



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

ASSESSMENT & REPORTING



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: ASSESSMENT & REPORTING

Type: School policy

Website: Yes

Author: A Hill

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Notes:

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1. AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. PRINCIPLES OF ASSESSMENT

At St Cuthbert's we see assessment as a central part of our curriculum, teaching & learning and raising standards of student attainment. Assessment should seek to promote high expectations by recognising achievement and progress through the use of appropriate strategies.

The principle of assessment is to identify what a pupil has learned and achieved in each subject, so that the results of such assessment can be used to maximise learning (attainment).

Assessment is a continuous and ongoing process, involving classroom work and homework allowing progress to be measured and the planned curriculum evaluated. Within this context a variety of assessment techniques will be used.

Assessment data (student achievement) needs to be recorded systematically with consistency, such that appropriate information can be provided for every student to the student, parent, teacher, department or appropriate stakeholder.

4. ASSESSMENT DATA

All assessment data should inform teachers about their students' progress and use this data to feed the teaching and learning cycle.

Formative assessment data should be collated by the class teacher within their planner and used to inform the next lessons, interventions, revision classes, home learning etc.

Summative assessment data is collated using SIMS. This data is tracked and monitored by department and cohort by HODS and SLT.

Key Stage 3

At St Cuthbert's students are taught the Key Stage 3 National Curriculum throughout years 7, 8 and 9. We have created our own yearly curriculum within this and have identified Key Standards that should be achieved by students. This builds upon their Key Stage 1 and 2 curriculum's and prepares them for Key Stage 4 (GCSE's).

Each subject has an identified set of standards for Years 7, 8 and 9. These standards are a combination of skills and knowledge that students must learn, understand, demonstrate and apply. Students will be continuously assessed to these 'standards'.

A pupil will be assessed as 'working towards' (WT), 'working at' (WA) or 'working at greater depth' (WGD) for each standard. The standards data will be recorded in SIMS as they are assessed. Departments will set their own approach and calendar of these standards as appropriate to their curriculum. Details can be found on the school website within the subject information.

If a student is working significantly below the Year 7 standards within a subject then additional assessment information is required. Teachers must also assess and identify where the student is actually working at within the Key Stage 1 and 2 National Curriculum framework. Recording in SIMS, we will be using α , β and δ to identify this. α – alpha will indicate that a student is working at upper KS2 standards (Y5/6) within a subject, β – Beta will indicate that a student is working at lower KS2 standards (Y3/4) within a subject and δ – Delta will indicate that a student is working at KS1 standards within a subject area.

Students should know what standards they are studying for and at what level they have achieved any previous standards. This will be communicated to them via the class teacher. Parents will be informed of the 'Standards achievement' through the twice yearly reports.

Students will also sit two summative assessments each year that assess their skills and knowledge over time. This will reported in the form of a Percentage (%) mark, this mark will collated in SIMS, shared with the pupil via the class teacher (with feedback regarding progression) and shared with parents via the school report.

Key Stage 4

Summative Assessments at KS4 are assessed at reported upon using the GCSE Grades 1-9. Grade 1 (lowest) to 9 (highest) are the GCSE grades that have been in use since 2017. A grade U will be issued if a student doesn't meet the Grade 1 criteria.

Within each numerical grade, a +, =, - will also be assigned. A student achieving a + has mastered the skills and understanding at that grade and is moving to the next grade. A student with an = is consistently working at this grade but not ready to move up yet. A student with a – is above the grade below but only entry level at the grade awarded and has much to do still before moving on.

There are two summative assessments each year and the grades awarded to students will be collected in SIMS. This will be shared with the student via the class teacher with feedback regarding assessment performance and targets for further progression, this data will be shared with parents via the school reports.

Each department has established its own grade criteria for each grade using the exam board's criteria and recent GCSE examination papers. All KS4 students will understand these subjects' grades and how to use them both in class and at home to support their learning journey and preparations for their GCSE examinations. These are available within the subject pages on the school website.

The grade awarded in the first summative assessment will assess the curriculum that has been taught from the September the course started. This will represent a percentage of the full specification, the grade awarded to the student at this assessment point will reflect their ability, knowledge and understanding of what has been studied so far. This is an indicator of the GCSE grade that the student could achieve if they continue to work as they are currently. This may demonstrate that a greater effort is required in class with initial curriculum learning, greater effort in revision for the retention of knowledge or greater effort with examination and assessment preparations. The further into the GCSE course a student is, the more of the specification has been studied and the more 'reliable' the grade will be as an indicator of final GCSE performance.

