



# The Grange Academy

*Wade Deacon Trust*



# Assessment and Reporting



**ASPIRE FOR EXCELLENCE**



# The Grange Academy

*Wade Deacon Trust*



## **Assessment**

- A holistic view that is not just reliant on summative assessment data
- Regular feedback supports student progress and informs future planning
- Supports the need for further recall and retrieval practice
- In KS3 provides more flexibility to measure against our assessment steps and not GCSE grades
- Allows for all other forms of assessment to be taken into consideration

## **Strategies**

- Teacher Judgement that takes into account
  - ✓ Work in books / books of excellence
  - ✓ Mini Assessment Points (MAPs)
  - ✓ Questioning
  - ✓ Homework completion and quality
- P2S cumulative assessment across the year

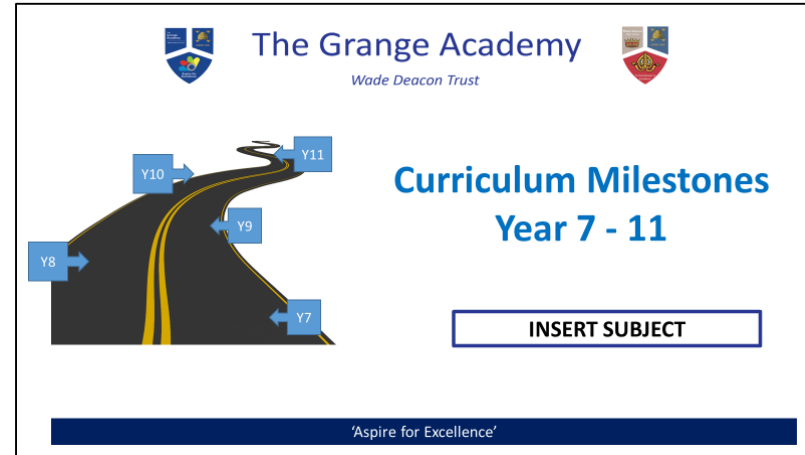
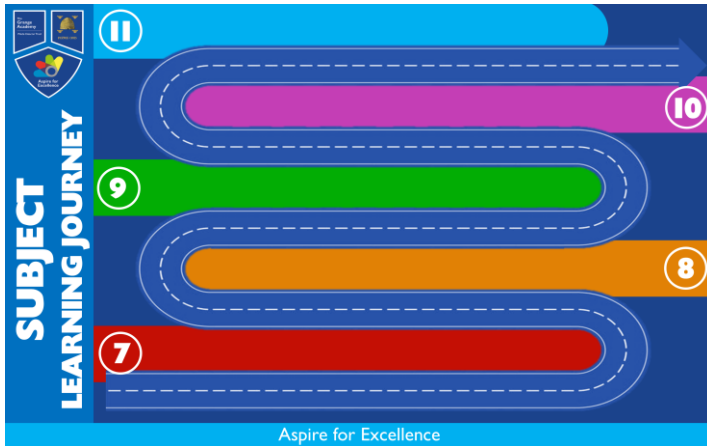


# The Grange Academy

Wade Deacon Trust



## Planning



### Learning Journey

Is a visual representation of the subject content taught over five years.

### Curriculum Milestones

Outlines what a student needs to know at the end of each year.

### Assessment Steps

Breaks down what the students need to know based on prior attainment. This is the framework that will be used to assess and report.



# The Grange Academy

Wade Deacon Trust



How targets are set

Subject	KS3/GCSE/Equivalent	KS2 Baseline Used
		FPS or Scaled Score
English Language	GCSE	English KS2
English Literature	GCSE	English KS2
Maths	GCSE	Maths KS2
Biology	GCSE	Maths KS2
Chemistry	GCSE	Maths KS2
Physics	GCSE	Maths KS2
Sci. Trilogy	GCSE	Maths KS2
Computer Science	GCSE	English KS2
Geography	GCSE	English KS2
History	GCSE	English KS2
French	GCSE	English KS2
Spanish	GCSE	English KS2
Art	GCSE	Subject Baseline
Business	GCSE	Average Eng & Ma KS2
Creative iMedia	Equivalent	Average Eng & Ma KS2
IT	Equivalent	Average Eng & Ma KS2
Dance	Equivalent	Subject Baseline
Drama	GCSE	English KS2 + Baseline
Food Technology	GCSE	English KS2 + Baseline
Statistics	GCSE	Maths KS2
Music	GCSE	Average Eng & Ma KS2 + Baseline
PE GCSE	GCSE	English KS2 + Baseline
RE	KS3	English KS2
Sport Science	Equivalent	English KS2
Sport Studies	Equivalent	English KS2 + Baseline
Product Design	GCSE	English KS2 + Baseline





