Assessment / Feedback, Recording and Reporting Policy

Date Passed to Governors: October 2023

Approved / Adopted by Governing Body: October 2023

Date Policy Reviewed:

Date of Next Review: October 2024

Introduction

The school's policy on Assessment, Recording and Reporting Achievement is in accordance with Government statutory requirements.

"A written report must be sent to the parent / carer on their child's progress for the school year by the end of the summer term. The report for school leavers must be sent no later than 30th September following the end of the school year in which the pupil left."

It must contain; general progress, brief particulars of achievements, highlighting strengths and developmental needs, how to arrange a discussion about the report with a teacher at the school, attendance record, grades achieved when entered for GCSE, and any other grades achieved.

School Reports on Pupil performance: guide for Head Teachers updated April 2022 which can be viewed via this web-link:

https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-forheadteachers#school-leavers-reports

Due to the recent pandemic and the lack of Key Stage 2 data, the ability to predict a pupil's target has become a challenge. Where KS2 data is available, the academy will use this to provide an end of Year 11 target grade for all pupils. Where this data is not available, currently for those children starting secondary school in 2020 and 2021, the academy will use a variety of internal and external data (where available) to generate target grades for what a pupil can hope to achieve by the time they leave in Year 11.

Aims of the Policy:

- To outline the process of reporting and assessment at all key stages to enable parents / carers and staff to monitor the progress of individual achievement based on an end of Year 11 target grade
- To outline how the academy intends to use formative and summative assessment to monitor progress of all pupils and to provide appropriate catch up and intervention strategies
- To use the process of regular assessment gathering to enable teachers to evaluate the success of their own teaching and support planning to ensure progress
- To promote and implement a consistent and rigorous approach to assessment processes, data collection and accurate recording and monitoring against an end of Year 11 target grade
- All staff, parent / carers and pupils should know their end of Y11 targets to enable clear tracking of progress against an end goal. Targets may go up when evidence is provided to demonstrate a child is working consistently above their end of Year 11 target grade
- To ensure that all departments have a clear set of essential knowledge and skills criteria that aligns with age related expectations and national curriculum expectations and this criteria is used to shape planning for progress.

Section 1 – Target Setting

All pupils will be provided and end of Y11 target. These will be generated from KS 2 data, **where available.**

Targets are aspirational based on KS2 achievement.
A child on a KS2 baseline score of 99 will have a range of end of Y11 targets of 4s and 5s. In this example, the English KS2 attainment score was 4.06, higher than the maths score. Therefore, the aspiration target for this child would be 5 for English and 4 for maths.

Baseline	Attainment	English	Maths
80	17.5	2.11	1.15
81	17.5	2.11	1.15
82	17.5	2.11	1.15
86	22.05	2.59	1.765
96	31.51	3.63	2.755
99	36	4.055	3.335
100	37.65	4.21	3.52
108	58.01	6.01	5.825
109	61.8	6.325	6.235
111	69.46	6.945	7.12

For children who began their secondary education in 2020 and 2021, when KS 2 data was not available, the academy will generate targets from external scores generated by CAT and FFT and internal baseline testing.

Section 2 – Definitions of Assessment

"Assessment strategies should help to activate pupils as owners of their own learning" Dylan Williams.

Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect whole curriculum, and learning opportunities. The main aim of the assessment process must be to facilitate progress in a pupil's learning. Progress means knowing more and remembering more.

Formative Assessment

Formative Assessment is part of the instructional process. Assessment **for** Learning should be a continuous process in the classroom. It is rooted in self-referencing; a pupil needs to know where they are and understand not only where they want to be but also how to "fill the gap".

This involves both the teacher and the pupil in a process of continual reflection and review regarding progress. When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action. Teachers adjust their plans in response to formative assessment. Assessment for learning is the use of assessment to understand a pupil's ability to retrieve knowledge and will be used strategically prior to summative assessments. All teaching should be adaptive to learners' needs; a teacher's role is to engage in 'responsive teaching' whereby their instructional inputs and interactions with pupils' need to adapt and respond, depends on how the learning is going.