Targets at KS4/GCSE

All students will be set a GCSE target which is based on their KS2 performance, FFT5 data and CAT4 data. FFT5 data targets are targets that are generated by Fisher Family Trust, these targets are based on the national performance of students with similar starting points within all subjects. The targets are set to put the student's performance within the top 5% of pupils within the national cohort. These targets are aspirational targets – a target for each student to work towards and are in line with the schools high expectations of all students as articulated in our school mission statement.

All targets will be shared with the students at the start of the GCSE course and shared with parents via the school reports.

Supporting this target will be an FFT50 MEG (minimum expected grade). This grade will be a performance indicator based on average progress nationally. If a student is not meeting this standard within assessment points then they will be identified as requiring intervention, monitoring, mentoring and support.

Targets at KS3

All students must maintain or improve upon the 'standard' they achieved at KS2. If this is not maintained or bettered within the assessment periods the student will be identified as requiring intervention, monitoring, mentoring and support.

5. ASSESSMENT APPROACHES

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

5.1 In-school formative assessment

At St Cuthbert's we have developed the terminology **Checking for Understanding (CFU)** for formative assessment.

Effective in-school Checking for Understanding (CFU)/formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing lesson by lesson basis and to use this information to provide appropriate support, intervention or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

The intent of Checking for Understanding (CFU)/ formative assessment is to identify what knowledge has or has not been learned and understood and what skills have or have not been developed and to then address any gaps in knowledge, understanding and/or skills (next steps and future planning).

The frequency of the informative depends on the technique chosen. Some techniques will be used every lesson and others once within a unit of work. Appropriate techniques should be applied appropriately to the assessment data that is required.

Checking for Understanding (CFU) tasks/Formative Assessments should therefore be set by the class teacher. It should be appropriate to the section of the curriculum that is being assessed and the pupils that will be completing the assessment.

Techniques:

Observations	Questioning	Discussion	Assignments
Journals	Projects	Quizzes	Exit/Admit Slips
Learning Logs	Graphic Organisers	Peer Assessments	Self Assessments
Written Questions	Practice Exercises	Multi-Choice Exercises	Extended answers
Presentations	Diagnostic Tests	Visual Representations	Always/Never/Sometimes
Mini Whiteboards	Four Corners	Think, Pair, Share	Kinaesthetic Assessment
Appointment Clock	Simulations/Games	Homework	Rubrics
Checklists	Self Evaluations	Questionnaires	and many more

At KS4 Checking for Understanding (CFU) tasks/formative assessments must not be graded as they reflect one piece of work. They can be marked e.g. 4 out of 5 if appropriate, but it must be clear any numbers allocated are not actual grades. At KS3 they could be marked as having met a KS3 subject standard as this can be demonstrated in one piece of work.

The marking of a Checking for Understanding (CFU) task/formative assessment (like its frequency) depends on the intent of the technique. Marking is fundamentally a method of giving feedback to pupils. Moving forward we will therefore use the term feedback and not marking. At St Cuthbert's we use three types of feedback by the teacher: Verbal, Live and In-Depth Feedback.

Verbal Feedback is a communication by the teacher to the student which enables them to move forward with their task. This could be signposted in the task with a (V) to evidence this feedback and remind the teacher and pupil of this. Whilst this is considered good practice, it is not compulsory.

Live Feedback is completed by the teacher in red pen during the lesson. It provides immediate feedback for the student of the task in hand. This could be some ticks to short questions, be a positive comment regarding effort and attitude, it could indicate a reward (P). It can be targeted at specific students or applied to all. Any ticked work should be checked for accuracy and not just completion – unless it's this that's been identified. Live feedback should be evident every lesson in some capacity, it does not need to be evident for every student, every lesson

In-Depth Feedback is completed by the teacher in green pen. In-Depth Feedback identifies what the student has learned/demonstrated within the 'task'. It should be also checked for SPAG. This should be subject specific and communicate what the student needs to do improve the task/skill being assessed. The frequency of In-Depth Feedback tasks will be set departmentally.

