



Assessment, Data and Reporting Policy

Term of policy: Every 3 years

Approved by: LGB 12.5.21

Date ratified: BoT 26.5.21

Next Review Date: Spring | 2024

Author: A. Lister

Sources: NGA, The Key

Online location: SharePoint folder: Policies

Consulted with JCC? Yes ☒ No ☐

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Foreword

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow and is part of the Tithe Multi-Academy Trust. The policy is subject to review by the School's Trustees and is subject to approval by the Trustees.

Rooks Heath School is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

This policy is formulated by the Assistant Headteacher for Assessment, and Performance. The policy is subject to approval by the Trustees of the school.

The Rooks Heath Curriculum

The curriculum at Rooks Heath School develops students' understanding of the goals of their learning, the criteria by which they are assessed and their ability to assess their own work. It allows the testing of students when their teachers judge them to be ready to show their achievement at a certain level, thus minimising the experience of failure and its impact on self-esteem. Our curriculum allows learners to negotiate pathways for learning and to receive additional support in essential skills and to succeed.

Learning Objectives and the Schemes of Learning

Learning objectives make clear the knowledge, skills and understanding that learners are expected to have gained by the end of a session. At Rooks Heath we make our expectations for learning clear in our Schemes of Learning and learning rubrics. All learning will be built on learning objectives and will take account of the need to assess learners' progress at specific points. In planning schemes of work teachers will identify where the opportunities are to gather evidence of learners' attainment in a range of contexts. These assessment-rich opportunities may be pieces of written work done in class, homework, individual or group presentations, oral responses, research findings and so on. Simple notes, made when learners demonstrate significant knowledge, understanding or skills, can be retrieved when the time comes to make a periodic assessment.

Almost all learning sessions will involve the sharing of learning objectives and an opportunity to reflect on what learning has taken place and/or on how effective the learning process has been. In some sessions learners themselves, guided by their teachers, will design the learning objectives.

Our assessment-rich opportunities will allow learners to carry out work independently and have a degree of choice in the methods they use or the way in which they present ideas. Students will be able to show their knowledge, understanding and skills and apply them in new or unfamiliar situations; even some time after a technique or topic has been taught.

To achieve greater independence in learning Rooks Heath will develop students' self-assessment skills and we will use learning rather than performance criteria as part of a classroom environment that promotes self-regulated learning. In this way assessment conveys a sense of learning progress to students.

Setting Challenging Outcomes for Students

Rooks Heath is ambitious for all its students. The most successful students exceed what their prior performance outcomes may indicate for them.

Principles of Assessment

Assessment for Learning is internationally recognised as having a positive impact on learning outcomes. At Rooks Heath School we aim to ensure that teachers, students, parents and carers are equal partners in ensuring that students achieve academically. Staff will be supported by line managers to ensure all staff

are aware of the current procedures being used to fulfil the policy. All staff, students, parents and carers are expected and encouraged to support the policy.

Formative and Summative assessment are the terms used in this policy.

Good day-to-day in-school formative assessment (self-assessment/peer-assessment/teacher marked homework) helps students to measure their knowledge and understanding and respond to feedback, provides parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when pupils are struggling and what interventions are needed to close that understanding gap.

The Importance of Feedback

The School works on the knowledge that a school's 'assessment culture' influences students' feelings of confidence in their learning and motivation. Feedback on assessed learning has an important role in determining further learning. Students are influenced by the previous feedback they have received from similar tasks in relation to the effort they invest in future tasks.

Teacher feedback at Rooks Heath encourages students to have confidence in their ability to take the next steps in their learning and the confidence to do this independently. Where students have experienced success in earlier performance, they are more likely to succeed in a new task. Rooks Heath recognises that the effort students put into further learning may be adversely affected by a focus only on performance outcomes. We, therefore, promote collaborative working among teachers and teaching assistants in creating an assessment ethos that supports students' feelings of confidence in their learning and motivation. The range of teachers' assessment practices help to improve learning skills. Our teachers will explain the purpose and expectations of these tasks and provide feedback.

Constructive commentary enables every student and their parents to know how the child is doing, what they need to do to improve, and how they can support their child and his or her teachers to secure good progress. Teachers' commentary will be linked to learning objectives and indicate the next steps students may make. Because of the importance we place on feedback to learners our learning sessions will allow time for students to reflect and act on the advice given.

