delivery to maximise student understanding and progress.

Assessment of learning: We use more summative assessment to assess more complex composites. Feedback, when written, tends to lend itself better to these tasks and will address missing components and misconceptions, spelling/grammar, and presentation. Feedback to pupils tends to initiate one of the following actions: redraft/redo, rehearse/repeat, revisit/respond, relearn/retest/research/record.

Assessment as learning: We encourage and teach pupils to self-regulate their own learning, and in so doing make complex decisions about how they understand, interpret and act upon feedback: How do I improve my work?

Attributes of Learning

For the curriculum to be seen as a legitimate progress model we must strive to ensure that:

- Every pupil has access to the same knowledge and that what pupils learn next is connected to what they already know, so that they could build connected knowledge. This way knowledge expands, and complexity is increased over time. It is the responsibility of our pupils to capitalise on each learning opportunity by immersing themselves fully in our curriculum experience.
- Every pupil maximises their immersion in the curriculum and its teaching, capitalising on each learning opportunity by wholeheartedly engaging with it.
- Progress and attributes of learning are therefore tightly linked. Clearly, the greater the degree that each pupil applies each attribute of learning, their immersion in their learning, the greater their opportunity to make progress will be. We therefore provide a summative indication each term as to what degree it is likely that each attribute of learning is being applied by relating these to the progress grade awarded.

We will also provide you with more 'real time' feedback for how your child is applying each attribute of learning and therefore their receptivity to the curriculum, using Synergy. When an attribute of learning is being demonstrated to the level that justifies an achievement point in class, this attribute of learning will be provided for you. Similarly, when an attribute of learning is lacking, and where the teacher is required to utilise our behaviour recovery systems, the attribute of learning lacking will be provided.

Progress at St Cecilia's



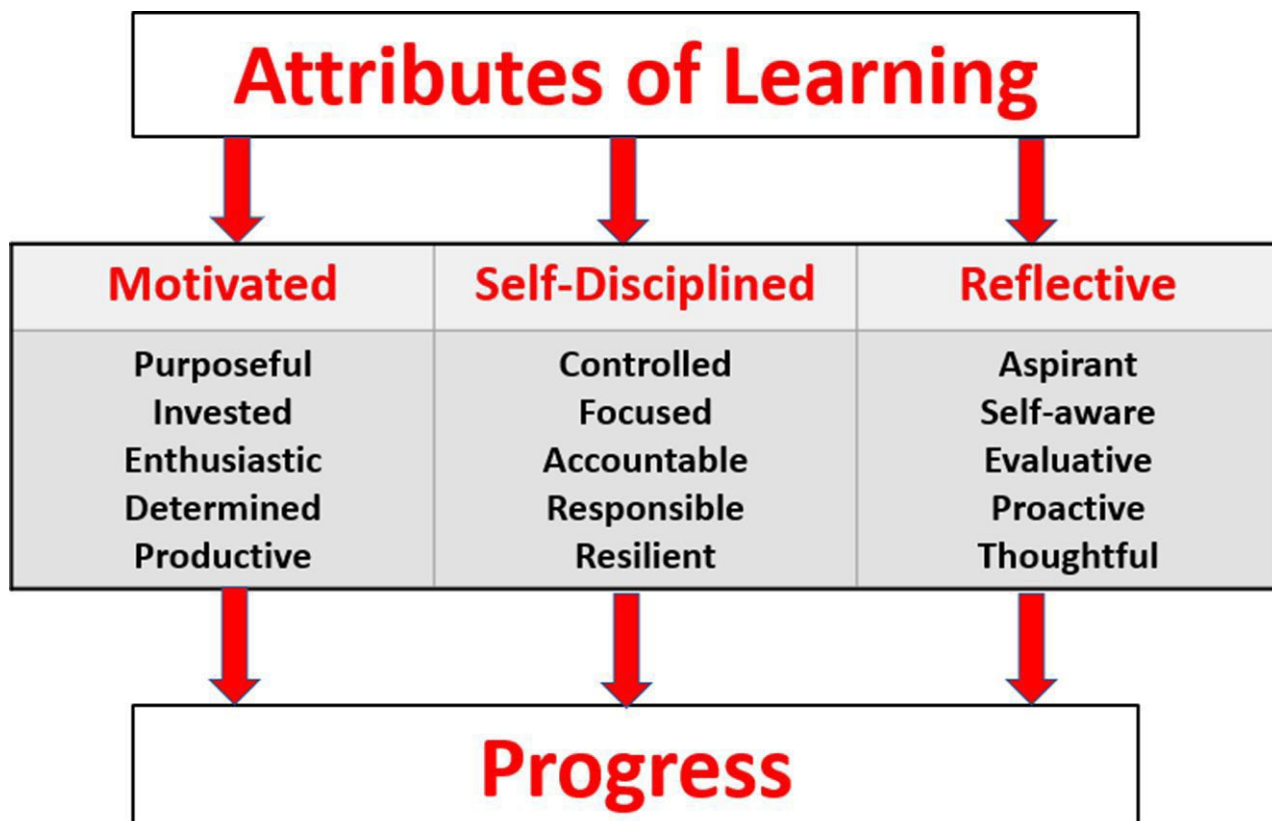
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Progress and Attributes of Learning

Degree to which it is demonstrated that the curriculum is understood					
Progress Grade	+2	+1	0	-1	-2
Progress Descriptor	Excellent	Good	Satisfactory	Poor	Very poor
Degree to which each attribute of learning is likely being applied					
	↓	↓	↓	↓	↓
Motivated (Initiate, guide and maintain your goals)	Highly determined, enthusiastic and invested in learning.	Determined, enthusiastic and invested in learning.	Can show determination, enthusiasm and investment in learning.	Lacks required levels of determination, enthusiasm and investment in learning.	Frequently exhibits low levels of determination, enthusiasm, and investment in learning.
Self-Disciplined (Regulation of your actions)	Highly focused, controlled, accountable and resilient.	Focused, controlled, accountable and resilient.	Can be focused, controlled, accountable and resilient.	Lacks required levels of focus, control, accountability and resilience.	Frequently exhibits low levels of focus and control, accountability, and resilience.
Reflective (Desire to produce your best and improve)	A highly aspirant nature, always proactive and seeks improvement.	An aspirant nature, proactive and seeks improvement.	Can show an aspirant nature, proactivity and willingness to improve.	Lacks required aspirant nature, proactivity and willingness to improve.	Frequently exhibits a low aspirant nature, proactivity and willingness to improve.

Achievement in the Classroom



The Assessment Cycle

In KS3 AoL grades are collected three times during the year.

For Year 10 and Year 11 we will follow a similar pattern except that reports also contain GCSE 9-1 'working at' grades and reference to a KS4 benchmark grade.

Prior attainment data:

Years 7 to 10: KS2 scaled scores are provided on Sims marksheets

Intervention and support:

Any underperformance is addressed by a double-angled approach through the academic line management and pastoral line management systems.

We recognise that intervention begins in the classroom with the class teacher followed up by the Head of Department.

A pupil who is underperforming in several subjects will be identified by their Head of Year and given support. Students who have special educational needs will receive additional support.

Further analysis and follow-up:

As part of curriculum review meetings with DHT, performance of pupils will be discussed in relation to the curriculum progression model. This will involve a professional discussion of what the pupils know and what they need to do to further improve based on the carefully sequenced curriculum plan.