Effective In-Depth Feedback can include a written comment which explains to students what they need to do to improve their work or use Action Targets (ATs). Action targets should allow teachers to give specific feedback for generic mistakes and simply writing 'AT1' on a student's work and highlighting what section of their work this AT applies to would suffice. What is most important is that the student takes action as a result of this feedback and improves their work. They must be specific and provide students with an opportunity to improve their work once completed and address any misunderstandings. It must tell them exactly what to do in order to achieve this objective. Teachers should then provide time for Action Targets to be completed before moving on. Teachers should then check to see if the required improvement has been completed. Where this is the case it should be acknowledged. If it hasn't been completed or achieved the teacher should intervene and address it. Action Targets should be used when appropriate to the teacher and task – they are not compulsory.

Self/Peer assessed marking and feedback can take place within a lesson and can be completed in any colour but red or green.

If a student is instructed to amend/rework/re-do/extend an answer this should be completed by the pupil in **Purple Pen**. This is not a requirement for all In-Depth Feedback as the response may be more evident over the next few weeks learning rather than an initial response. However student responses to teacher feedback should be regularly evidenced in exercise books.

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

The intent of summative assessment is to identify what a student knows, understands and can do; what has been achieved; and the standards of those attainments.

There will be two departmentally set summative assessments for each year group. The data from these will inform teachers and pupils which objectives within the curriculum have been successful and which require further study (be that through further class teaching or intervention). The data collected from the assessments will also be shared formally with parents and tracked departmentally and by cohort. Teachers can also use mini summative assessments to inform their planning.

In-Depth Feedback should always follow a summative assessment ideally within one week of the assessment.

Summative assessments must be done in exam conditions to indicate exactly what a student is capable of doing independently and to evaluate exactly what has and has not been learnt. They should be carried out during the calendared assessment week for each year group. They must assess what has been learned in a particular Scheme of Learning and over time. Summative assessments must be based 75% upon the

relevant Scheme of Learning which has just been taught and 25% upon learning prior to this which has been revised for over the Scheme of Learning.

Summative assessments must be designed to cater for the full range of students' abilities. At KS3 the two summative assessments will be given a percentage (%) mark and recorded in SIMS. This will be then converted into a WT, WA, WGD it is this that will be reported to parents. At KS4 students are given a grade (1-9). Students should be gradually exposed to the full range of questions they will experience in a final GCSE exam. This does not mean they must be taught all of the skills required to achieve the higher grades but they must be able to access the questions with answers which are appropriate to their ability. For example even if a student cannot actually evaluate something they should be able to describe it which will provide some marks.

To ensure accuracy and consistency of data from summative assessments, all assessments are standardised and moderated by departments.

A calendar of assessment dates can be found in Appendix A.

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments are sat by students in September of Year 7 and in May/June of Year 11. In Year 7 students will take the CAT4 tests and at the end of Key Stage 4 they take the form of GCSEs and vocational qualifications.

The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

The General Certificate of Secondary Education (GCSEs) are the qualifications that are studied for and taken at the end of Key Stage 4, usually Year 11. This is after completing a 2 year course to prepare for this qualification. They are mostly assessed by examinations at the end of the 2 year course. Details of the GCSEs that we offer can be found in the examinations section on the school website, the curriculum policy and within subjects on the school website.

Vocational Qualifications are equivalent to the GCSEs however they usually contain more practically assessed tasks and not just formal examinations. Details of the vocational qualifications we offer can be found in the examinations section on the school website, the curriculum policy and within subjects on the school website.

6. REPORTING TO PARENTS: WRITTEN REPORTS

Reports will be shared with parents twice a year after the assessment periods. Attitude to learning will be reported upon for each subject, in all years. At KS3 the subjects standards will be reported upon individually using the 'working towards', 'working at' and 'working at greater depth' terms, these terms will also report what was achieved in the summative assessment. At KS4 the grade (U, 1-9) a student has achieved in their summative assessment will be reported upon as well as their target grade. The reports will be a cumulative report across both assessment periods within the year at KS3 and from the start of the course in at KS4.

Each report will also include attendance and punctuality information, the number of positive and negative 'P' points awarded and a comment made by the form tutor. Heads of Department, Heads of Year and SLT will be involved in the QA of these reports to parents.

Reports will also be shared with students during form time where they will reflect upon progress made.

Following the issuing of reports to parents there will be the opportunity for parents to discuss the progress of their son/daughter via an appointment with a member of SLT/Pastoral Team or Support Team.

Please see a mockup of a blank report of both KS3 & KS4 reports in Appendix B and C.

7. INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. TRAINING

Supporting teachers with assessing pupil progress, standardisation and moderation of assessment data and using assessment data of classes to plan effectively for pupil progress is planned within the CPD calendar. Some of this training is whole school and some is departmental. Teachers who need further support will be offered bespoke and individualised CPD and support.

HODS, SLT and governors will also receive CPD on tracking cohort data, understanding how to identify patterns and trends within cohorts and over time and what actions are required as a result of the data collection/assessment periods.

9. ROLES AND RESPONSIBILITIES

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. MONITORING

This policy will be reviewed annually by A Hill and Jo Holt [Assistant Head teachers Pupil Outcomes]. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The curriculum SLT team are responsible for ensuring that the policy is followed.

A Hill and J Holt will monitor the effectiveness of assessment practices across the school, through: data analysis and student performance, moderation of assessments, lesson observations, book scrutinies, pupil voice, pupil progress meetings with pastoral teams, HODs and class teachers as appropriate.

11. LINKS WITH OTHER POLICIES

This assessment policy is linked to:

- Curriculum policy
- Examination contingency plan
- Teaching & Learning policy

12. APPENDICES

Appendix A: Calendar of assessment dates

Appendix B: Mock KS3 Report

Appendix C: Mock KS4 Report

Appendix A: Calendar of assessment dates

Assessment Calendar

	Yr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	
Key Stage 3	7	Assessments of the KS3 standards individually will take place through formative assessments following the departmental calendar.				SA1	Y7 Data Drop	Assessments of the KS3 standards individually will take place through formative assessments following the departmental calendar.				SA2	End of Year Reports
	8					SA3	Y8 Data Drop					SA4	
	9					SA5	Y9 Data Drop					SA6	
<p>Summative Assessments at KS3 can be staggered throughout January and June. They will all be in class assessments (of appropriate lengths). The data drop window will be open from January and will close mid-February. Reports home to parents will be issued at KS3 in February and July.</p>													
Key Stage 4	10	'Base Line' optional			SA1 Data Drop					SA2	Y10 Data Drop		
	11			SA3 Data Drop			SA4 [MOCK After HT]	Y11 Data Drop	SA5 [TA or Summative] Data Drop		Y11 Predicted Grades		
<p>Assessments at KS4 will be a set '2 week window' on the calendar. Assessments 1, 2, 3 and 5 will be in class assessments (of appropriate lengths) and Assessment 4 will be a formal mock fortnight in the sports hall. The data drop window will be open from the start of the assessments to 2 weeks after. All dates will appear on the school calendar. Reports home to parents of Year 10 students will be issued in December and July. Reports home to parents of Year 11 students will be issued in November, April and June.</p>													

All collected data will be shared with parents and analysed by class teachers, HODS, HOY and the Senior Leadership Team.



Key Stage 3 Report: Year 7: Assessment Report 1: February 2021

At St. Cuthbert's RC High School we create and promote positive learning experiences by applying our 5 Ps. As students of the St. Cuthbert's Roman Catholic community, to be the best that they can be, students should be:

• Prepared • Punctual • Polite • Participants • Proud

A student who demonstrates all 5Ps in every lesson will be able to make good progress and achieve the KS3 standards.

Prepared for lessons with the correct equipment and any homework completed.

Punctual to lessons

Polite and works with a respectful, positive attitude to learning and others

Participants fully engage with and participate in the lessons and completes all classwork

Proud – work is presented neatly with care

Class teachers report upon how these 5Ps are met by students each and every lesson.

Outstanding – Meets this statement all of the time

Good – Meets this statement the vast majority of the time

Requires improvement – Needs to improve to 'be the best that they can be'

Attitude to Learning: The 5Ps					
	Preparation	Punctuality	Politeness	Participation	Pride
English Language					
English Literature					
Mathematics					
Combined Science					
Religious Education					
French or Spanish					
History					
Geography					
Core PE					
Personal Development					
Art					
Music					
Drama					
Food Technology					
Design Technology					
Computer Science					

Achievement (5P) Points			
Positive Points Awarded		Negative Points Awarded	

Academic Attainment

At St Cuthbert's students are taught the Key Stage 3 National Curriculum throughout years 7, 8 and 9. We have created our own yearly curriculum within this and have identified Key Standards that should be achieved by students. This builds upon their Key Stage 1 and 2 curricular and prepares them for their Key Stage 4 (GCSE's).

Each subject has an identified set of standards for Years 7, 8 and 9. These standards are a combination of skills and knowledge that students must learn, understand, demonstrate and apply. Students are continuously assessed on these 'standards'.