We use 'What went well' (WWW) and 'Even better if' (EBI) statements when feeding back to students in exercise books. WWW acknowledges the strengths and what the student has understood/demonstrated well. EBI gives suggestions, examples, practice and next steps for further improvement. Consistency in completing independent learning is an indicator of future success and, where it is not completed, an indicator of underachievement. Students and parents/carers play an active part in ensuring that home learning is a success and provides opportunities for learners to make progress.

Rooks Heath School recognises:

1. the crucial role that timely, meaningful assessment can make to the learning of students and the improvement in teaching and learning
2. that assessment informs teaching and learning and that it is an integral part of this process
3. that effective assessment provides feedback to staff, students and parents and carers about progress and achievement and helps to ensure continuity and progress across the School
4. that assessment informs planning
5. that the learning takes place when the planned teaching is appropriate to the needs of the student
6. that parents and carers, the Rooks Heath staff and students are equal partners in the use of assessment to improve teaching, learning and achievement

7. that some parents are 'hard to reach' and the School needs to constantly strive to engage all parents including these parents in their child's learning

8. the role ICT can play in improving access for parents and carers, the Rooks Heath staff and the students to timely, meaningful assessment information

Summative assessment and Formative assessment for learning are used at Rooks Heath School.

Formative assessments are regular short-term checks on what skills, knowledge and understanding students have in order to make changes to teaching, learning and resourcing to best meet their needs. Formative assessments are used and support learning in preparation for summative assessments.

Summative assessments judge the extent of students' learning of the material. They are conducted to test student knowledge, understanding and skills, after all teaching, learning and formative assessments have been conducted. They are usually conducted in exam conditions at the end of a unit or final topic and usually culminate with a graded outcome. They provide feedback to teachers on what has been learnt well and where there are gaps in knowledge overall. They provide the teacher and student with an indicator of performance, usually against a set of criteria for any allocated grades.

'We need to see tests as aids to enhance teaching and learning and not primarily as thermometers of how much a student knows now, on this day, on this test (Hattie)

***'Testing under the right conditions is where learning takes place'
(Dylan William)***

When do we assess? - Timing

The purpose of assessment influences the timing and answers the question "When is the best time to see how well my students have learnt?". The assessment calendar provides key points in the year at which the whole school looks at student progress. This influences when teachers decide to conduct summative assessments which they may use to inform data collection points. Formative assessments take place at regular times during the course of a unit of work and may include written tasks, short presentations, vocabulary tests or brief analyses to provide real time assessment of where students are in their progress.

What do we assess?

When we assess students, we are assessing their knowledge, skills and understanding (KSU).

- Knowledge - how much content they have learnt
- Skills - how well they can perform
- Understanding - how well they can apply their learning to unfamiliar contexts and know when to apply their learning.

How do we assess? - Mode

The purpose also influences the mode of assessment and answers the question "What do we want to know about our students?". Assessments can take the form of written tasks or 'making' activities for a specific duration of time according to the needs of the subject. Some subjects assess a variety of skills and require multiple types of assessments whilst other subjects assess in only one format. For example, in Modern

language and English, students are assessed against listening, speaking, reading and writing aptitudes and students will sit exam papers for each skill either in a written test or a practical format to test the aptitude. However, in History or Sociology, students will only be assessed in the written format and may sit one or two exam papers to assess student aptitude in applying their KSU in the subject matter.

How do we moderate and standardise assessments?

Departments are encouraged to use regular intervals to moderate and standardise work. Prior to final data entry collection points, subject teams use a faculty team meeting to moderate work and ensure that there is standardisation of tasks and forms of assessing and applying assessment criteria. All subject teachers will seek further opportunities throughout the year to moderate and standardise assessment activities and may include moderation with teachers from same-subject departments from other partner schools. This ensures that there is consistency within subject areas and across all teachers within the same department as well as supporting departments to have credible and accurate mark schemes and assessment procedures.

How do we record our assessments?

Teachers use their own mark books to record the outcomes of all summative assessments with grades. Departments also record collective data centrally for the Head of Department and whole school analyses. For small tests, teachers may use percentages or numbers 'out of' a total mark. For exams aligned which are designed to mirror public exams or which use materials from past public exams, the examination criteria are applied in the same way as it would be for the actual examinations. This provides students and teachers with a 'realistic' judgement of exam performance and an indicator of key skills gap analysis. Teachers can then use this information to address gaps in key skills with their classes and this to provide high quality guidance so that students can take steps to improve.

Assessment for Learning at RHS

Throughout their school careers at Rooks Heath School, the students are regularly assessed using a variety of methods.

