

ASSESSMENT and TRACKING

At Rooks Heath we want all our students to make excellent progress from Year 7 right the way through to Year 11 and beyond. The importance of working in partnership with parents to support students' progress is vital, so we send home regular reports which will keep you updated on your child's progress. Students' reports allow you to look at their Attitude to Learning for each subject, which we believe is vital for progress, and which is why we also report this alongside the progress they are making.

Research proves that Assessment for Learning, and in particular feedback has a very positive impact on learning outcomes. The aim of the policy is to ensure that "no child is left behind". At Rooks Heath College we aim to ensure that the College, students, parents and carers are equal partners in ensuring that students achieve academically.

Staff are supported by line managers and the Professional Development programme 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.

1. Annual Internal Assessment Cycle, Calendar and Deadlines

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		
Sep	M1				TPG				
Oct	C/E				MOCK	PPE	SR1	UCAS	
Nov	M2	M1	M1	M1	MG1	AR	PR1	PR1	
Dec			C/E		College references		MOCK 1	MOCK 1	
Jan					MOCK	C/E	R1	C/E	C/E
Feb	M3	M2	AR		M1				
Mar		C/E		AR		MOCK 2	PR2	MOCK2	PR2
Apr	C/E			C/E	MOCK	TPG	R2		
May					External exams		External exams	External exams	
Jun	EXAM	AR	EXAM	AR	EXAM	EXAM	External exams		
Jul			M2	M2			UCAS	UCAS	
Aug					GCSE Results Day			GCE Results Day	

M = monitoring report, c/e = parent consultation evening, AR = Annual report, PPE = Prospective parents evening, SR = Skills report, PR progress report, R = internal tracking report, MG = mock grade

2. Assessment for Learning at RH

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

Feedback & Tracking Process

Clear guidance on how to improve is given by subject teachers. 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 against which they track their progress to meet or exceed this target. Equally they need to know how to improve and make steps in order to reach and exceed their targets. This is given by teachers verbally and / or in writing as required.

Monitoring Progress

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 College 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 (DIRT).

To support this process each subject has developed a list of statements in what we call a RUBRIC which describes the knowledge and skills students should have at the end of Year 7 for their Flight Path. An example of the Statements for Year 7 Maths is given below:

YEAR GROUP: 7 TOPICS: 3.1 ad 3.6 Co-ordinates and Straight-Line Graphs

EXCELLENCE	A14 I can use and interpret coordinates in the first quadrant	A15 I can use and interpret coordinates in all four quadrants	A20 sync I can plot the graph of a line parallel to the x or y axis and find its equation	I can use the equation of a line by relating x and y values	I can use the equation of a linear graph to work out values of y given values of x	I can plot the graphs of linear functions given the equation
SECURE	A14 I can use and interpret coordinates in the first quadrant	A15 I can use and interpret coordinates in all four quadrants	A20 sync I can plot the graph of a line parallel to the x or y axis and find its equation	I can use the equation of a line by relating x and y values	I can use the equation of a linear graph to work out values of y given values of x	I can plot the graphs of linear functions given the equation
DEVELOPING	A14 I can use and interpret coordinates in the first quadrant	A15 I can use and interpret coordinates in all four quadrants	A20 sync I can plot the graph of a line parallel to the x or y axis and find its equation	I can use the equation of a line by relating x and y values	I can use the equation of a linear graph to work out values of y given values of x	I can plot the graphs of linear functions given the equation
FOUNDATION	A14 I can use and interpret coordinates in the first quadrant	A15 I can use and interpret coordinates in all four quadrants	A20 sync I can plot the graph of a line parallel to the x or y axis and find its equation	I can use the equation of a line by relating x and y values	I can use the equation of a linear graph to work out values of y given values of x	I can plot the graphs of linear functions given the equation

Marking at different Key Stages

Teacher marking should be completed in **purple pen**. Work should be marked with ‘WWW’ (what went well) and EBI (even better if) comments, with the EBI ideally being a task the students can complete and demonstrate efforts to address their gap or misconception.