Students are assessed as 'working towards' (WT), 'working at' (WA) or 'working in greater depth' (WGD) for each standard. The subject standards that have been assessed so far follow this page in this report. A student who is 'working at' (WA), achieves the standards each year at KS3 should go on to achieve a Grade 4(+) at GCSE.

Students will also sit two summative assessments each year that assess their skills and knowledge within each subject in a more formal assessment. The result of this assessment will be reported in the same way as the standards.

Core Subjects	Assessment Standard 1	Assessment Standard 2
English		
Mathematics		
Science		
Religious Education		
French or Spanish		
History		
Geography		
PE		

Expressive Arts and Technology	Assessment Standard 1	Assessment Standard 2
Art		
Music		
Drama		
Food Technology		
Design Technology		
Computer Science		

3 subjects will be completed in Report 1
and the other 3 in Report 2

The Year 7 standards now follow by subject. If a standard has been assessed so far this year a WT, WA or WGD will appear next to the standard. If this is blank this means that the standard has not been assessed so far this academic year.

English Standards: Year 7

English Reading Standards	
To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	
To deduce, infer or interpret information, events or ideas from texts.	
Analyse, explain and comment on the effects of writers methods (language and structure)	
Analyse, explain and comment on the effects of writers methods (language and structure)	
To identify and comment on writers' purposes and viewpoints; to relate this to their social, cultural and historical traditions.	
English Writing Standards	
To write imaginative and thoughtful texts which are appropriate for task, reader and purpose.	
To organise texts effectively, using cohesive paragraphs.	
To construct a variety of technically accurate sentences, using a range of punctuation.	
To use effective vocabulary, appropriate to the task.	
To use correct spelling.	
English Speaking and Listening Standards	
To develop and adapt speaking skills, forms and conventions in formal and informal contexts.	
To understand and respond to what speakers say in formal and informal contexts, using a range of active listening strategies.	

Mathematics Standards: Year 7

Mathematics Autumn Standards	
To be able to apply algebraic notation by simplifying expressions and substitution into expressions and equations.	
To be able to solve one and two-step equations.	
To be able to convert between FDP and recognise or find equivalence including diagrammatically.	
To be able to describe and continue both linear and non-linear sequences in diagram and number forms.	
To be able to order and use place value to compare decimals, integers including use of a number line and be able to round to powers of 10 or 15F.	
Mathematics Spring Standards	
To be able to use formal methods of addition and subtraction with integers, decimals and fractions including negatives.	
To be able to convert between metric units including multiplying and dividing by powers of 10.	
To be able to work out the perimeter and area of 2D shapes, as well as solve problems in context (excluding circles).	
To be able to find a fraction and a percentage of an amount including in problem form.	
To be able to use the order of operations.	
Mathematics Summer Standards	
To be able to find missing angles from a straight line, around a point, from triangles and quadrilaterals. Including those in algebraic forms.	
To be able to write a number as a product of its prime factors.	
Understand set notation and the use of Venn diagrams for probability.	
To be able to use known facts to derive others, including algebraic facts.	
To be able to accurately measure angles and draw triangles given certain parameters e.g., SSS, SAS, and ASA.	

The rest of the subject standards would follow like this!!

Attendance and Punctuality

There is a proven link between attendance and progress. Less than 90% attendance is equivalent to half a day off a week, impacting the ability to accumulate, absorb and refine knowledge within school. This is why attending school is so important and absence should be avoided wherever possible. At St Cuthbert's we classify the attendance of students as:

- GREEN students with attendance between 100% and 97%
- AMBER students with attendance between 96% and 93%
- RED students with attendance between 92% and 91% (*at risk of becoming Persistently Absent)
- PURPLE students below 90% (Persistently Absent)

All students should aim to have green attendance – above 97%

Attendance and Punctuality	
Possible Attendance	
Percentage Attendance	
Authorised Absence	
Unauthorised Absence	
Number of Lates to School	

Form Tutor Comment:

We would like to thank you for your continued support with <Name>'s education as we all work towards our end goal of <Name> achieving the best possible results and securing a bright future. Should you have any questions regarding <Names>'s report, do not hesitate to contact me [Mrs Hill (Assistant Headteacher)] at stah03@scrchs.com or phone the school to arrange an appointment.



