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Assessment & Reporting Policy

Reviewed: June 2023
Next Review Date: July 2024

Introduction:

In September 2019 the Assessment Research group was set up to re-evaluate our response to Assessment without Levels. Our response since 2015 had been to track the progress of all pupils in all subjects using GCSE 9-1 sub grades. This approach was becoming increasingly out of line, especially at KS3, with our ethos of 'teaching to the top' and 'personalised groupings'

Teaching staff no longer issue pupils with subject targets. Work and assessments no longer need to be graded using 9-1 grades.

We report an Attribute of Learning Grade and only introduced a 9-1 'working at grade' in January of Year 10. These 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 as they were previously alongside the AoL grade and a FFT20 Benchmark grade.

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 EduLink. 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.
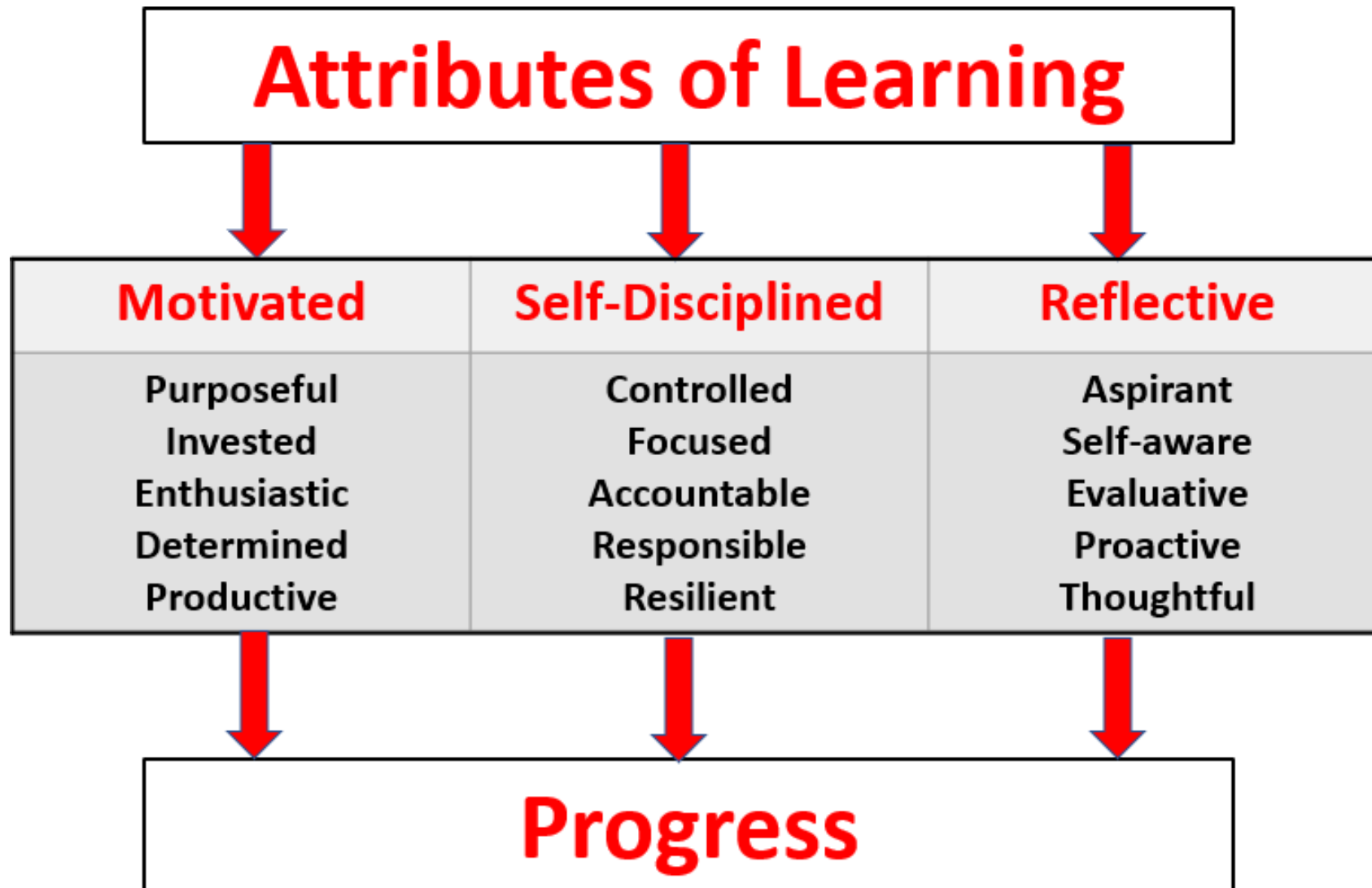
St.. Cecilia''s R,.C. !High School!