Engineering effective classroom discussions, tasks and activities that elicit evidence of learning may take the form of:

• Starter activities/connection tasks – activities that encourage the recall of prior knowledge
• Learning Objectives (intentions) that link to blooms taxonomy and used to shape learning and progress. Crucially pupils need to understand intentions; it is not sufficient to simply be told them
• High order questioning including diagnostic and hinge-point questions
• Tasks that enable pupils to own the process and make pupils think – not generate emotional responses
• Collaborative learning – pupils teach things to each other to clarify their own understanding

- Peer assessment focused on improvement and checking progress towards the shared learning objective (intentions). Reflection should be structured
- Quizzes
- Observations of individuals as they work
- Pupil reflection time following marking and then re- marking to provide evidence of improvement
- Live marking
- ILT (Independent Learning Task)
- Timed task in class
- Use of white boards to show instant understanding
- Plenaries to assess understanding as the lesson progresses.

Summative Assessment – Key Indicator Pieces (KIP)

Assessment of Learning is carried out at the point within a medium-term plan where it is most appropriate. This may be at the end of a topic, unit, skill development period – a point in time when it is reasonable to capture an assessment of progress made over a period of time.

The Key Indicator Piece may be a test, element of coursework, completion of an image or model, extended writing and ILT that may be marked and redrafted. KIPs should be planned to provide evidence of these non-negotiables being met and where they have not been met, planning should include opportunities to revisit knowledge/skills gaps – as per the diagram below.

The KIPs will demonstrate how a child is progressing towards achieving their end of Y11 GCSE target grades throughout Key Stage 3 and Age-Related Expectations.

At Key Stage 4, tests/exams will be marked using GCSE grade descriptors to determine how pupils are performing towards their end of Year 11 target grades based on an actual performance in a GCSE examination context.

Teachers will use standardisation and moderation meetings for KS3 and 4 summative assessments as an important quality assurance opportunity to ensure grades and marks reflect potential performance.

Examples of summative assessments throughout the 5-year curriculum will be in the form of.

- End of topic tests based on current knowledge (KIP)
- End of unit tests that focus on previous knowledge (KIP)
- End of unit/topic coursework (KIP)
- Key Indicator Pieces taken directly from sections of a GCSE paper
- Mock examinations (past papers)
- Actual vocational and GCSE examinations

In Year 7, 8 and 9, tests will be based on the topics studied and previous knowledge. As pupils progress through Year 9, testing will link to the expectations of GCSE criteria.

In Year 10 and 11 tests will be based on the knowledge covered to date and linked to GCSE criteria and exam style questions

Assessment of Learning provides a prediction of attainment at the end of Key Stages based on classwork, ILT, marking tokens and assessments.

Both formative and summative assessment should be used to evaluate pupil progress towards the end of Y11 target and both should be used to assist future planning. Formative and summative

assessment must be used to modify planning lesson by lesson and over the medium-and long-term planning per department.

Section 3 – Assessment Cycles, Recording and Reporting to Parent / carers

Formative and summative assessment should show pupils how much progress they have made towards meeting the end of Year 11 targets. Progress towards this target will be collected at various points throughout each term.

Formative assessment should be collected lesson by lesson. Formative assessment should provide opportunities for pupils to reflect on the progress being made and enable staff to correct any misconceptions or gaps in knowledge. Live marking will facilitate the ability of all staff to celebrate success and provide timely intervention.

This will allow pupils to instantly appreciate what they have achieved and where they need to go next to deepen knowledge and understanding.

Summative assessment will depend on the frequency of the subject taught and where a topic or unit of work starts and finishes within each department's medium-and long-term plans.

