Assessment, Reporting and Progress

Discovering and Learning Together, so all can Flourish

"A tree is planted by streams of water, which yields its fruits in season"

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'Let your light shine' (Matt 5:15)

Wisdom – Hope – Service – Resilience

Welcome

Mr Scutt

Assessment and Reporting

Mr Bullock

Assessment at The Deanery

Assessment *for* Learning

More than examinations

Research informed

Target Setting

To set targets and ascertain what is 'good' for each individual learner, we use:

- KS2 SATs data (prior attainment data)
- Cognitive Ability Test (CAT) data
- Anecdotal and classroom evidence
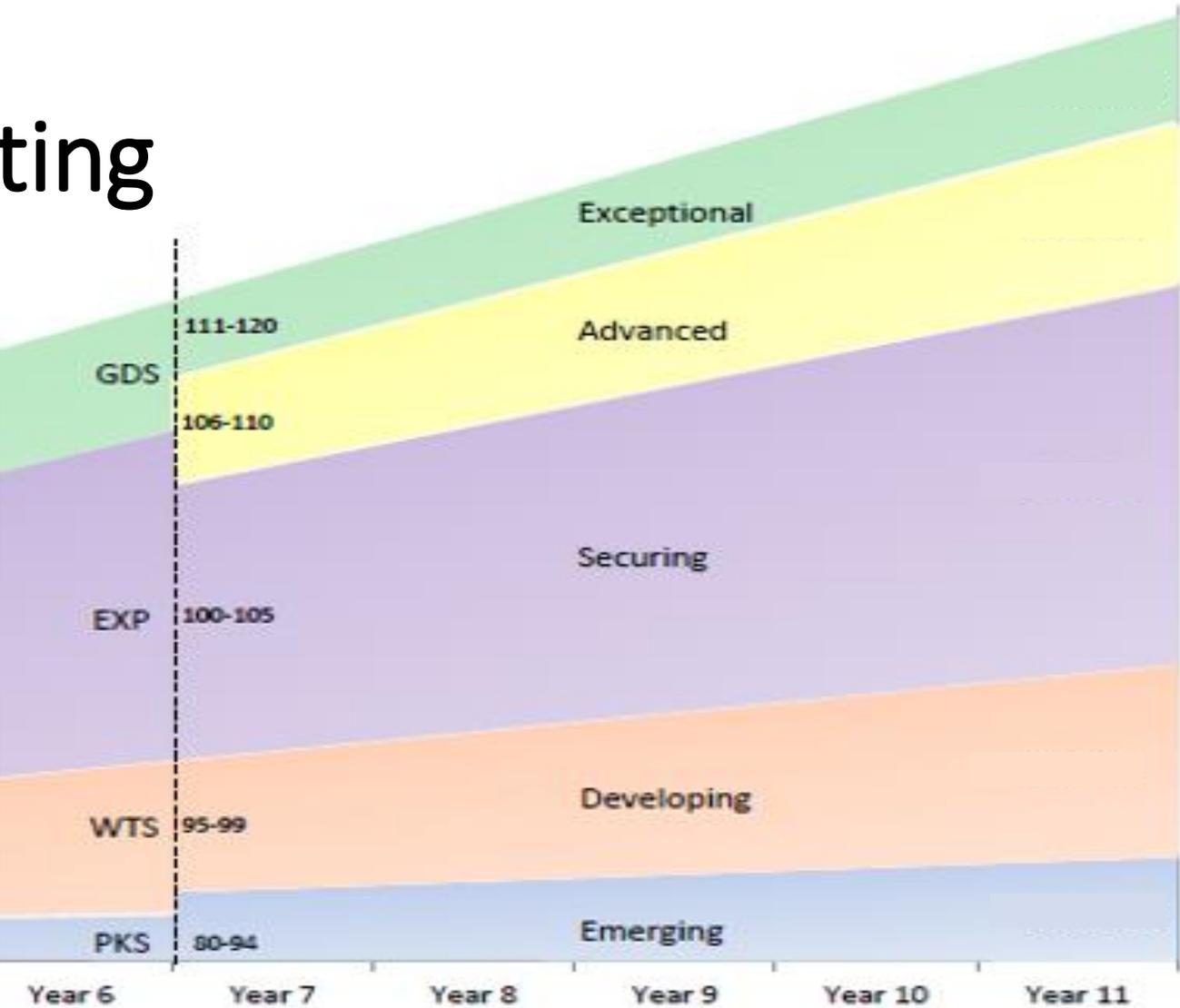
Fischer Family Trust 20 (FFT20)
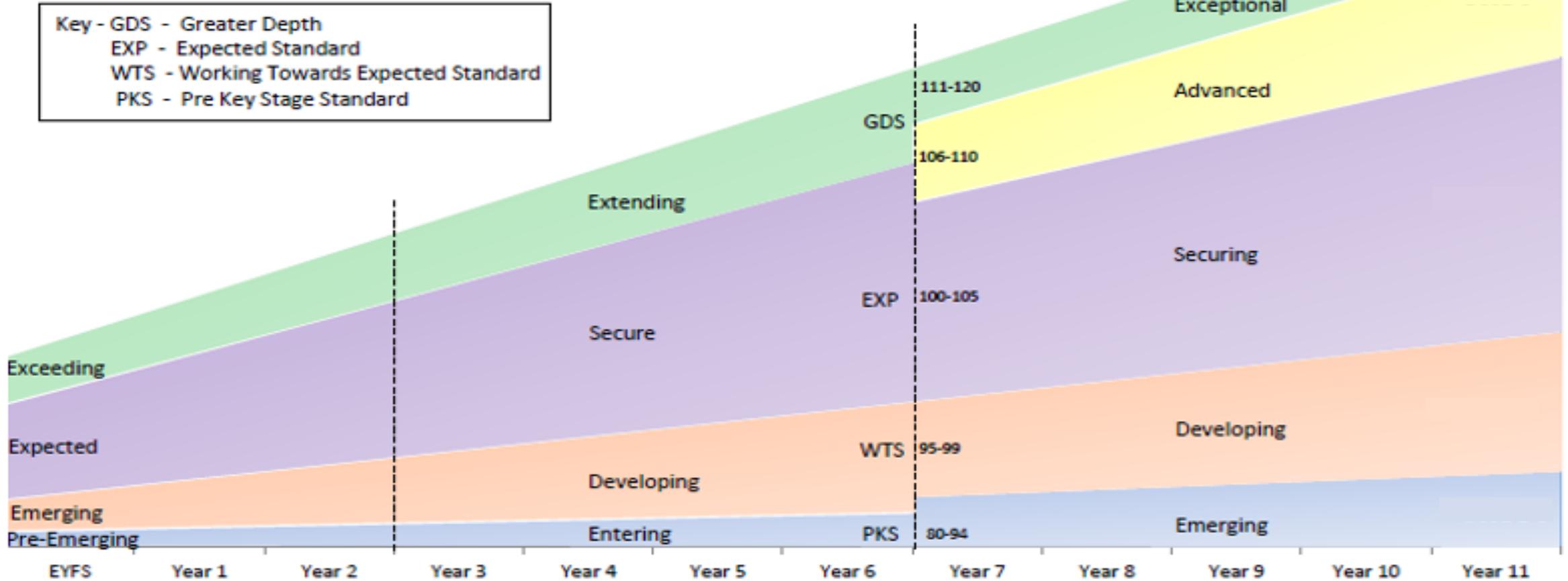
Cognitive Ability Tests (CATs)

