

Holly Lodge High School

College of Science



Assessment Recording and Reporting Policy 18-19

Date Adopted: 06.03.19

To be reviewed: 2021

Signed by Governors: Soyfur Rahman

Signed by Head Teacher: P.Shone

Assessment, Recording and Reporting Policy

This Assessment Policy has been drawn up in consultation with staff and governors. It is consistent with the school's Statement of Intent and Aims as well as Equal Opportunities and Race Equality Policies in that it applies to all students at the school and the teaching and learning that will enable them to make progress and reach the highest possible levels of attainment.

The main purposes of assessment:

- To support teaching and learning by identifying what students already know and can do and how they might move to the next step/grade. Assessment, therefore, should be evident in all lessons.
- To empower and motivate students to become better learners by understanding their own attainment and how understanding how to make further progress. They will be encouraged to develop strategies to improve their performance with increasing confidence and independence.
- For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- For parents, it should encourage them to take an active and informed part in their child's education. Assessment information for parents should be accessible, inform them of their child's attainment and allow them to understand how their child may maximise achievement and progress.
- For other staff, assessment information will inform an understanding of the current and potential student outcomes.
- meet the statutory requirements of the LEA and government

The principles of Assessment

- recognise and celebrate individual successes in order to encourage and motivate all students;
- be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
- allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- To enable students, teachers, departments and the school to set effective targets for individuals, for cohorts and for the whole student body
- help shape targets for improvement;
- allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
- to assist the process of evaluation of teaching methods, teaching materials and courses
- to assist the moderation of standards across the curriculum
- underpin teaching and learning in order to ensure progress for every child.

Appropriate types of Assessment

All assessment should enable students to know precisely what they have done well and what they need to do in order to improve. Assessment needs to be linked to the work so that students know what aspects of the work will be assessed, how this will be done and what their role in the process is. Holly Lodge acknowledges that assessment will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson.

This may include:

1. formative assessment including verbal and written feedback*
2. summative assessment
3. peer-assessment*
4. self-assessment*
5. assessment and moderation of exemplar work of different grades/steps
6. use of assessment criteria and examination materials

(* please also ref marking & feedback policy)

Teachers need to choose the type of assessment which:

- will enable students to demonstrate what they know and can do
- is most suited to the requirements of the work and the needs of the students
- is most likely to enable students to evaluate their own work and understand what they have achieved, what they need to do next and how to go about it.

1. **Formative Assessment.** This is on-going assessment that allows the progress of students to be monitored. Most marking done by teachers falls into this category. Formative assessment enables students to reflect on their work, helping them to know what they do well and to identify what they need to do next to improve their performance.
2. **Summative Assessment.** This takes place at the end of a unit of work or key stage, providing a formal assessment of students' knowledge and ability. Summative assessment provides students, teachers, parents, governors and outside agencies with useful and accurate information about what each child knows, understands and can do.
3. **Peer assessment.** Peer assessment engages students with the work in hand and is beneficial for all involved. Students learn to assess the work of others and so to assess their own. Real learning takes place when assessment is constant and integrated by the students themselves. By exchanging work in pairs, sharing work in groups and contributing to plenary sessions, students learn the skills of self-assessment that are essential to progress. Peer assessment is only effective if the teacher sets clear criteria to ensure that students are developing the skills to assess their strengths and weaknesses accurately and effectively.
4. **Self-assessment.** All assessment should aim to enable students to reflect on their learning. Self-assessment is supported by all other forms of assessment and should have a central and explicit place in teaching and learning. Self-assessment is only effective if the teacher participates, to ensure that students are developing the skills to assess their strengths and weaknesses accurately and effectively.

Roles and Responsibilities

Governors will:

- Have a clear overview of the strengths and weaknesses of students' achievement from Headteacher reports, the LA school profile, FFT Aspire online, The OFSTED school data dashboard, subject leader reports and other sources.
- Hold the school accountable by making sure that there are rigorous actions put in place to address issues related to attainment and progress.
- Monitor the overview of achievement on a termly basis through curriculum committee meetings.
- Discuss and agree realistic but challenging targets.

The Headteacher will:

- Ensure that there is an effective policy in place by evaluating its effectiveness and keeping achievement under regular review.
- Keep governors advised about students' attainment and progress, including the provision of guidance on the interpretation of performance data.
- Ensure that subject leaders present reports to the curriculum committee on request.