# The Grange Academy

Wade Deacon Trust



## Progress Steps

 <b>THE GRANGE ACADEMY LEARNING JOURNEY - YEARS 7 – 11</b> 							
When your child enters the school in year 7, they are placed on a particular pathway based on prior attainment. A students pathway may change	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
					9	Excelling	Grade 9
				8	8	Mastering +	Grade 8
			M	7	7	Mastering	Grade 7
		M-	M-	6	6	Mastering -	Grade 6
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below



# The Grange Academy

Wade Deacon Trust



## P2S Guidance – Progress Comments

Year 7 - Y9 P2S1 & P2S2	Progress Comment	Progress Comment Number
2 (or more) sub thresholds above Attainment Target	Excellent progress is being made	1
1 (or more) sub thresholds above Attainment Target	Very good progress is being made	2
Achieving Target -1 or -2 sub threshold below Attainment Target	Expected Progress is being made	3
-2 or -3 sub threshold below Attainment Target	Some progress is being made but this is limited	4
-4 sub (or more) threshold below Attainment Target	Progress is a concern	5

Year 7 - Y9 P2S3	Progress Comment	Progress Comment Number
2 (or more) sub thresholds above Attainment Target	Excellent progress is being made	1
1 (or more) sub thresholds above Attainment Target	Very good progress is being made	2
Achieving Target	Expected Progress is being made	3
-1 sub threshold below Attainment Target	Some progress is being made but this is limited	4
-2 sub threshold below Attainment Target	Progress is a concern	5

**Please note:** In some cases, the threshold values from P2S1 to P2S2 are the same – this is because to be +2 or more sub-thresholds above your Target in both rounds of Ps” is an excellent /very good achievement. It’s in the middle to lower end where there is more of a shift.



# The Grange Academy



*Wade Deacon Trust*

## P2S Guidance – Progress Comments

Year 10 – Y11 P2S1 & P2S2	Progress Comment	Progress Comment Number
2 (or more) sub thresholds above Attainment Target	Excellent progress is being made	1
1 (or more) sub thresholds above Attainment Target	Very good progress is being made	2
Achieving Target	Expected Progress is being made	3
-1 -2 or sub thresholds below Attainment Target	Limited progress is being made	4
-3 sub (or more) threshold below Attainment Target	Progress is a concern	5

Year 10 – Y11 P2S3	Progress Comment	Progress Comment Number
2 (or more) sub thresholds above Attainment Target	Excellent progress is being made	1
1 (or more) sub thresholds above Attainment Target	Very good progress is being made	2
Achieving Target	Expected Progress is being made	3
-1 sub threshold below Attainment Target	Limited progress is being made	4
-2 sub threshold below Attainment Target	Progress is a concern	5

**Please note:** In some cases, the threshold values from P2S1 to P2S2 are the same – this is because to be +2 or more sub-thresholds above your Target in both rounds of Ps” is an excellent /very good achievement. It’s in the middle to lower end where there is more of a shift.





# The Grange Academy

Wade Deacon Trust



## Progress Descriptors

Progress Comment	Progress Comment Number
Excellent progress is being made	Based on all Key Performance Indicators, the student is <b>far exceeding their ability</b> in terms of knowledge, skills and understanding. Based on your subject's Assessment Steps for each threshold, students are <b>consistently working well above</b> where they are targeted.
Very good progress is being made	Based on all Key Performance Indicators, the student is <b>working above their ability</b> in terms of knowledge, skills and understanding. Based on your subject's Assessment Steps for each threshold, students are consistently <b>working above</b> with what they are targeted.
Expected progress is being made	Based on all Key Performance Indicators, the student is <b>working in line</b> with their ability in terms of knowledge, skills and understanding. Based on your subject's Assessment Steps for each threshold, students are <b>working in line</b> with what they are targeted.
Limited progress is being made	Based on all Key Performance Indicators, the student is <b>working below their ability</b> in terms of knowledge, skills and understanding. Based on your subject's Assessment Steps for each threshold, students are <b>working below</b> what they are targeted.
Progress is a concern	Based on all Key Performance Indicators, the student is <b>working well below</b> their ability in terms of knowledge, skills and understanding. Based on your subject's Assessment Steps for each threshold, students are <b>working well below</b> what they are targeted.





# The Grange Academy

Wade Deacon Trust



## Examples of Progress P2S1

### Example 1 – ‘Some progress is being made but this is limited’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on the work completed and application of the Assessment Steps, **Student C** is working at **Developing +** at P2S1. They are working -2 below their target based on the parameters, the Progress Comment would be ‘**Some progress is being made but this is limited**’

### Example 2 – ‘Expected Progress is being made’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on the work completed and application of the Assessment Steps, **Student C** is broadly working in line with what they are targeted, **Student C** is at **Securing -** at P2S1. They sometimes demonstrate aspects of this attainment threshold but is at the lower end. In terms of sub-thresholds, they are working -1, the Progress Comment would be ‘**Expected Progress is being made**’.