The primary purposes of day-to-day in-school FORMATIVE assessment:

For students:

In-school formative assessment helps students to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand student performance on a continuing basis. It enables teachers to identify when students are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of students and teachers.

For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

*"Ofsted recognises that marking and feedback to students, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy."*

The primary purposes of in-school SUMMATIVE assessment:**For students:**

In-school summative assessment provides students with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both student learning at the end of an instructional unit or period (based on student-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of student cohorts, to identify where interventions may be required and to work with teachers to ensure students are supported to achieve sufficient progress and expected attainment.

For the Government:

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their students. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting student performance.

*"Ofsted will take a range of evidence into account when making judgements, including published performance data, the school's in-year performance data and work in students' books and folders. However, unnecessary or extensive collections of marked students' work **are not** required for inspection."*
Ofsted Handbook.

Tracking Progress

Each subject teacher is responsible for tracking a students' progress. Students need to have a clear understanding of their target grade. In each subject, students are expected to have their target grade at the front of their book/folder. Equally they need to know how to improve and make steps in order to reach and exceed their targets. Clear guidance on how to improve will be given by subject teachers. Subject teachers have the responsibility to track the progress of different groups of students including SEND, EAL, most able (noted as G&T in SIMS) and Pupil Premium. The data team will always be available to support colleagues with data and tracking.

Department and Subject Leaders' responsibilities

Heads of Department / Subject Leaders are responsible for having an overview of student progress at each key stage in their subject. They are expected to check the performance of students in their subjects in comparison to their target grade at each of the three assessment points. Where there is identification of underachievement, Heads of Department are responsible for leading intervention strategies. Heads of Department should have a focus group of approximately 10% of each year group, they can then monitor the success of the intervention.

Monitoring Progress

Heads of Year are responsible for monitoring the progress of the students in their year group. This is achieved by using assessment information from SIMS and SISRA. Heads of Year are provided with an assessment of each student's achievement, effort and homework three times a year. The collated data enables the Head of Year to check that the student is performing to the best of her ability. The results of each assessment are reported to the student and parents for discussion and comment. The Head of Year and attached SLG identify approximately 20 students for close monitoring and will feedback to The Assessment Team on the success/challenges of carrying out this intervention on this group. Agreed action is then proposed and delegated out to the team.

All areas of the school participate in the assessment procedures discussed above. Copies of important assessment data for each year group are stored with the relevant Head of Year and available for analysis in SIMS or SISRA.

Form Tutors are responsible for closely monitoring attendance and punctuality and will contact parents, and when appropriate meet with them, to discuss expectations and continued monitoring. Heads of Year, Assessment Team Leaders and the Attendance Officer will lead and support this process. Equally Form Tutors are expected to monitor homework performance for their tutees and to record on SIMS interactions with parents and alert Heads of Year with further concerns.

Internal Assessment

All colleagues are expected to follow our Assessment Policy and Feedback Policy and Homework Policy. Consistently giving feedback to students on how to improve is an essential part of our excellent teaching strategies. The Senior Leadership Team, including Assistant Headteachers, Heads of Year and Heads of Department will carry out work scrutinise and learning walks as part of a whole school Monitoring, Evaluating & Review (MER) process.

It is vital that students demonstrate that they have not just made progress in a lesson but also over time. To support students with this Rooks Heath School has devised a system of different coloured pens which help visually demonstrate different elements of assessment for learning. It is an expectation that teachers will build into their lessons or homework, dedicated independent reflection time.

Marking at different Key Stages

All students should have a tracking sheet in their exercise book to indicate progress they are making across the year in their marked work. Teacher marking should be completed in purple pen. Work should be marked with 'WWW' (what went well) and EBI (even better if), with the EBI ideally being a task the students can complete.

- *Purple pens – Teacher marking*
- *Green pens – Student peer assessment*
- *Red pens – Self marking, correction or redrafting*

Internal Assessment, Monitoring Grades and Reports

The aim of the internal assessments is to inform students, parents, guardians and teachers on how students are progressing and performing academically, as well as indicating their commitment to learning, effort, organisation in completion of homework. Each subject teacher will award a teacher projected grade

(TPG), effort and homework score. Teachers will also indicate whether controlled coursework pieces raise any concern and an exam grade during internal exam periods.

Heads of Department / Subject Leaders have a clear role in ensuring grades entered by their team during an assessment drop are **evidence based**. All students are treated equally and the level of work produced by students with the same grade are comparable.