The SLT member leading assessment and reporting in school

- lead and develop whole school and departmental assessment, recording and reporting policy and practice
- lead and manage whole school performance data and analysis with particular emphasis on addressing performance inequalities
- lead and manage student reviews and target setting lead and manage CATs testing and data analysis
- act as line manager for the Examinations and the Data Manager

Key Stage Directors /Heads of year.

The role of Key Stage Directors with regard to assessment is to:

- have an overview of student progress and the reporting system within each of their year groups
- develop links with Leaders of Learning and other Teaching staff to identify students who underachieve or who perform particularly well in their subject area.
- oversee and monitor the academic progress of the Year groups.
- contact parents, where necessary, with regard to their child's progress.

Leaders of Learning

The role of Leaders of learning with regard to assessment is to:

- manage assessment practice in their curriculum area
- use relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- generate and use data to identify and support underachievement, paying particular attention to sub groups, for example disadvantaged, SEND and underachieving students.
- establish and implement clear policies and practices for assessing students, reporting on their achievement and using Assessment data to assist them in setting targets.
- oversee the completion of progress checks and final reports.
- monitor and evaluate assessment practice within their curriculum area
- communicate any matters related to assessment to the Assistant Headteacher responsible for assessment

Note – In some curriculum areas, specific responsibility for assessment within a key stage is delegated to named member of staff. In such circumstances, that person is directly responsible to the Lead learner who has overall responsibility for assessment in that curriculum area.

Staff

All teaching and as necessary learning support staff are responsible for:

- being aware of students' prior Attainment Data, including SEN (Special Educational Needs), Vulnerable groups (e.g. CLA (Looked After Children) and Pupil Premium) for all their teaching groups. This can be found in their SIMs electronic mark books and on SISRA.
- assessing, recording and reporting in terms of attainment, progress and attitude against clearly defined departmental assessment objectives.
- working within the guidelines laid down by their curriculum area, the School Policy and statutory guidelines.
- using the information they gain from assessment to inform their planning and lesson preparation.
- Inputting the data on or before calendared deadlines into the Electronic Mark Book (EMB).
- adopting a range of methods to ensure that they can assess the attainment and progress of all students accurately;
- identify through assessment, and intervene with as necessary, those students at risk of underachievement;
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
- ensure that assessment builds students' motivation, confidence and self-esteem;

To achieve the above, teachers must ensure that assessment:

- is fully integrated into the teaching and learning process is, structured and rigorous and involves all students so that they become reflective learners
- encourages the involvement of parents by showing clearly a student's level of attainment and what he or she needs to do to make further progress
- is positive in its approach
- identifies explicitly stated targets for short and long term improvement
- is conducted using a variety of techniques, matching them to the requirements of the tasks and to the needs and aptitudes of all students
- has a clear focus that is understood by students and teachers
- is monitored in a structured and regular manner so that common standards and effectiveness are assured
- is understood by students