All departments will map out where Key Indicator Pieces will be undertaken. An example of how this may look:

Subject	Year	Term 1												
		September				October					November		December	
Maths	7	Number	KIP	Algebra	KIP	Fractions	KIP	graphs	**KIP**	**Data entry 1**	Recap and revisit gaps of knowledge	KIP	Dividing fractions
English	7	Reading inference			KIP	Writing to persuade	KIP	Analysis of language	KIP		Recap and revisit gaps of knowledge	KIP	Reading inference and analysis
Art	7	Landscape drawing		KIP		Landscape painting	KIP	Refining techniques			Analysis of artist homework/ redraft	KIP	Application of artist style to landscape

Key knowledge and Skills criteria

This is criteria set by all departments based on what pupils need to know, understand, and remember to make progress. Key knowledge and skills should be based on national curriculum expectations at KS3 and examination requirements at KS4. This is essential knowledge that creates the building blocks to develop depth of understanding and essential skills needed to apply that knowledge.

These criteria will be used by staff to identify if a child is working towards meeting their target grade, where gaps of knowledge are arising to inform future planning and to ensure that appropriate intervention is applied to support deeper understanding. This should be used to standardise work, it is not essential to track all the criteria, but the overview should be used to shape discussions about planning and criteria should be used as a reference when marking.

Assessment Recording and Cycle:

When a Key Indicator Piece, or GCSE based assessment is completed, the percentage should be recorded in a departmental tracker. Departments will average these figures to assess overall progress and the assumption that; if they continued to perform in a similar way over time, this would mean the pupil would meet, exceed, or fall below their target grade. Information from the departmental trackers should then be used as evidence towards the on, not on or above criteria in the whole academy SIMS tracker.

KIPs should be standardised by the HoD to ensure consistently of accurate marking and monitor the formal evidence provided. KIPs will be completed dependent on how each department maps these in relation to the requirements of their medium-term plans.

Before the end of every term, all staff should have gathered formative evidence and summative data and evidence to inform a professional opinion on every pupil's progress towards their end of Y11 target grade. Combined with information from the departmental tracker, this evidence should then be used to establish if a child is *on, not on* or *above* their Year 11 target grade and input into the whole academy SIMS tracker.

Recording and Reporting to Parent / Carers

Using the departmental trackers and informal assessment evidence and monitored by the HoD (Head of Department), staff will enter data into a Sims centrally held data base, if a KS3 pupil as being *on, above* or *not on track* to meet their Y11 target grade or will provide a predicted grade at KS4.

- In years 7, 8 and 9 this should be based on pupils meeting the majority of the key knowledge and skills criteria as outline in departmental long-term plans.
- In Years 10 and 11, the summative assessment will provide an actual grade based on GCSE criteria. This will be recorded and reported alongside a **predicted grade** that will be based on both formative assessment and an actual summative grade. The predicted grade should be based on how a child is meeting the non-negotiable criteria holistically in addition to their performance in a summative test or exam.

Staff will also be required to record an attitude to learning grade and ILT grade. Intervention should be discussed at every parent's evening and implemented to support any child who is *not on* target to meet their end of Y11 grade in line with the cycle below.

This data base will generate the reports home to parent / carers.

Reporting	Data Window 1	Report to parent / carers	Data Window 2	Report to parent / carers	Data Window 3	Report to parent / carers
Month	December	January	March	April	June	July
Year group	All years	All years	All years	All years	7,8,9,10	7,8,9,10

At the end of Year 10 pupils will complete their first GCSE mock examination. Parent / carers of Year 10 pupils will receive a final report in July with their child's target grade, actual mock grade, and predicted grade. The predicted grade will take into consideration all the formative assessment, KIPs and actual mock grade. Consideration of a pupil's holistic performance (prediction) negates an

issue where certain topics have not been taught yet, poor performance or absence in the test despite day-to-day progress indicating the pupil may be on track.