Pr,ogress and Attributes of Learniing

Degree to which it is demonstrated that the curriculum is understood

Progress Gr:ade	+2	+1	0	-1	-2
Progress Descriptor	Excellent	Good	Satisfacto:ry	Poor	Very poor

Degree to which each attribute of learning is likely being applied

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Attributes of Learning

Motivated	Self-Disciplined	Reflective
Purposeful	Controlled	Aspirant
Invested	Focused	Self-aware
Enthusiastic	Accountable	Evaluative
Determined	Responsible	Proactive
Productive	Resilient	Thoughtful

Progress

The Assessment Cycle:
The Assessment Calendar on page 6 lays out the assessment cycle for each year group.

In KS3 AoL grades are collected four times during the year. Three of these lead to a monitoring report and the other one feeds into parent's evening for that cohort.
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.

Following each data collection, we will produce a AoL template enabling all staff to see the performance of pupils across all their subjects. This will be ranked by mean AoL grade and coloured (RAG) to assist staff to identify pupils who may need additional support and to reward those pupils who are performing at a high level. In addition, a AoL tracking template will be produced so staff can see which pupils have improved/deteriorated on average since the previous monitoring.

Assessment Calendar 2023-24:

Week		Date	Year 7	Year 8	Year 9	Year 10	Year 11	Inset Fri 1.9.23
1	1	04/09/2023						
2	2	11/09/2023						Inset Fri
3	1	18/09/2023						
4	2	25/09/2023						
5	1	02/10/2023					Monitoring 1 (AoL and Working at Grades) due Weds.	
6	2	09/10/2023		Monitoring 1 (AoL) due Weds.			Mon 1 home	
7	1	16/10/2023		Monitoring 1 home	Monitoring 1 (AoL) due Weds.			Inset Fri
		23/10/2023		Half	Term			
8	2	30/10/2023			Monitoring 1 home	Monitoring 1 (AoL) due Weds.		
9	1	06/11/2023	Monitoring 1 (AoL) due Weds.			Mon 1 home		
10	2	13/11/2023	Monitoring 1 home					
11	1	20/11/2023					Mock Exams	
12	2	27/11/2023					Mock Exams	
13	1	04/12/2023		AoL Grades in Tues and Parents Eve.			Mock Results due (AoL, Mock and Predicted Grades) Results session TBC	
14	2	11/12/2023					Parents evening 1	
15	1	18/12/2023						Inset Fri
		25/12/2023		Christmas				
		01/01/2024		Holidays				
1	2	08/01/2024						
2	1	15/01/2024			AoL Grades in Tues and Parents Eve.			
3	2	22/01/2024	AoL Grades in Tues and Parents Eve.			Monitoring 2 (AoL, Working at Grades) due Weds.		
4	1	29/01/2024				Monitoring 2 home		
5	2	05/02/2024			Options deadline ?		Revision and Intervention evening 2	
		12/02/2024		Half	Term			
6	1	19/02/2024						
7	2	26/02/2024					Monitoring 2 (AoL and Working at Grades) due Weds.	
8	1	04/03/2024					Monitoring 2 home	Year 10 W/Exp
9	2	11/03/2024		Monitoring 2 (AoL) due Weds.				
10	1	18/03/2024		Monitoring 2 home				
11	2	25/03/2024						Close Thurs
		01/04/2024		Easter				
		08/04/2024		Holidays				
1	1	15/04/2024			Monitoring 2 (AoL) due Weds.	AoL and Working at Grades in Tues and Parents Eve.	SLT and HOY intervention 3	
2	2	22/04/2024	Monitoring 2 (AoL) due Weds.		Monitoring 2 home			
3	1	29/04/2024	Monitoring 2 home				Final Working at Grades due Weds	
4	2	06/05/2024					GCSE Exams	May Day. Year 11 Exams start 9.5.24
5	1	13/05/2024				Mock Exams	GCSE Exams	First Year 10 exam?
6	2	20/05/2024				Mock Exams	GCSE Exams	
		27/05/2024		Half	Term			
7	1	03/06/2024				Mock Exams	GCSE Exams	
8	2	10/06/2024				Mock Exams	GCSE Exams	
9	1	17/06/2024				Mock Exams	GCSE Exams	Last Year 11 exam 19.6.24
10	2	24/06/2024		Monitoring 3 (AoL) due Weds.		Mock Results (AoL and Mock Grades) due Tuesday.Results session TBC		
11	1	01/07/2024	Monitoring 3 (AoL) due Weds.	Monitoring 3 home	Monitoring 3 (AoL) due Weds.			Yr 10 Castlerigg
12	2	08/07/2024	Monitoring 3 home		Monitoring 3 home			
13	1	15/07/2024						Close Fri
				Summer Holidays				Inset Monday

Prior attainment data:
Years 7, 8 and 11: KS2 scaled scores are provided on Sims marksheets
Years 9 and 10: Due to school closures because of Covid 19 these cohorts did not sit KS2 exams in Year 6 (2021 and 2020) Primary schools have provided estimated scaled scores for our internal use only.

Years 11: This cohort did sit their KS2 exams (2019), and their progress will be measured from an average of their KS2 Reading and KS2 maths scores. FFT benchmark estimates are also 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.

19.7.23