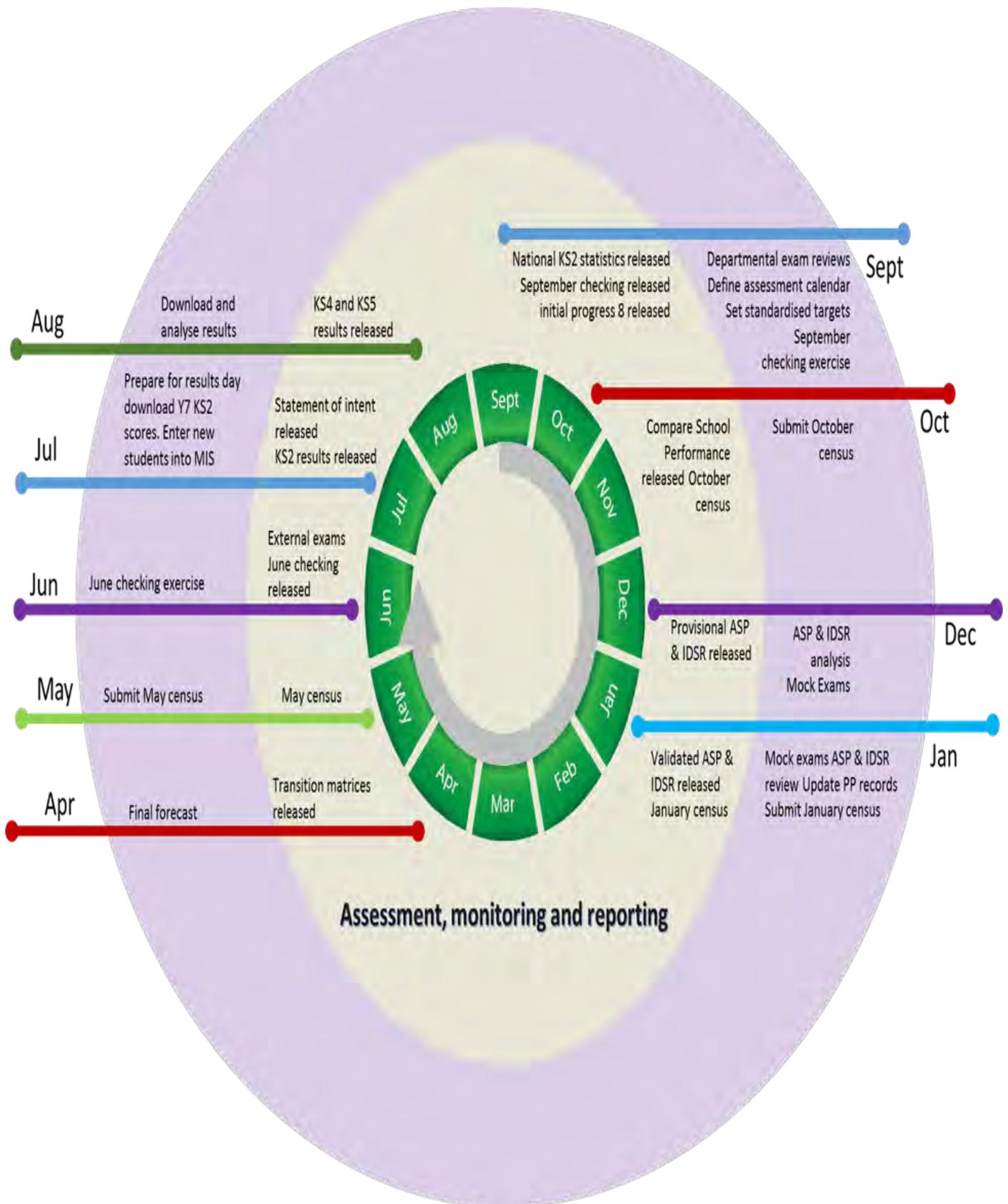
Students should ensure that;

- They know where to find their current performance, their targets and their action targets for each subject.
- They complete tracker sheets

Annual Data Cycle

External events

Internal tasks



Assessment ,Monitoring and reporting at Holly Lodge will be wrapped around local and National data and External events.

A Whole School Approach to Target Setting

There is no longer any statutory requirement for schools to set targets. At Holly Lodge however we believe it is an essential part of improving achievement is to set challenging but realistic targets for all students, in all subjects. This process requires a measure of judgment about whether, based on all the information available, the targets are realistic in order not to make the whole process lack creditability with stakeholders. Therefore decisions about targets need to be properly considered. The guiding principle underpinning the process is **'there are no excuses for underachievement'**.

To do this we use a variety of data sources.

- Prior attainment data from KS2 SATs and end of KS4 results
- CATs and other internal baseline assessments
- FFT Aspire estimates
- DFE progress expectations
- Accelerated reader /Nationally recognized reading assessments
- Internal departmental baseline assessments
- Where appropriate staff and student discussion

This information is then used to set target 'pathways' at KS3 which guide students and parents towards our expected attainment performance of each student at the end of Key stage 4. See the table below. Students can move up to a higher pathway. We do not expect them to move to a lower pathway. These pathways can be different for different subjects and may follow an accelerated matrix in subjects where no previous subject skills or knowledge has been gained. Eg French & Music. These subjects use a modified pathway to take account of this. (See Annex 1)