### Example 3 – ‘Expected Progress is being made’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on the work completed and application of the Assessment Steps, **Student C** is working at **Securing** at P2S1. They demonstrate aspects of this attainment threshold, in terms of sub-thresholds, they are working at target, the Progress Comment would be ‘**Expected Progress is being made**’.

### Example 4 – ‘Very Good Progress is being made’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on your subject’s Assessment Steps for each threshold, **Student C** is working above their ability in terms of knowledge, skills and understanding. **Student C** is working at **Securing +**. They demonstrate aspects of this attainment threshold, in terms of sub-thresholds, they are **working above** what they are targeted, the Progress Comment would be ‘**Very Good Progress is being made**’.



# The Grange Academy

Wade Deacon Trust



## Examples of Progress P2S2

### Example 1 – ‘Some progress is being made but this is limited’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on the work completed and application of the Assessment Steps, **Student C** is working at **Developing +** at P2S1. They are working -2 below their target based on the parameters, the Progress Comment would be ‘**Some progress is being made but this is limited**’

### Example 2 – ‘Some progress is being made but this is limited’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on the work completed and application of the Assessment Steps, **Student C** is broadly working in line with what they are targeted, **Student C** is at **Securing -** at P2S1. They sometimes demonstrate aspects of this attainment threshold but is at the lower end. In terms of sub-thresholds, they are working -1, the Progress Comment would be ‘**Some progress is being made but this is limited**’

### Example 3 – ‘Expected Progress is being made’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on the work completed and application of the Assessment Steps, **Student C** is working at **Securing** at P2S1. They demonstrate aspects of this attainment threshold, in terms of sub-thresholds, they are working at target, the Progress Comment would be ‘**Expected Progress is being made**’.

### Example 4 – ‘Very Good Progress is being made’

**Student C** in Y8 has a target of **Securing** this means that **Student C** is targeted for the end of year to be consistently in the middle of the Assessment Steps for this threshold (set by the individual subject). Based on your subject’s Assessment Steps for each threshold, **Student C** is working above their ability in terms of knowledge, skills and understanding. **Student C** is working at **Securing +**. They demonstrate aspects of this attainment threshold, in terms of sub-thresholds, they are **working above** what they are targeted, the Progress Comment would be ‘**Very Good Progress is being made**’.

# AN EXAMPLE REPORT

1

2

3

4

	Teacher	End of Year Target	Current Progress	Progress Comment	Behaviour	Attitude to Learning	Attitude to Home Learning
English Language	Mrs P. Boyd-Rugen	Developing +	Developing +	Expected progress is being made	1	1	1
English Literature	Mrs P. Boyd-Rugen	Developing	Developing	Expected progress is being made	1	1	1
Mathematics	Ms J. Clive	Developing -	Emerging	Limited progress is being made	2	2	2
Science Trilogy	Mr A. Mooney	Emerging +	Developing -	Very good progress is being made	1	1	1
Child Development	Mrs C. Knight	Securing -	Developing -	Progress is a concern	3	3	3
Geography	Mr E. McGovern						
Music	Mrs C. Foster						
Photography	Mr B. O'Callaghan						

<b>Achievement Points:</b>	5	Average Achievement Points:	45
<b>Behaviour Concerns:</b>	0	Average Behaviour Points:	11

Attendance:	96.95	04 September 2019 – 17 January 2020
-------------	-------	-------------------------------------

Due to the nature of assessment, pupils should be hitting their target grade throughout the academic year.

Current Progress:	Excellent	Very Good	Expected	Limited	Concern
Behaviour:			Expected	Unsatisfactory	Cause for Concern
Attitude to Learning:			Positive	Requires Improvement	Cause for Concern
Attitude to Home Learning:			Positive	Requires Improvement	Cause for Concern
Attendance:	Excellent	Good	Concerns	Serious Concerns	
	99% or higher	97% up to 98.9%	90% up to 96.9%	Less than 90%	

<b>End of Year Target</b>	This is the target we expect all students to achieve at the end of the academic year. This is based upon their prior attainment at KS2 (Year 6 SATs).
<b>Current Progress</b>	
<b>Behaviour grade</b>	A teacher assessment of their behaviour during lessons.
<b>Attitude to Learning grade</b>	A teacher assessment of the attitude to learning applied in class and at home.
<b>Attitude to Home Learning grade</b>	A teacher assessment of the attitude to home learning.
<b>Attendance</b>	School target is 97%. Below 96% equates to 7 school day off each year, which is 35 missed lessons. Poor attendance has a significant impact on progress.