Pupils who are recorded as being *not on track* in Year 7, 8 and 9 and have a prediction below their target grade should be discussed in detail at parents' evening. At parents' evening detail should be provided as to why they are *not on* (which non-negotiable they have still to embed) and the intervention strategy to be deployed to support future learning.

It should be noted that accuracy of predictions towards an expected grade outcome, will become more accurate as a pupil embeds knowledge and understanding. Therefore, Year 9 progress reporting should be a more realistic indicator of whether a pupil is likely to meet their target grade.

Role of Staff

Quality First Teaching is essential to ensure all pupils make progress. All staff should:

- Understand the essential knowledge and skills criteria and use this to inform marking, feedback and planning
- Use formative and summative assessment to inform planning, both during a lesson, before the next lesson and to adjust medium-and long-term plans
- Must report progress accurately, being able to evidence their judgement through work in books, tests, KIPs and departmental standardisation
- Use live marking and other methods to check levels of understanding in class and mark all KIPs extensively, providing opportunities to re draft, improve and remark. This is when a marking token can and should be used when appropriate
- Provide immediate support for any pupil demonstrating misconceptions or lack of understanding of a concept or skill
- Differentiate learning to enable all pupils to know more and remember more, reshaping learning to address individual need
- monitor the progress of individual pupils in their class through the use of a mark book and be able to record that progress in terms of progress towards and end of Y11 target
- Discuss and formulate intervention strategies and amendments to long term plans with your HoD when essential knowledge and skills are not being achieved
- Complete accurate parental reports at the end of every term.

Role of the Head of Department

- Agree and set knowledge and skills criteria that accurately supports the reporting of progress towards an end of Y11 target
- Line manages their department rigorously through undertaking regular learning walks, book scrutinies and pupil voice
- Standardise tests and examinations to ensure accuracy of predications
- Challenge inconsistencies in marking and assessment procedures
- Monitor the input of date at each assessment cycle and check evidence is available to support judgements
- Monitor persistently underachieving pupils and provide support and guidance for members of the department to ensure intervention is timely and effective
- Check accuracy of parental reports prior to sending

Role of Senior Leaders

- The Data and Assessment lead should provide adequate training to support the understanding of the assessment and reporting process in accordance with this policy

- The Data and Assessment lead should check all reports to parent / carers prior to sending and monitor persistently underachieving pupils
- The Data and Assessment lead should develop a common tracking system that ensures departments are tracking progress against the non-negotiable criteria and progress towards and end of Y11 target
- The Quality of Education Leads should ensure that Quality First Teaching is evident across the academy and all staff know how to use formative assessment to inform planning
- All Senior leaders line manage a department and should ensure that HoD are quality assuring all marking and evidence to support individual judgements.

Preparation for External Examinations

Pupils should be well-prepared for external assessment throughout KS4.

Preparation may include:

- Retrieval strategies throughout the year and planned revision strategies to support embedding knowledge in long term memory
- Having taken several assessments of similar structure as part of the course
- Having had feedback on their performance in assessment papers and opportunities to improve responses
- Tutoring in revision and examination techniques which should form part of the curriculum medium term plans
- Revision strategies shared through assemblies and Parents' Evenings
- A briefing of what to expect - this could include information about the format of the tests, their significance, the nature of the questions, the structure of the exam weeks, opportunities for revision and details of available support
- Year 11 will experience exam wrap-around sessions in preparation for their mock and final GCSE exams. This will also feature in GCSE and vocational exams for Year 10
- A welfare package in place which includes exam stress workshops and anxiety support.

Examinations Officer will:

- Oversee the arrangements for public examinations and internal mock exams
- Keep up to date with local and national developments relating to assessment, disseminate relevant documentation to Hod's and advise other colleagues when necessary
- Ensure the school meets JCQ requirements in all exams.

The Data Manager will:

- Support, monitor and evaluate assessment/recording/reporting within the school.