Target Grade

The target is set from students' prior data, where available, to be achieved by the end of the key stage as follows:

KS3 – based upon KS2 prior attainment with FFT guidance

KS4 – FFT estimates and/or KS2-KS4 expected progress

KS5 – ALPS A Level target. Target grades are generally set high to motivate students to do well. A student achieving a grade 8 or 9 at GCSE will be given a target grade of A* in a subject they are continuing with at KS5. Targets are reviewed throughout the year and will be increased if the class teacher indicates through their projection that it has been set to low. A student achieving higher than their target grade in their AS exams will also move their target grade up.

Teacher Predicted Grade - TPG (Most Likely Outcome)

An indicator of achievement will be given by a teacher projected grade in each assessment. This is based on current performance in lessons, tests, homework and coursework tasks or a combination of a number of these. Based on the student's current performance, this grade predicts what grade they are **MOST LIKELY** to achieve at the end of the key stage.

For Year 9,10 and 11 this will project to the end of KS4 and for Year 12 and 13 this will project to the end of KS5. This grade is the primary means by which the student's progress is tracked and monitored, as their final results are compared to their target grades. As students get closer to their terminal exams, this grade will also be used as a prediction grade for 6th Form, Schools and Universities.

Aspirational Outcome

This is a target set by the Data Manager to inspire them to make greater progress than they otherwise would in your subject where appropriate. This grade cannot be lower than the target grade set. This grade is not included in reports and is not used for tracking or monitoring purposes. It should be used as a motivational tool and for internal departmental tracking purposes.

Monitoring and Grading at different Key Stages

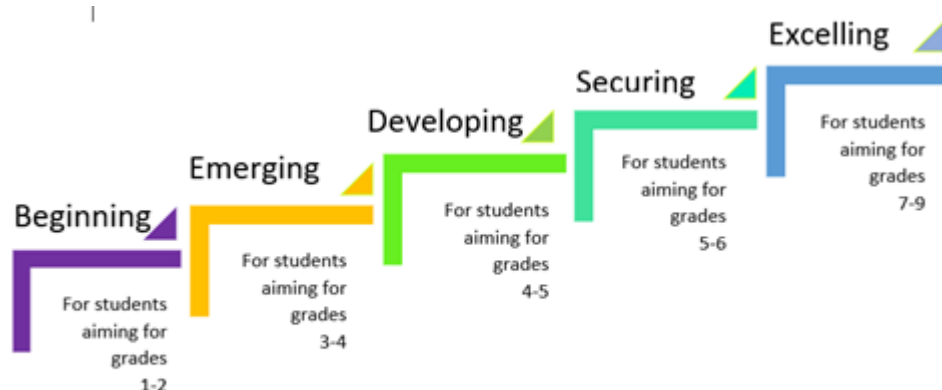
Key Stage 3 - Year 7 and Year 8

At Rooks Heath School we monitor students' progress from the start of Year 7 until their GCSEs. In order to measure their progress, students are put on 'flight paths' which maps out their progress from their primary school and helps to indicate the minimum GCSE grade they could achieve when they reach the end of Year 11.

Students will be informed of their flight paths early in Term 1, and parents receive a letter outlining the assessment and reporting program. Parents receive a monitoring report in the Spring term (and every term thereafter) which will inform them of their child's progress in relation to their flight path.

Flight Paths

A student's Flight Path is an estimate of the range of GCSE grades a student should be working towards for the end of Key Stage 4 (Year 11) which is when they sit their GCSE examinations. Teachers have planned the curriculum to reflect the flight path expectations for each student. Students are placed on one of the following Flight Paths:



P levels - In Year 7 and Year 8 there are a few students that are working below KS3 (and perhaps even KS2). With places at a premium in High Needs units, and special schools, it is likely that more students will be attending mainstream settings than in prior years.

The Assessment Team are looking into providing P Levels for students with SEND. They can be used in a mainstream setting and offer advice on how each subject can target for students working below the Foundation Flightpath. We would see these as more realistic expectations.

Each subject will assess students on the Foundation Flightpath that are making below expected progress, then set targets in line with the next step up on the P Scale. P Scales should then be reported home as opposed to largely red underachieving flightpaths/reports. This could help with motivating students and boost confidence.

The main objective of the flight path model is to enable staff, students and parents to assess whether appropriate progress is being made to achieve the highest possible outcome. Projections based on a combination of attainment data from primary school (KS2), FFT data and CAT test data. tell us what grades we would expect students to be achieving at GCSE when they sit exams at the end of Year 11, through a series of checkpoints. Flight paths show what skills and/or knowledge students would be expected to have acquired, and by when, if they are to be on target to achieve those expected outcomes.