KS3 Pathways Matrix

Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Pathway	National Expectations	KS4 GCSE New Grade Guide	KS4 BTEC New Grade Guide	Assessment bands
Autumn	Autumn	Autumn	Autumn	Autumn					
9M	9M	9M	9.6	9.6	Mastering	Working well above national standard in this subject	9	D* D**	Evaluation
9L	9L	9L	9.3	9.3			8		
8H	8H	8H	8.9	8.9					
8M	8M	8M	8.6	8.6					
8L	8L	8L	8.3	8.3					
7H	7H	7H	7.9	7.9	Excelling	Working Above national standards in this subject	7	D	Synthesis
7M	7M	7M	7.6	7.6			6		
7L	7L	7L	7.3	7.3					
6H	6H	6H	6.9	6.9					
6M	6M	6M	6.6	6.6					
6L	6L	6L	6.3	6.3					
5H	5H	5H	5.9	5.9	Secure	Working at national standards in this subject	5	M	Analysis
5M	5M	5M	5.6	5.6			Strong Pass		
5L	5L	5L	5.3	5.3					
4H	4H	4H	4.9	4.9	Developing	Working towards national standards in this subject	4	P	Application
4M	4M	4M	4.6	4.6			Standard Pass		
4L	4L	4L	4.3	4.3					
3H	3H	3H	3.9	3.9	Foundation	Working below national standards in this subject	3		Comprehension
3M	3M	3M	3.6	3.6					
3L	3L	3L	3.3	3.3					
2H	2H	2H	2.9	2.9					
2M	2M	2M	2.6	2.6					
2L	2L	2L	2.3	2.3					
1H	1H	1H	1.9	1.9	Emerging	Working well below national standard in this subject	1	L1P	Knowledge
1M	1M	1M	1.6	1.6					
1L	1L	1L	1.3	1.3					
WH	WH	WH	W.9	W.9					
WM	WM	WM	W.6	W.6					
WL	WL	WL	W.3	W.3					

Eg if students are on a step 4H in a subject in Year 8, then they are on target to achieve

a grade 5 when it comes to taking a GCSE at the end of Key stage 4. If a student is achieving a grade 5 at the end of Key stage 4 then they are considered to be achieving 'at National standards' in that subject.

Pathway development

Attainment at KS2	Pathway	National Expectations	KS4 Grade Guide GCSE	KS4 Grade Guide BTEC
High	Mastering	Working well above national standard in the subject	9/8	D* D**
	Excelling	Working beyond national standard in the subject	7/6	D/M
Middle	Secure	Working at national standard in the subject	5 Strong Pass	M
	Developing	Working towards national standard in the subject	4 Standard pass	P
Low	Foundation	Working below national standard in the subject	3	L1P
	Emerging	Working well below national standard in the subject	2/1	

At KS4 and 5 these pathways become more finely tuned individual GCSE or BTEC target grades. As part of the reporting process, these are fed back to students and parents as fine grades.

Fine Grades (New)	Fine Grades BTEC	Example
4.9	M1	Staff are predicting that the student is secure at that grade, but with a little extra learning at home and school that the student could move up to next higher grade.
4.6	M2	The middle of a grade, fairly secure in our predictions that the student will get this grade if they continue to work as they are.
4.3	M3	This could as easily become a grade 3 rather than a grade 4.

Once generated and agreed, these target pathways (KS3) and target grades (KS4 & 5) are then entered centrally into the Assessment Manager area of our SIMs MIS. This data is then supplied to all staff via their Electronic mark books.

At Keystage 5, BTEC/ Vocational examination targets are set based on an average of all KS4 results. Average GCSE points are used for setting challenging GCE grades. Currently these grades are generated through an external provider (LP plus) based on students achieving grades in the top 40% of the previous years results

Data sweeps

Throughout the year teachers are required to formally grade each student in each subject. Most year groups have **4 allocated sweep deadlines** for a professionally predicted step or grade/s, plus one or more mock/ exam results to be entered into their electronic Mark book. Whilst there are constraints due to the whole school reporting schedule, the timing of summative and formative assessments will be at the discretion of individual teaching departments to allow them to make the most accurate professional predictions possible. This data is then internally processed and uploaded to our online analysis system SISRA. A full analysis of this data is then passed back to lead learners which should then be discussed

through line management and other meetings to identify intervention needs.

How will assessments be graded?