The Head Teacher will:

- Ensure that this policy is followed consistently by all staff
- Provide training to ensure the policy is understood
- Report progress regularly to governors.

Feedback Overview							
Key Indicator Piece marking	**Whole-class feedback**	**Re-teaching a concept**	**Verbal feedback**	**Live marking**	**Literacy**	**Collaborative learning**	**Self/peer assessment**
KS3 **Key Indicator Pieces should be used to identify pupil progress against essential knowledge and skills. Marking should acknowledge strengths and areas of development.** **This is when marking tokens could be used** **KS4** **At each Key Indicator Piece, a numerical value should be entered for each pupil to inform data predictions. This will identify individual areas of strength and development.** **This is when marking tokens could be used** **Where appropriate Whole-class feedback sheets should be used to identify areas of strength and areas for development for the class.**	**Whole-class feedback should focus on the strengths and areas for development for the class.** **Whole-class feedback is an opportunity to offer praise for 'star pupil' work or rates of effort.** **Whole-class feedback should directly link to planning, ensuring that gaps are filled in the knowledge and skills that pupils need to improve.**	**Where concepts need to be retaught, independent extension work should be set for those pupils who mastered it during the initial stage.** **Teachers should use model answers to demonstrate the requirements of certain skills and content.** **Teachers may wish to plan home learning activities to support the reteaching of a concept.**	**Verbal feedback should allow for developed teacher-pupil dialogue and should enable pupils to take immediate action.** **Teachers should constantly seek opportunities to praise success, effort, and progress.** **Teachers should circulate providing feedback on PROUD each lesson.**	**Opportunities should be taken in the classroom to live mark during tasks within the lesson.** **Providing feedback within lesson time should always increase rate of progress and require action from the pupil.** **The teacher should demonstrate to pupils or add notes in their book.** **Live marking should be targeted at KEY pupils in every classroom.**	**Teachers should take all opportunities to address issues with literacy.** **All teachers should pay attention to the 'word of the week' at the start of every lesson.** **Pupils should be encouraged to write and speak in standard English. This should be modelled by all staff.** **Subject specific spellings should be identified, and a culture of subject specific language encouraged.**	**Collaborative learning structures should be used throughout all lessons as a method of AfL to identify any misconceptions within teaching.**	**Success criteria must be provided when pupils are carrying out self/peer assessment.** **Pupils need to be supported and trained to give effective feedback based on success criteria.**

Feedback – The Method

Key Indicator Piece marking	Whole-class feedback	Re-teaching a concept	Verbal feedback	Live marking	Literacy	Collaborative learning	Self/peer assessment
All Key Indicator Pieces must be marked with a percentage score.

This is when marking tokens can be used.

This should then be used to help inform data predictions. | One proforma used for each department.

Teachers should use this to praise pupils (supported by extra green clicks) and to inform the pupils of the gaps in their skills and content. | Whole-class feedback sheets for each class, should be used to inform planning across the next half-term, based on the gaps from assessment.

Connection tasks could be used to ensure constant recall of prior knowledge.

Connect tasks must be bespoke to the class being taught and should not be generic across the department.

If you need to reteach a concept, this must be done in conjunction with the mid-term planning document (MTP). | This should be intrinsic within every lesson – there should not be a lesson set aside for verbal feedback or one-to-ones.

Teachers should circulate the room whilst pupils are working, providing verbal feedback throughout the lesson.

Praise in the form of applause or star pupil should be given. | Use a green pen for all teacher marking in exercise books.

Live marking should highlight misconceptions and give critique to engender progress.

Models and exemplifies should be used to generate progress.

Marking codes should be used where appropriate.

Pupils to respond to any live marking in their normal black/blue pen.

All pupils should have their work live marked over the half-term. KEY pupils should be immediate focus in every lesson. | Literacy should be addressed through the use of marking codes.

Subject specific language should be encouraged through written and verbal interactions to develop a culture of 'speaking like a …' | Collaborative learning structures should be used throughout lessons as an AfL technique.