The Flight Path for each student is determined by the Assessment Team using KS2 data and CAT test data on entry in Year 7. Teachers use their professional judgement to provide the right level of challenge for individual students in their subject using departmental guidelines, and these are planned in departmental Schemes of Learning. Students have an assembly in November Year 7, where the flight paths, progress checks and reports are explained to them. Parents are informed of allocated flight paths and progress, at the end of the Autumn Term.

Changes to flight paths

The allocated flight path gives a target range for the student to aim for, so we can judge whether they are on track to meet their targets. If a student falls below their flight path expectation, then we would put support and intervention in place to help the student get back on track. It would only be in exceptional circumstances that a flight path would be lowered. Teachers and subject leaders constantly monitor student performance and should the student's performance, over time, indicate that the student is consistently performing above their flight path expectations, then it would be changed.

How information about progress is communicated via reports to parents.

The School will send home three monitoring reports per year to parents in order to track a student's progress. The report will highlight the subject areas of strength and areas for development. We encourage parents to use these reports as an opportunity to assist with the student's learning and support us as we work together to achieve the best possible outcomes for your child.

How the flight path model transfers to GCSE targets in KS4.

At the beginning of Year 9 and following the completion of the options process, the flightpath model is replaced with a specific GCSE target grade per subject. The target grade is based on KS2 data which is used to extrapolate most likely outcomes in the final examinations.

Key Stage 4 GCSEs

The grades given will range between 1 to 9. The last assessment in Year 11 will represent the GCSE/BTEC predicted grade.

Current Year 9, 10 and 11 will be given projected grades and target grades 1 to 9 in all GCSE reformed subjects.

BTEC Qualifications

BTEC courses are levelled as Distinction*, Distinction, Merit, Pass. These qualifications can be worth the equivalent of GCSEs. At KS5 some students may do a level 3 extended BTEC diploma which is worth the equivalent of 3 'A Levels at the end of A2.

Foundation students may be awarded EL1, EL2, or EL3, which indicates performance below GCSE grade

Key Stage 5

The last assessment in Year 13 will represent your A Level/ BTEC predicted grade. The AS and A Level grades given will range between A* to E. If you are doing BTEC courses the student will be awarded a Pass, Merit,

Distinction and Distinction*. **It is important to note a Year 12 student could be awarded an A* projected grade, as the projection carries to the end of Year 13.**

KS5 Skills Review and Performance Reviews

If a Year 12 or Year 13 students projected grade is below their target grade the class teacher is required to comment on intervention needed. This comment should outline what the student's weakness are and suggest strategies which the student is to carry out in order to be better equipped to move up to the next grade hopefully before the next assessment point. This will be used by the pastoral team to monitor and mentor students who are underachieving. Heads of Department to quality assure these comments to ensure they are set appropriately and ensure the student is supported in achieving these strategies.

Reporting at different key stages

Our reporting system gives access to termly assessments on each student. Electronic copies of reports will be available to parents and carers through SIMS.

Students in Years 7 to 10 have three data captures throughout the year. Students in Year 11 have 2 formal data captures with rigorous testing and examining throughout Year 11. All data captures are calendared and for quality assurance, data is checked by the Head of Department and standardised and moderated during departmental time. Each data capture will compare students' progress towards their Flight Path/Target. This allows us to demonstrate progress over time.

How the data will be used

Academic reviews – judgement is made on the progress being made at that particular time. Students making less than expected progress will have the gaps identified to them for parents, subject leaders and year team leaders to utilise for intervention. Comments will be made on all students in academic review 2 to give parents an understanding of how their child can progress further.

- Senior Leadership Team Line Managers will meet regularly with each Head of Department to discuss student progress towards targets and identify students that need support, guidance and/or intervention and booster sessions.
- Regular meetings with the Raising Standards Leader/Data Manager/Heads of Year will identify any trend in groups of students and organise relevant intervention strategies where necessary. This will include a meeting with the Intervention/Booster Team.
- Each term the Head of Year will identify any trend in groups of students and organise relevant intervention strategies where necessary. This will include a meeting with the Intervention Team.
- Any students that are identified as not progressing as they should, will receive specific intervention/booster according to their needs.
- Any students that are identified as exceeding expectations in progress will have their targets reviewed and will receive intervention according to their needs.