For every data sweep at each key stage staff will enter a **professionally predicted** 'step' /grade **not** a 'working at' grade. A professional prediction is a judgment of the expected outcome based on the information available at the time and is not a guarantee of outcomes. This may be based on a variety of formative and summative assessment activities eg a piece of project work, assessed piece/s of classwork or homework. These predictions depend upon the students continuing to make the most effort available. This judgement is also developed by internal moderation and access to the latest information and training provided by examination boards. (SSAT Colin Logan 2018). For example a Year 7 student predicted on a step 4 means that the teacher is predicting that, based on the evidence available at this time, will go on to achieve a grade 5 at the end of Year 11 in the subject.

This data is fed into two interim and one full student reports each year. Once the data has been collected it will be collated and be:

- issued to students, form teachers and parents either at Parents' consultation / progress evenings.
- accessed continually on line from the assessment section of individual student's areas of our VLE (Moodle)
- used to trigger intervention strategies, particularly where students are below their expected level or grade in several subjects; These may be dealt with during Department Intervention meetings and Raising standards meetings?
- used as a basis for a one-to-one interview between student and Form Tutor and a member of staff from SEND if appropriate
- The setting of targets alone will not improve student performance.
- Teaching staff are expected to regularly review both formally and informally each student's performance in relation to their target and suggest ways to improve.

Departmental Assessment Framework

This section provides guidelines for Curriculum Areas that will enable them to formulate an individual assessment policy that supports the whole school policy on assessment, recording, reporting and target setting. The use of assessment should be clearly outlined in departmental policies. The records kept by departments should enable members of the department to make informed judgments about students' progress in relation to steps and grades. The Departmental policy should contain reference to the following practice:

1. A record of target pathways/grades

For most departments these will be available through individual cell electronic mark books and the online analysis tool should be kept, set at the beginning of the Key Stage and based upon the evidence of previous performance by the students in SATs and CATs along with data supplied by the Fischer Family Trust through the EMB.

2. Each department will keep a centralised database containing records of student performance and their targets. The database should hold a record of levels/grades that form the basis of judgments required for whole school assessment and reporting i.e. grade sweeps and reports. This should be either entirely on the EMB or where departments wish to keep separate records, contain all EMB data and be accessible at any time by all staff.

3. Opportunities must be identified within schemes of work for regular assessments, both formative and summative, at all levels.

4. An opportunity for discussion to take place with students to coincide with grade sweeps is essential to provide information concerning current performance and suggested areas for improvement. The department needs to identify suitable work that can be undertaken at this time e.g. project work, self-assessment, group work that requires self-reliance.
5. Opportunities for students to be involved in self and peer-assessment exercises that will enable them to evaluate their progress and relate to the criteria being used to assess their work.
6. As a result of the assessment process there should be liaison with the SEND department and account take of additional provision to support students with identified needs.
7. Procedures for the standardisation and moderation of work in the department should be identified.

Note: In support of the last point, departments should, where appropriate, produce and regularly update portfolios of student's work at each Key Stage which will:

- demonstrate the assessment techniques used within the department and how these are linked to the work and needs of the students
- provide a record of the department's interpretation of standards of achievement to support standardisation and moderation processes.

A Whole school approach to Record Keeping

The school has developed the capability of gathering and analysing centrally through the use of the Electronic Mark Book (EMB) and **SISRA analytics**.

The EMB uses Assessment Manger to gather and compare all student performance data against targets.

- It allows for centralised analysis overall subject and year group performance as well as targeting of support/ intervention.
- This data remains continually shared with all teachers for their classes in real time
- Data is available in both class and year group format RAG rated against pathway /target grade
- Records may include marks for classwork, homework, end of unit tests, individual assignments & examinations.
- The system allows for immediate transfer of data between staff if students are moved and the addition of new data entered centrally for all or some students as appropriate.
- Curriculum areas can modify the EMB to suit their assessment requirements, but must ensure that sweep data is recorded by the calendared deadline date.

The recording systems developed by curriculum areas should fulfill the following conditions at the appropriate Key Stage

Key Stage 3

Records should be kept by curriculum areas to enable them to:

1) Monitor individual student performance and progress which will:

- inform and provide a secure basis for annual reports to parents or transfer data to new schools
- provide parents with up-to-date information on their child's progress, if requested
- identify gaps in the learning experience of each student
- identify the teaching needs of students within the SEND Code of Practice

- identify the teaching needs of more students
 - provide information for setting, where appropriate.
- 2) Monitor individual student's attendance.