The structures must be used as a tool to assess learning and to move pupils in their learning. | Model answers must be used prior to all self/peer assessment taking place.

Pupils complete this in their normal black/blue pen. |
| In line with MTP | Where appropriate | Throughout | Every lesson | Every lesson | Every lesson | Every lesson | Where appropriate |

Policy into Practice

This should be read alongside the Non-negotiable Expectations in the Quality of Education policy

Marking and Feedback

Live marking:
Plan tasks that are long enough to allow you time to circulate the room to live mark. Use live marking to check for misconceptions and grammar.

Use of whiteboards – Show-Me Boards: (p94 Walkthrus)
White boards should be used for short responses to check instant understanding. E.g., to write out a maths solution, show a diagram, write an equation, reflect on a feature of a poem or piece of music, respond to a true or false question. Use a disciplined routine that makes every pupil show their board at the same time. They should keep the boards up for as long as you need to check the responses. The purpose of the process is to give you feedback so, after scanning the boards for correct, incorrect responses, common errors, or misconceptions, engage with a sample of pupils to discuss their responses to consolidate, deepen or correct as needed. Combine with probing questions and check for understanding.

They should not be used for long explanations / responses / tasks.

Marking tokens:
Marking tokens should be used to support a teacher's ability to mark effectively. They should only be used if they save you time.
It should not be confused with peer marking or assessment marking. This will be different in all subject areas. For example: maths may never use a marking token but use gap analysis from tests/assessments.

A marking token should break down the essential knowledge and skills criteria to focus a child on the areas that need to be addressed. It should include a positive comment and specific support in what a child needs to do to make progress.

Opportunities must then be provided in the lesson, or as a ILT to redraft and improve the work based on the written feedback provided.

This work should then be remarked to demonstrate progress and a reflection on the guidance provided in the token.

Peer Assessment:

Peer assessment should only be used when pupils have been trained on the criteria to be used and are clear about the expectations of successful peer marking. Peer assessment should not be used to feed into an overall formative judgement of progress as a child may have marked a piece incorrectly or simply copied the answer when shown.

Peer assessment should be used to support depth of understanding by being able to articulate what another pupil has done well or needs to do to improve, thereby strengthening their understanding of specific criteria.

Retrieval / starter activities:

Retrieval, connection tasks, recall activities etc should be used to assess long term memory retrieval. Their aim should be to develop understanding, improve confidence and secure fluency of knowledge and skills.

Quizzing: (p112 Walkthrus) Quizzing should be well planned to provide a balance of intensity and spaced practice over time with the aim of developing fluency of recall. Question styles should elicit short answers, short problem solving, multiple choice, true or false, image recognition, recitation of quotes or definitions, short bullet points.

Ensure you give enough time for all the questions to be answered – circulate the room. Do not provide answers before they have checked their own recall. The white board may be used following the 'show-me' together model. If paper is used, ensure pupils swap the paper to ensure they do not just copy the answers and mark correct.

Use praise but also take time to ask pupils to provide examples of their recall. Ensure you know who did not get them correct and re-teach as needed.

Whole Class Feedback

What should the whole-class feedback look like?   **Assessment Feedback**

> I am exceptionally proud of the results that you have achieved in your Term 1.1 assessment. They are really a testament to your hard work and commitment, both within lessons and at intervention. I am really excited to see you improve even further in your Term 1.2 assessment.
>
> *It is like Shakespeare is in the room!*

Extra praise for:

Joe Bloggs – Grade 9, there are no words!

Jimmy Bloggs – Full marks on question 4!

Julie Bloggs – Superb retrieval of key quotations, what a memory! 👏

Supported by phone calls home.

STAR Students:

Jim Bloggs – attended every intervention, works hard every lesson and an absolute pleasure to teach.
Jo Bloggs – has gone from being worried about learning one line of Shakespeare to an absolute knowledge queen! What a transformation, well done!