- 3 individual computer-based tests, combine to assess 4 areas:
  - Verbal Reasoning
  - Non-verbal Reasoning
  - Quantitative Reasoning
  - Spatial Reasoning

- Receive a scaled score for each area, and a mean score that takes into account a child's age (**Standardised Age Score**)

Target Setting

Looking Long-Term

Fine Graded Thresholds

Exceptional	+
	=
	-
Advanced	+
	=
	-
Securing	+
	=
	-
Developing	+
	=
	-
Emerging	+
	=
	-

✖ Student C

✖ Student B

✖ Student A

Reports

Reports will be issued 3 times per academic year for each year group (Autumn, Spring, Summer)

Reports will include 3 key indicators:

- Working at Threshold (fine graded)
- Attitude to Learning
- Behaviour for Learning

Making Progress Judgements

- Data-informed
  - Milestone Tasks
  - In-class assessments
  - Homework tasks
  - In-class work (exercise books)

- Professional judgement

Holistic view of all learners' progress.

Baseline Threshold (set by school)			Working at Threshold (made by teacher)			Relative progress judgement
Exceptional	+		**Exceptional**	+		**Excellent**
	=			=		
	-			-		
Advanced	+		**Advanced**	+		**Good**
	=			=		
	-			-		
Securing	+		**Securing**	+		**Expected**
	=			=		
	-			-		
Developing	+		**Developing**	+		**Less than expected**
	=			=		
	-			-		
Emerging	+		**Emerging**	+		**Significantly less than expected**
	=			=		
	-			-		

Attitude to Learning (AtL)

Report Grade	Marksheet Description	Full Description
ATL3	Resilient, always their best work, tries to improve.	• Learner shows resilience and I does not give up in their learning. • Learner completes all work on time and to the best of their ability. • Learners actively tries to improve their work after receiving feedback.
ATL2	Sometimes resilient, usually completes acceptable work	• Learner can sometimes show resilience but occasionally gives up too easily. • Learner usually completes their work on time and to the best of their ability • Learner needs to spend more time and effort improving work after feedback.
ATL1	Gives up, not enough effort, doesn't take pride in work	• Learner can give up too easily. Learner does not spend enough time on their work in class and does not take enough pride in their work. • Learner does not put enough effort into their work. • Learner does not act enough on the feedback they receive.

Behaviour for Learning (BfL)

Report Grade	Marksheet Description	Full Description
BFL3	Actively contributes and positively influences others.	• Learner makes an active contribution to learning in lessons. • Learner's behaviour positively influences others around them.
BFL2	Sometimes participates and usually behaves well.	• Learner sometimes participate in the lesson but can be passive in their learning. • Learner usually behaves well but occasionally needs reminding of expectations.
BFL1	Passive, does not take responsibility, can disrupt.	• Learner is passive in class and does not take enough responsibility for their learning. • Learner's behaviour disrupts their learning as well as the learning of others.

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Example Report

Subject	Expected Threshold	Working at Threshold	Progress Indicator	Attitude to Learning	Behaviour for Learning
Maths	Securing=	Advanced-	Good	3	3
English	Advanced+	Advanced+	Expected	3	2
Science	Securing=	Developing+	Less than expected	2	2
History	Advanced+	Advanced+	Expected	2	3
Geography	Advanced+	Developing+	Significantly Less than expected	1	1

FAQs

- What other information will be included on reports?

- Why are GCSE grade predictions not included on reports?

- Why are there not comments from teachers on reports?

- Will there be end of year exams to inform summer reports?

- I'm concerned about a certain aspect of my child's report, who should I contact?

- What about Key Stage 4? (Year 10 and 11)

Key Stage 4 (Year 10 and 11)

2 Key Progress Indicators:
- Working at Grade (WAG)
- End of Course Predicted Grade (ECP)

Spring Reports

Year 7 - Wednesday 9th March

Year 8 - Wednesday 16th March

Year 9 - Wednesday 23rd March

SatchelOne and Knowledge Organisers

Ms Duncan

'Let your light shine' (Matt 5:15)

SatchelOne

Home learning is important because it enables learners to:

- **Continue learning** outside of the classroom
- **Consolidate newly-acquired knowledge**, revise prior learning and practise skills
- Develop the **self-discipline**, perseverance and confidence to study independently
- **Involve parents/carers** in their learning
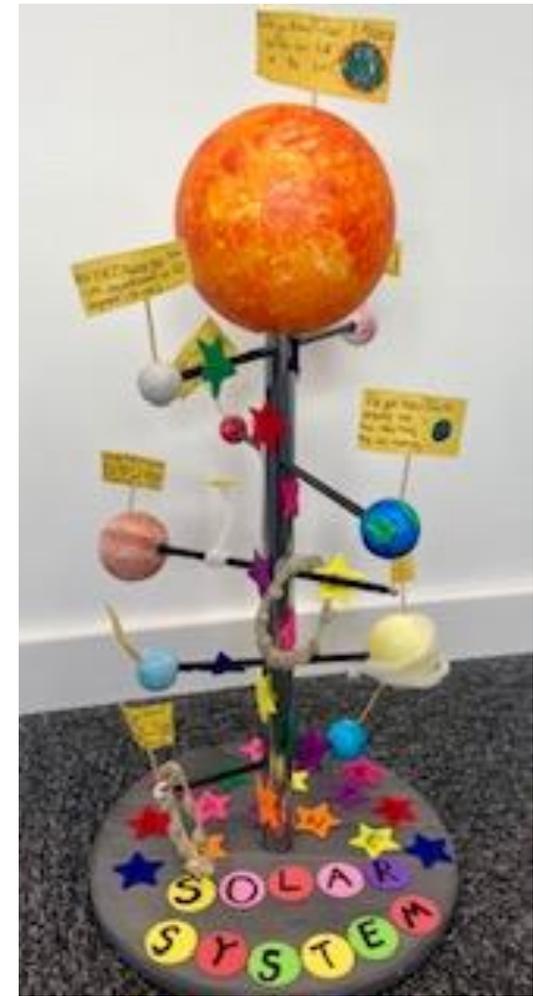
Knowledge Organisers