This rigorous process keeps assessment of progress high profile throughout the year and ensures prompt action if an individual is slipping behind. These discussions form part of the School's closing the Gap Programme that ensures that Rooks Heath meets or exceeds its already high expectations. Intervention plans from the above meetings will be discussed, at a meeting of the Raising Standards Team led by an Assistant Headteacher who reports to the Short-Term Planning and Review Group (STRP), to devise an

overall strategy for the School. This strategy must provide best value as well as equality of opportunity, whilst ensuring that the intervention strategy within the School is sustainable and effective.

Intervention/Booster at Rooks Heath we combine the efficient collection of data with accessibility by all so that we can track student progress and quickly identify students who need help with what they need help for and intervene effectively.

The time spent on intervention will be significant, both inside and outside the classroom. To aid moderation, all teachers will mark a different group's assessment and all professional predictions will be moderated via discussions between colleagues with similar ability classes

Following Year 11 mocks, subject teachers and Heads of Department will meet to discuss intervention that will be put in place for individual students in their subject before the actual exams. The assessment team will then implement a Booster Class timetable, and will monitor student attendance. A Booster timetable will be arranged and students will be registered for these sessions and expected to attend.

Students and their parents will be informed which Booster sessions they should attend, and these will be seen as 'period 6 lessons', and other commitments and extracurriculars should be scheduled around them. Attendance at these sessions will be monitored by the Assessment Team. Parents are contacted by a member of the Assessment team if a student fails to attend.

YEARS 7 - 9 Information on Report Grades

Reports include grades on your child's attitude to learning, behaviour and progress.

Attitude to Learning Grade descriptors

	1	2	3	4	5
Attitude to Learning & Behaviour	Lacks motivation; cannot focus on set tasks. Frequently disrupts the learning of others	Low level of motivation; frequently loses focus. Is occasionally disruptive	Motivation levels fluctuate; goes off task occasionally. Generally well-behaved with just a few 'lapses'	Well-motivated; focusses on most tasks. Always well-behaved	Strongly motivated; fully focused on all tasks. Consistently excellent behaviour. Considerate of others
Homework handed in	Never	Rarely	Sometimes	Usually	Always
Quality of Homework	Unacceptable standard	Unsatisfactory standard	Satisfactory standard	Good standard	Excellent standard

Progress Grade descriptors

Progress Check	Progress Description compared with Flight Path
Significantly above	Student is making progress far above their Flightpath
In line with or above	Student is making progress in line with their Flightpath, or slightly above their Flightpath
Working towards target	Student is working slightly below their Flightpath
Significantly below	Student is working far below their Flightpath

YEARS 10 and 11 Information on Report Grades

Progress /Attainment report grade descriptors

Minimum Target Grade	This is the student's Target grade for each subject – the grade that students should attain at the End of KS4 if they work to their potential. These are based on KS2 data where available.
Current Attainment.	This refers to the GCSE/BTEC grade to specific subject criteria. It is based on the current level of work and is not a predicted grade. The current attainment level is based on the work completed to the date of the report and is therefore only an indication of work in progress.
Mock Grade	This is the GCSE grade that is allocated for a mock examination using the official grade boundaries recommendations for the exam taken. A mock exam is not an external exam, but a paper put together by teachers to allow students to practise exams and use the papers to analyse individual class and student gap analysis for next steps in revision.
TPG Teacher Predicted Grade (called 'KS4 outcomes' in SIMS)	The predicted grade is the teacher's professional judgement of what a student is most likely to achieve based on the student's approach to the subject to date and mock grades. This is the Predicted Grade for the end of Key Stage 4 based on students maintaining current work ethic and rate of progress.

All other **non-GCSE/BTEC** examined subjects are assessed on the Behaviour for Learning grades only. **BTEC & Cambridge Nationals** subjects are awarded in the range of 'working towards' a Pass, Merit or Distinction with U as Unclassified.

Analysis of data

All classroom teachers and instructors of KS4 are expected to analyse their data from TPGs, mocks and actual grades to inform the teaching and planning of their class. Heads of Department will be expected to analyse the data across classes and subjects in their departments to inform curriculum planning and leadership of their department.

In data analysis should focus on these key questions:

1. Were teacher predictions accurate? If so, how? If not, how could they be more accurate next time?
2. Which classes and individual groups made more/less progress than others and why?
3. How did classes, groups and individuals perform in relation to their targets?

What could increase progress for next time? Use www.sisraanalytics.com