Assessments throughout KS3

Assessment will be based on a combination of on-going assessed tasks and summative assessments. It is an integral part of the learning process. All students are assessed regularly within lessons and through marking of classwork and homework. Regular verbal and written feedback is also given on how to improve work.

The School assessment Matrix is designed to link KS3 with the new KS4 grading system. The 'flight path' model will be used internally to track if students are on course to achieve their expected grades at the end of Key Stage 4.

We will refer to achievement at KS3 in terms of 'steps' and these will be recorded in students' books/folders on achievement tracker sheets. These will refer to different steps for a pathway in each year at KS3.

As with KS4, we will report the predicted steps in more detail by also nominating the grade as a H M or L

H	Student is working at the top of this Step and should aim for the next higher numbered step
M	Student is secure in this Step
L	Student is fragile in this Step and may move down to a lower numbered step without more intervention

Unlike with the old NC level system it is not expected that students will necessarily rapidly move up the achievement steps. More demanding higher order learning skills such as analysis and evaluation techniques can take some time to acquire and develop. Assessments will be structured to assess these as well as lower order skills such as new knowledge and understanding. They will however be expected to make consistent progress with their learning, which may be seen from their class, home learning in lesson observations and practical work. At KS3, each time a member of staff gives an assessment step, they will also give an indication of student progress.

+	Student is making faster than expected progress in this subject
=	Student is making expected progress in this subject
-	Student is not making fast enough progress with this subject

This would reference the fact that you can see evidence of progress for a student via other processes eg examining classwork, home learning, observation in lessons etc

Record keeping

For each subject area student targets will be shared and recorded on a Key Stage 3 Pathways Sheet and Key Stage 4 and Key Stage 5 attainment tracker. The trackers will be fixed in the front of all students' exercise books/folders/file. This will be used by students to plot progress from their current position at the start of the year.

The target grids will be used by staff and students to maintain an overall dialogue of progress and will allow parents to view progress over the year. The Profession Prediction may

be based on a minimum of one or more fully assessed pieces of work or classwork, homework, assessments and other contributions throughout the half term. This should be plotted on the

each point.

	Year 7 Tracker 2018 ~2019							
	Target Pathway:							
My Pathway	Yr7 Steps	1 November 2018	2 January 2019	Internal Exam Result April 2019	3 April 2019	4 June 2019	KS4 GCSE Target Grade	KS4 BTEC Target Grade
Mastering	7L						9	Distinction*
	6H						8	
	6M						7	
Excelling	5H						6	Distinction
	5M						5	
	5L						4	
Secure	4H						3	Merit
	4M						2	
	4L						1	
Developing	3H						Strong pass	Pass
	3M						Standard pass	
	3L						Standard pass	
Foundation	2H						3	L1 Dist
	2M						3	
	2L						3	
Emerging	1H						2	L1 Merit
	1M						2	
	1L						2	
	WH						1	
	WM						1	
	WL						1	L1 Pass

students tracker at sweep

EAL

Prior to the EAL student starting at Holly Lodge, they will be invited in for testing. The tests are specifically for EAL students and test their English ability in reading, writing and speaking & listening. Initial assessments use a range of EAL assessments including the CFER scale (Common European Framework of Reference for Languages), Dfe Codes of Proficiency and Solihull Steps for EAL. Students also complete a Maths exam and an accelerated reader exam. An example of their written work in their home language is also collected to give some idea of their literacy skills in their home language.

To support this at Holly Lodge, we have developed a system of categorising EAL students. This is to help staff identify who may be in need of the most language support. It is based on the amount of time students have been in the UK which often reflects the time taken to improve language proficiency. The categories are

- EAL 1 (Students arriving in UK 0-3 years),
- EAL 2 (Students arriving in UK between 3-6 years)
- EAL 3 (Students arriving 7 years or more or UK born).