A knowledge organiser is a set of key facts or information that learners need to know and be able to recall in order to master a unit or topic. Typically, an organiser fits onto one page of A4 or A3 – this helps learners to visualise the layout of the page which in turn helps them to memorise the information better.

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Knowledge Organisers

Why do we use knowledge organisers?

Knowledge Organisers

How will a knowledge organiser help me to help my child?

- Read through the organiser with your child.
- Try converting the information into a mind map.
- Test them regularly on the spellings of key words until they are perfect.
- Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more and more until they are word perfect.
- Once they are word perfect and can remember all of the knowledge on the organiser, use the internet or a book to find out more.
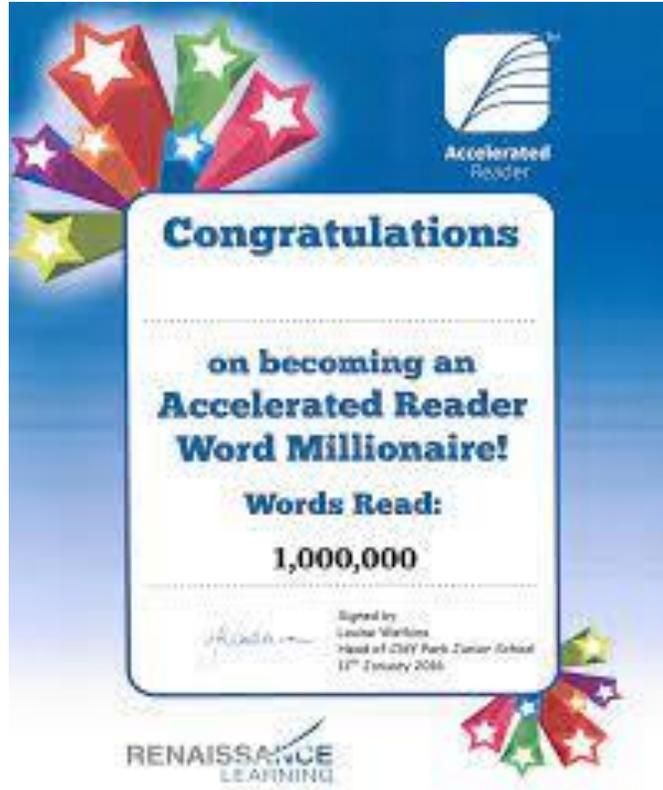
Literacy

Ms Heron

Accelerated Reader

Tutor time: DEAR (Drop Everything And Read)

Tutor time: Guided reading

Library lessons

20 mins reading at home

Quizzes:

https://ukhosted113.renlearn.co.uk/7652116/

Reads 20 minutes per day

3,600 minutes per school year

1,800,000 words per school year

Congratulations on becoming an Accelerated Reader Word Millionaire!

Words Read: 1,000,000

Lexia and tutoring

Currently used by Year 9s and small intervention groups

Word level

Grammar

Comprehension

https://www.lexiapowerup.com/

Library Relaunch

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23%

£1,155
raised of £5,000 target by 40 supporters

Give Now

Share

-Non-uniform and doughnuts- 18th Feb

-Sponsored Spelling Bee – 3rd March

- Staff exercise challenge – 19th Feb – 19th Mar

-Year 8 Easter Bazaar – w/c 4th April

-Independent Book fair - w/c 4th April

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Thank you.