5

6

4

1

2

# REPORT KEY

## **1. End of Year Target:**

When a child enters the school in Year 7, they are placed on a particular pathway based on prior attainment.

## **2. Current Progress:**

This is a description of the knowledge/skills/understanding that a student is working at in each subject, this ranges from Emerging to Excelling. + - have been used to indicate the extent to which that description has been met.

## **3. Progress Comment:**

The comment reflects the learning that has been completed and expectations of where a student should be at this point in the year depending on the pathway a student is on.

## **4. Behaviour / Attitude to Learning / Attitude to Home Learning:**

Students are given a score ( 1, 2 or 3) for their behaviour, attitude to learning in lessons and attitude to home learning. **Criteria:** *1 = Positive, 2 = Requires Improvement, 3 = Cause for Concern.*

## **5. Achievement Points / Behaviour Concerns:**

Achievement Points are the number of reward points a student has achieved since the start of the academic year.

Behaviour Concerns are a total of points accrued for any instances of poor behaviour.

## **6. Attendance**

Attendance describes how we would describe a students attendance since the start of the academic year

# AN EXAMPLE REPORT

1

2

3

	Teacher	End of Year Target	Current Progress	Progress Comment	Behaviour	Attitude to Learning	Attitude to Home Learning
English Language	Mrs P. Boyd-Rugen	Developing +	Developing +	Expected progress is being made	1	1	1
English Literature	Mrs P. Boyd-Rugen	Developing	Developing	Expected progress is being made	1	1	1
Mathematics	Ms J. Clieve	Developing -	Emerging	Limited progress is being made	2	2	2
Science Trilogy	Mr A. Mooney	Emerging +	Developing -	Very good progress is being made	1	1	1
Child Development	Mrs C. Knight	Securing -	Developing -	Progress is a concern	3	3	3
Geography	Mr E. McGovern						
Music	Mrs C. Foster						
Photography	Mr B. O'Callaghan						

## 1. End of Year Target:

When a child enters the school in Year 7, they are placed on a particular pathway based on prior attainment.

## 2. Current Progress:

This is a description of the knowledge/skills/understanding that a student is working at in each subject, this ranges from Emerging to Excelling. + - have been used to indicate the extent to which that description has been met.

## 3. Progress Comment:

The comment reflects the learning that has been completed and expectations of where a student should be at this point in the year depending on the pathway a student is on.

# AN EXAMPLE REPORT

4

	Teacher	End of Year Target	Current Progress	Progress Comment	Behaviour	Attitude to Learning	Attitude to Home Learning
English Language	Mrs P. Boyd-Rugen	Developing +	Developing +	Expected progress is being made	1	1	1
English Literature	Mrs P. Boyd-Rugen	Developing	Developing	Expected progress is being made	1	1	1
Mathematics	Ms J. Clieve	Developing -	Emerging	Limited progress is being made	2	2	2
Science Trilogy	Mr A. Mooney	Emerging +	Developing -	Very good progress is being made	1	1	1
Child Development	Mrs C. Knight	Securing -	Developing -	Progress is a concern	3	3	3
Geography	Mr E. McGovern						
Music	Mrs C. Foster						
Photography	Mr B. O'Callaghan						

5

Achievement Points:	5	Average Achievement Points:		45
Behaviour Concerns:	0	Average Behaviour Points:		11

6

Attendance:	96.95	04 September 2019 – 17 January 2020		
-------------	-------	-------------------------------------	--	--

Due to the nature of assessment, pupils should be hitting their target grade throughout the academic year.

4

Current Progress:	Excellent	Very Good	Expected	Limited	Concern
Behaviour:			Expected	Unsatisfactory	Cause for Concern
Attitude to Learning:			Positive	Requires Improvement	Cause for Concern
Attitude to Home Learning:			Positive	Requires Improvement	Cause for Concern
Attendance:	Excellent	Good	Concerns	Serious Concerns	
	99% or higher	97% up to 98.9%	90% up to 96.9%	Less than 90%	

## 4. Behaviour / Attitude to Learning / Attitude to Home Learning:

Students are given a score ( 1, 2 or 3) for their behaviour, attitude to learning in lessons and attitude to home learning. **Criteria:** 1 = Positive, 2 = Requires Improvement, 3 = Cause for Concern.

## 5. Achievement Points / Behaviour Concerns:

Achievement Points are the number of reward points a student has achieved since the start of the academic year.

Behaviour Concerns are a total of points accrued for any instances of poor behaviour.

## 6. Attendance

Attendance describes how we would describe a students attendance since the start of the academic year