This categorization is input into SIMs so that appropriate monitors and interventions can take place

Year 7 Tracker 2018-2019												
Target Pathway:												
My Pathway	Yr7 Steps	1 November 2018	2 January 2018	Internal Exam	3 April 2019	4 June 2019	KS4 GSE Target	KS4 BTEC Target	ESOL	Dfe Proficiency	Solihull Steps	
Mastering	7L						9	Distinction*				
	6H						8					
	6M						7	Distinction		Code E	E Step 8	
Excelling	5H											
	5M						6					
Secure	4H						5	Merit				
	4M						Strong pass					
	4L						4			Code D	D Step 7	
Developing	3H							Pass				
	3M						Standard pass					
Foundation	3L								Level 1		C Step 6	
	2H							L1 Dist				
	2M						3					
	2L								Entry 3	Code C	C Step 5	
Emerging	1H							L1 Merit				
	1M						2			Entry 2		B Step 4
	1L											
	WH							L1 Pass				
	WM						1			Entry 1	Code B	B Step 3
WL											A Step 2	
Pre									Code A		A Step 1	

The Dfe Codes of Proficiency and Solihull steps have been matched against the school pathway to reflect students starting points. Profiles are updated termly and pathways reviewed annually.

SEND

Prior to students starting at Holly Lodge, visits are made to Primary school to gather data and information on pupils with additional needs. This is then processed and the correct arrangements are put into place for their start to year 7. In addition the SEN team also analyse the CATS data and KS3 data to make sure that the needs of all students are met. Throughout KS3 and KS4 data sweeps are analysed by the SENCo and discussed at all leadership meetings to look at developing curriculum needs.

Any student that has additional needs that need further analysis are referred to Inclusion Support Sandwell, this may be via the Educational Psychologist, Specific Learning Needs Teacher or Special Needs Teacher. Further cognitive tests are then carried out which may then result in access arrangements or identification of further SEN needs (please refer to SEN policy and Word Processing policy).

Key Stage 4 and 5

Records will need to be kept for the same reasons as at KS3, except for the need to determine predicted steps. In addition records will be needed to inform 'professional predictions and 'forecast' grades (as sometimes required by examination boards). The nature and style of the recording procedure will need to be determined by the curriculum area, communicated to its members and monitored.

Departmental systems should allow for moderation procedures to take place at key points throughout the year

Reporting to parents

The education process is a partnership between student, school and parent. It is essential that all parties are kept informed about the progress of the student throughout their time in school. The school report forms part of this communication.

At Holly Lodge the full reporting system aims to:

- give recognition to each student's individual self-worth, uniqueness and talents so that he/she feels personally valued
- identify each student's strengths and areas for improvement
- give parents a realistic picture of their son's or daughter's attainment and achievement

across the curriculum and in the extra-curricular life of the school

- encourage parents to work with the school in motivating their child and giving support where needed
- inform students of their target steps/grades for the Key Stage. Their current 'professionally predicted' steps/grades show their progress towards achieving those targets;

To achieve these aims the school:

- issues an annual full written school report for each student in line with statutory requirements;
- produces interim reports in terms where no full report is provided.
- reports to parents' verbally via parent's consultation /progress evenings and invited 'drop in' sessions.
- communicates with parents when staff or a parent feels it necessary.

We want to encourage the mind-set where all students strive for excellence and a culture of 'I can't do **yet**' rather than 'I can't do'. Therefore, to ensure that students become secure in key skills and content needed for study at KS4 and beyond, the minimum expected grade is that students should be achieving on or above their target pathway.

For full reports,

These are completed using SIMs assessment manager will staff having access to complete the comments at any appropriate point in the year. Each curriculum area reports on:

- The individual students target pathway (Key stage 3) or target grades (KS 4 and 5)
- current 'professionally' predicted steps/grades

The reports are ragged (see below)to show whether a student is on target and how they are achieving compared to their targets

 Blue	= achievement above your Target/ pathway.	 Green	= achievement is on your target/ pathway.
 Amber	= achievement is just below /your target pathway.	 Red	= achievement is well below your /pathway.

- Students attitudes to learning commented on using a grading system from 'Outstanding' to 'Cause for concern'
- Staff will comment on subject strengths of a student
- Staff will also comment how targets may be achieved/how improvements can be made

Form Tutors report on students :

- Punctuality
- Building Relationships
- Appearance
- Ability to work with others
- Readiness to learn
- Responsibility

The Form Tutor also provides an overall personal comment, and a comment on enrichment

and other achievements if they have them .A further comment is made by the Head of Year, Senior teacher, or Head teacher

Parents' consultation /progress evenings

These will be held at least per year according to the published school programme. Parents and students will be able to discuss progress with each teacher. Discussions should be positive, constructive and informative. Teachers should make reference to the individual student's targets and the progress they making are towards achieving these. They should be prepared to discuss different strategies to ensure the student reaches their potential. Where a parent is unable to attend the evening, other arrangements can be made.