Area of focus: Knowledge	Area of focus: Skills
Quotes > we must be selecting the best quotations we can to back up our argument (have you got your 10 key quotes ready to go?) **Context >** chain of being, supernatural, divine right of kings, Scotland, we must be using our context to develop our understanding of the language purposefully used **Lambic pentameter >** need to know the impact of this to push for top marks!	**Basic SPaG >** We don't want the examiner thinking we don't believe Shakespeare deserves a capital S! **Language analysis >** highlighting what technique is used won't get you far, think about why the writer has used this technique, what impact does it have on the text? Think: imagery and atmosphere. **Structure analysis >** don't be afraid to pull apart the structural techniques as well as the language.

Knowledge/content gaps to be filled through the use of retrieval and mid-term planning ahead of the next assessment.

Skills to be an area of focus ahead of the next assessment.

Reporting to Parent / Carers: (See Appendix A)

Data entry will be calendared every year. Time will be provided in departments to standardise evidence towards a predicated grade or *on, not on* or *above* achieving the end of Year 11 target grade. Staff will also be expected to provide via parents' evenings specific intervention for every child who is unlikely to meet their target grade or has issues with their attitude to learning and / or ILT.

Year group	Data Window 1	Report to parent / carers	Data Window 2	Report to parent / carers	Data Window 3	Report to parent / carers
All years	December	January	March	April	June	July

It is important that the attitude to learning and ILT, reflect the child accurately and there should be a correlation between all data entered. For example, a child with an attitude to learning score of a 3 is unlikely to be working towards a grade above the expected target grade.

Attitude to learning score of 3 and those *not on* track to meet their target grade must have an intervention recorded. This also relates to the Choices policy and is a way for you to inform parent / carers that a child is frequently getting C3s in class.

Attitude to learning score 4 - should be issued if a child repeatedly must leave the lesson due to going through the Choices process.

The specified date in the months allocated for each data window will fall after the standardisation and input CPD time.

The Data Manager will run a report for all HoD to check the overview before generating reports to parent / carers.

Reports to parent / carers will be generated once a final check has been done by the Data and Assessment Leader. Parent's evening should fall after reports have been issued (from 2023).

Examples of intervention strategies to discuss as a department during QA of data input:

1. Adapt seating plan
2. Differentiate resources and/or tasks – look at the DO 1,2,3 document
3. ILT club offered
4. Paired and group work, peer support
5. Set change
6. Increased 1 to 1 support in the classroom by teacher
7. Support sessions offered at lunch time and / or after school
8. Strategies offered on how to revise and retain information
9. Opportunity to resit an assessment following guidance
10. Holiday coursework catch up or exam preparation sessions offered
11. Parental liaison

12. Subject report to monitor progress
13. Referral to Inclusion for further assessment of need
14. Referral for tuition in Literacy / English and/or numeracy / maths

Definition of Attitude to Learning Score:

	Attitude to learning. What the number means:
1	Outstanding attitude every lesson
2	Good to outstanding most of the lesson
3	More focus needed. C2 and C3 often given in class
4	C4 often given. Highly disruptive to their own and others learning

ILT	
1	Consistently completes ILT to successfully make progress
2	Inconsistently completes ILT which is minimising progress
3	ILT is never completed which is restricting progress
N/A	Where no ILT has been set for the term by that subject

Essential Knowledge and Skills criteria and KIPs

Every department must have the Key Indicator Pieces planned across the medium-term plans.

Key Indicator pieces must be standardised across the department and used to assess the non-negotiable knowledge and skills criteria to ensure progress.

Departmental trackers must show evidence of how a prediction or judgement towards meeting or not meeting a target grade has been arrived at. Each KIP should assess the essential knowledge and skills criteria and HoDs should plan that all KIPs cover every essential knowledge and skill required over time. The mark, grade or percentage should be recorded on the departmental tracker for each KIP to enable HoDs to 'average' the performance at each data window to determine the report outcome.