Key Stage 4 Report: Assessment Report *: March 2020

At St. Cuthbert's RC High School we create and promote positive learning experiences by applying our 5 Ps. As students of the St. Cuthbert's Roman Catholic community, to be the best that they can be, students should be:

- **Prepared** · **Punctual** · **Polite** · **Participants** · **Proud**

A student who demonstrates all 5Ps in every lesson will be able to achieve their GCSE target.

Prepared for lessons with the correct equipment and any homework completed.

Punctual to lessons

Polite and works with a respectful, positive attitude to learning and others

Participants fully engage with and participate in the lessons and completes all classwork

Proud – work is presented neatly with care

Class teachers report upon how these 5Ps are met by students each and every lesson.

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Requires improvement – Needs to improve to 'be the best that they can be

Attitude to Learning: The 5Ps					
	Preparation	Punctuality	Politeness	Participation	Pride
English Language					
English Literature					
Mathematics					
Combined Science					
Religious Education					
French or Spanish					
History or Geography					
Specialism Subject					
Core PE					
Personal Development					

Achievement (5P) Points	
Positive Points	
Negative Points	

Academic Attainment

All of our academic KS4 assessments at St Cuthbert's are assessed using the qualification grading criteria. For GCSEs these are grades 1-9, with grade 9 being the highest grade and grade 1 being the lowest. A grade U means that the grade 1 standard has not been reached. A grade 4 is considered a 'pass' to gain entry into college at 16 to access further study. For Cambridge National subjects (GCSE Equivalent) the following table shows the grades that are assigned. A Level 2 Pass is considered equivalent to a GCSE Grade 4.

Cambridge National
Level 2 Distinction*
Level 2 Distinction
Level 2 Merit
Level 2 Pass
Level 1 Distinction
Level 1 Merit
Level 1 Pass

All students have a Target for each subject, this has been generated from previous school data. These targets are aspirational targets, a target for each student to work towards and are in line with the schools high expectations of all students as articulated in our school mission statement – to be the best that we can be!

Core PE continues the assessment scheme from KS3. Key Standards have been identified that all students in Year 10 and Year 11 should achieve. The standards are assessed as 'working towards' (WT), 'working at' (WA) or 'working in greater depth' (WGD). These standards will be assessed and reported upon across the 5 assessment points of KS4.

The grade given in the first assessment represents a grade achieved from learning a quarter of the course, in the second assessment this grade represents the learning of almost half of the course, by the third assessment this grade represents three quarters of the course and much revision will be required by pupils to ensure they can remember the new learning as well as all of the previous learning. Assessment four is the mock examination, all of the course has been learned and this grade is reflective of the grade that will be achieved in the GCSE examination (unless lots of revision and preparation takes place). The final assessment five will represent a predicted grade just before the GCSE's begin, a final chance to improve our attitude to learning and achieve our full potential.

Academic Attainment						
Subjects	Target	Year 10		Year 11		
		Assessment 1 December Year 10	Assessment 2 May Year 10	Assessment 3 November Year 11	Assessment 4 April Year 11	Assessment 5 May Year 11
English Language						
English Literature						
Mathematics						
Combined Science						
Religious Education						
French or Spanish						
History or Geography						
Specialist Subject						

Subject	Assessment 1 December Year 10	Assessment 2 May Year 10	Assessment 3 November Year 11	Assessment 4 April Year 11	Assessment 5 May Year 11
Core PE					

Attendance and Punctuality

There is a proven link between attendance and progress. Less than 90% attendance is equivalent to half a day off a week, impacting the ability to accumulate, absorb and refine knowledge within school. This is why attending school is so important and absence should be avoided wherever possible. At St Cuthbert's we classify the attendance of students as:

- GREEN students with attendance between 100% and 97%
- AMBER students with attendance between 96% and 93%
- RED students with attendance between 92% and 91% (*at risk of becoming Persistently Absent)
- PURPLE students below 90% (Persistently Absent)

All students should aim to have green attendance – above 97%

Attendance and Punctuality	
Percentage Attendance	
Possible Attendance	
Authorised Absence	
Unauthorised Absence	
Number of Lates to School	

Form Tutor Comment:

We would like to thank you for your continued support with <Name>'s education as we all work towards our end goal of <Name> achieving the best possible results and securing a bright future. Should you have any questions regarding <Names>'s report, do not hesitate to contact me [Mrs Hill (Assistant Headteacher)] at stah03@scrchs.com or phone the school to arrange an appointment.