Annex 1 Accelerated skills pathway 18-19 French , PE and Music

Year 7			Year 8			Year 9			Year 10			Year 11			Pathway	National Expectations	KS4 GCSE New Grade Guide	KS4 BTEC New Grade Guide	Assessment bands								
Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum													
9L	9L	9L	9L	9L	9L	9L	9L	9L	9.3	9.3	9.3	9.3	9.3	9.3	Mastering	Working well above national standard in this subject	9	D* D**	Evaluation								
8H	8H	8H	8H	8H	8H	8H	8H	8H	8.9	8.9	8.9	8.9	8.9	8													
8M	8M	8M	8M	8M	8M	8M	8M	8M	8.6	8.6	8.6	8.6	8.6	8L			8L	8L		8L	8L	8.3	8.3	8.3	8.3	8.3	8.3
7H	7H	7H	7H	7H	7H	7H	7H	7H	7.9	7.9	7.9	7.9	7.9	7.9	Excelling	Working Above national standards in this subject	7	D	Synthesis								
7M	7M	7M	7M	7M	7M	7M	7M	7M	7.6	7.6	7.6	7.6	7.6	6													
7L	7L	7L	7L	7L	7L	7L	7L	7L	7.3	7.3	7.3	7.3	7.3	6M			6M	6M		6M	6M	6.6	6.6	6.6	6.6	6.6	
6H	6H	6H	6H	6H	6H	6H	6H	6H	6.9	6.9	6.9	6.9	6.9	6L			6L	6L		6L	6L	6.3	6.3	6.3	6.3	6.3	
6M	6M	6M	6M	6M	6M	6M	6M	6M	6.6	6.6	6.6	6.6	6.6	5H			5H	5H		5H	5H	5.9	5.9	5.9	5.9	5.9	
5H	5H	5H	5H	5H	5H	5H	5H	5H	5.9	5.9	5.9	5.9	5.9	Secure	Working at national standards in this subject	5	M	Analysis									
5M	5M	5M	5M	5M	5M	5M	5M	5M	5.6	5.6	5.6	5.6	5.6			5L			5L	5L	5L	5L	5.3	5.3	5.3	5.3	5.3
4H	4H	4H	4H	4H	4H	4H	4H	4H	4.9	4.9	4.9	4.9	4.9			Developing			Working towards national standards in this subject	4	P	Application					
4M	4M	4M	4M	4M	4M	4M	4M	4M	4.6	4.6	4.6	4.6	4.6	4L	4L		4L	4L		4L			4.3	4.3	4.3	4.3	4.3
3H	3H	3H	3H	3H	3H	3H	3H	3H	3.9	3.9	3.9	3.9	3.9	Foundation	Working below national standards in this subject		3	L1P		Comprehension							
3M	3M	3M	3M	3M	3M	3M	3M	3M	3.6	3.6	3.6	3.6	3.6			2											
3L	3L	3L	3L	3L	3L	3L	3L	3L	3.3	3.3	3.3	3.3	3.3			Emerging	Working well below national standard in this subject		1		Knowledge						
2H	2H	2H	2H	2H	2H	2H	2H	2H	2.9	2.9	2.9	2.9	2.9														
2M	2M	2M	2M	2M	2M	2M	2M	2M	2.6	2.6	2.6	2.6	2.6														
2L	2L	2L	2L	2L	2L	2L	2L	2L	2.3	2.3	2.3	2.3	2.3														
1H	1H	1H	1H	1H	1H	1H	1H	1H	1.9	1.9	1.9	1.9	1.9														
1M	1M	1M	1M	1M	1M	1M	1M	1M	1.6	1.6	1.6	1.6	1.6														
1L	1L	1L	1L	1L	1L	1L	1L	1L	1.3	1.3	1.3	1.3	1.3														
WH	WH	WH	WH	WH	WH	WH	WH	WH	WH	WH	WH	WH	WH														