Departments are not expected to grade each essential knowledge and skill using the E, D and S method as previously prescribed.

MARKING CODES

Code	Description	Code	Description
SP	Spelling incorrect	✔	Correct work
//	New paragraph	✔✔	Excellent work
P	Punctuation error	X	Incorrect
V	Vocabulary improvement required	O	Grammatical error

Progress Review - Year 7 / 8 / 9

Name:	
Tutor Group:	**Year Leader:**
ClassCharts Login:	

Unauthorised Absences:		**Authorised Absences:**	
Possible Sessions:		**AM/PM Lates:**	
Cumulative Attendance:	**%**		

*The end of Y11 target is an aspirational grade that your child should achieve. It is based on their KS2 data. If your child is consistently working **ABOVE** their target, it will increase.

** Your child's attitude to learning should be viewed in relation to their ClassCharts. This will also provide you with information about where your child is demonstrating positive attitudes to their learning.

Subject	*End of Y11 Target	On / Above / Not on track to achieve target	**Attitude to Learning	ILT
English				
Maths				
Science				
History				
Geography				
Spanish				
Art				
DT				
ICT				
Life (RE)				
Music				
PE				

	Attitude to learning.
1	Outstanding attitude every lesson
2	Good to outstanding most of the lesson
3	More focus needed. C2 and C3 often given in class
4	C4 often given. Highly disruptive to their own and others learning

	ILT
1	Consistently completed ILT to successfully make progress
2	Inconsistently completed ILT which is minimising progress
3	ILT is never completed which is restricting progress

If you have any questions or concerns about this report, please contact your child's Year Leader or Form Tutor.

Attendance at parents' evening is vital for parents/carers to discuss intervention strategies in place and detail behind the report.

Parents Evening Dates:

Year 7: 4th January 2024, 4.00pm – 6.30pm / Year 8: 9th May 2024, 4.00pm – 6.30pm / Year 9 parents' evening and options evening: 25th January 2024, 4.00pm – 6.30pm.

Progress Review - Year 10 / 11

Name:	
Tutor Group:	Year Leader:
ClassCharts Login:	

Unauthorised Absences:		Authorised Absences:	
Possible Sessions:		AM/PM Lates:	
Cumulative Attendance:	%		

*The end of Y11 target is an aspirational grade that your child should achieve. It is based on their KS2 data. If your child is consistently working **ABOVE** their target, it will increase.

** Your child's attitude to learning should be viewed in relation to their ClassCharts. This will also provide you with information about where you child is demonstrating positive attitudes to their learning.

Example of progress report: -

Subject	*End of Y11 Target	Predicted Grade	**Attitude to Learning	ILT
English				
Maths				
Science				
History				
Geography				
MFL				
Art				
ICT				
PE				
RE				

Example of progress report following mock exams: -

Subject	*End of Y11 Target	Predicted Grade	Actual mock grade / voc exam	**Attitude to Learning	ILT
English					
Maths					
Science					
History					
Geography					
MFL					
Art					
i-Media					
Sport Studies					

	Attitude to learning.			ILT
1	Outstanding attitude every lesson	1	Consistently completed ILT to successfully make progress
2	Good to outstanding most of the lesson	2	Inconsistently completed ILT which is minimising progress
3	More focus needed. C2 and C3 often given in class	3	ILT is never completed which is restricting progress
4	C4 often given. Highly disruptive to their own and others learning		

If you have any questions or concerns about this report, please contact your child's Year Leader or Form Tutor.
Attendance at parents' evening is vital for parents/carers to discuss intervention strategies in place and detail behind the report.

Parents Evening Dates: Year 10 – 18th April 2024, 4:00pm – 6:30pm / Year 11 – 29th February 2024, 4:00pm – 6:30pm.