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

Monitoring and Grading at different Key Stages

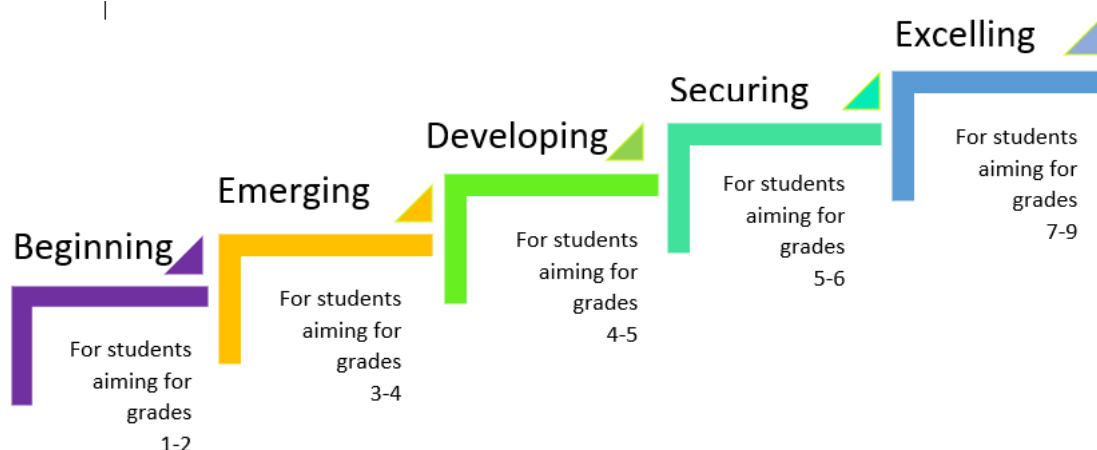
Year 7 and Year 8

At Rooks Heath College we monitor students’ progress from the start of Year 7. In order to measure their progress, students are put on ‘Flight Paths’ which map 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.

What is a Flight Path?

It 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. A child’s Flight Path may vary between subjects.

Students are placed on one of the following Flight Paths;



What do the Flight Paths mean?

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 combinations of attainment at primary school (KS2), CAT test data and FFT 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.

How is the Flight Path for each subject decided?

This is determined by our Assessment Team using KS2 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. Students have an assembly early in Year 7, where the Flight Paths, progress checks and reports are explained to them. Parents are also informed of allocated Flight Paths.

Can students change 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 is information about progress communicated via reports to parents?

The College 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 does the Flight Path model transfer to GCSE targets?

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

Key Stage 4 GCSEs and BTECs

The grades given will range between 1 to 9 or Pass, Merit and Distinction for BTECs. The last assessment in Year 11 will represent the overall GCSE/BTEC predicted grade. Students in Years 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.

Key Stage 5 – AS, A levels and BTEC Level 3 qualifications

At the commencement of all Key Stage 5 qualifications students are given a minimum target grade. This grade reflects student attainment at GCSE, is calculated by an independent system called ALPS and is a minimum grade that students should be achieving by the end of their qualification in Year 13. Whilst student attainment is tracked continuously throughout Key Stage 5 it is formally recorded 8 times when teachers give Predicted and Current Attainment grades. This data is compared with target grades to help track student progress. In addition to these tracking points, students take mock examinations at least once each year for examinable subjects.

Furthermore, by the first half term of their Key Stage 5 courses students are required to pass a Skills Review. The focus of this assessment is on students demonstrating that their ability to work independently of their teachers is improving. These study skills are essential to students being able to cope with the demands of their courses and consequently, students who fail their Skills Review may be advised to change courses or look at alternative post-16 pathways.

Early in Year 13, A level students have a File Review where Heads of Department and Senior Teachers check the quality and quantity of any Year 12 work which is needed for the Year 13 examinations.

All of this assessment allows student progress to be monitored closely resulting in appropriate intervention at an early stage.

At the end of Year 12 students who have successfully passed an AS subject will be awarded a grade ranging from A to E. At the end of Year 13 students who have successfully passed an A level will be awarded a grade ranging from A*-E. BTEC level 3 courses are all two-year courses and students who successfully complete the course will be awarded a Pass, Merit, Distinction and Distinction*.