

Policy D8 - Assessment Points at St Marys Catholic School

The end of each half-term allows an opportunity for students' current Attitude to Learning, attainment and progress to be assessed; we refer to these as 'Assessment Points'. For short-hand purposes these are often referred to as AP1, AP2, etc. Information collected by the school at each Assessment Point will be shared with parents and students through the publication of 'Assessment Reports'. These reports provide a brief snapshot of every student's current performance.

Here is an explanation of some of the Terms we use in our Assessment Reports:

Target – This is the expected grade/level the student should be aiming to achieve. These are calculated based on Prior Attainment

- For years 7-11 the targets are based on KS2 results
- For years 12-13 the targets are based on GCSE results.
- In Key Stage 3 (years 7-9) the targets are what the student should aim to achieve by the end of the current academic year.
- In Key Stage 4 (years 10-11) and Key Stage 5 (years 12-13), the targets are what the student should aim to achieve by the end of the course (GCSE or A-Level).

A2L = Attitude To Learning – This is a score between +2 and -2 (see table 1 below). These are awarded at every Assessment Point throughout the year. You will also find an average of all of a student's A2L Scores for each Assessment Point, as well as their rank within their year group based on the A2L Scores.

A2L Code – Where appropriate a teacher may indicate a code to highlight an issue (see Table 2 below)

CWG = Current Working Grade – this is assessed by the teacher and should reflect a student's current level of attainment based on work completed in the most recent half-term(s)

PRG = Predicted Grade – this is the grade the teacher believes the student will achieve end of the year (years 7-9) or by the end of the course (years 10-13) if the student continues with their current Attitude to Learning (A2L).

TABLE 1 - Attitude to Learning Scores (A2L)

+2	The student's behaviour is excellent. Classwork is completed to a standard exceeding expectations. They regularly participate in lessons. Homework is always handed in on time and is of a high standard.
+1	Student's behaviour is very good. Classwork is finished to a level and quantity above what is expected and they occasionally participate in lessons. Homework is completed on time and shows time and attention given to it.
0	Student is focused most of the time. They are rarely spoken to about behaviour. Classwork is finished to the standard expected. They sometimes participate during lessons and nearly all homework is completed on time.
-1	The student often needs to be re-focused during lessons and they often break the rules of the classroom. Their classwork is, at times, finished to a level below what is expected. Homework is not always handed in on time.
-2	The student's behaviour has a large negative effect on other's. They regularly have to be spoken to and they have issues working with staff or their peers. Work is finished to a level far below the individual's capability.

TABLE 2 - A2L Codes

POSITIVE CODES	
L	Positive effect on the learning of others
M	Excellent homework
P	Excellent participation in lessons
W	Outstanding standard of work

NEGATIVE CODES	
A	Absence is affecting their learning
C	Behind schedule with coursework
D	Student is disrupting learning of others
F	Student lacks focus in lessons
H	Homework is late or below standard
O	Organisation is affecting their learning
S	Student is struggling with work

Assessment at Key Stage THREE

In 2015 the Government announced that schools should no longer use National Curriculum Levels, but should instead move towards their own systems for assessing student attainment and progress at Key Stage 3. At St Marys, each department uses their own levelling system to suit the needs of their subject. Although all departments use a numbered level system from 0-9, comparisons between subjects can be difficult. To help parents we will provide a chart to help make comparisons of a student's attainment between subjects. Below is an example of the type of information that will accompany each set of assessment reports.

Temperature Charts (KS3):

Below is an example of a Key Stage 3 'Temperature Chart' which allows students and parents to have a comparison of their attainment in relation to other students in the same cohort. These charts are produced for each year group at each Assessment Point where Current and Predicted Grades are recorded. It may be useful to mark on this chart a student's performance in each subject to give a useful comparison of their relative performance.

Subject	Lowest 25%	Lowest 50%	Highest 50%	Highest 25%
Art	3.9	5.1	5.8	
D&T	4.0	5.0	5.6	
Drama	5.2	5.7	6.3	
English	5.0	5.7	6.3	
French	3.9	4.8	5.6	
Geography	5.6	6.5	7.3	
History	4.3	5.4	6.1	
ICT	5.9	6.5	7.1	
Maths	4.1	5.3	6.4	
Music	5.3	6.1	6.6	
PE	6.0	6.5	7.0	
RE	4.8	5.7	6.4	
Science	4.2	6.0	7.2	
Spanish	5.1	6.2	6.3	

Worked Example:

Student A has been given a Current Working Grade of a 5.5 in Citizenship and a 5.5 in Chemistry. On its own, it might seem that this means the student is attaining equally in both subjects. However, if we look at the table below we can see that this is not the full picture.

Subject	Lower 25%	Lowest 50%	Highest 50%	Highest 25%
Citizenship	3.8	5.4	6.1	
Chemistry	3.9	4.7	5.1	

Where your student's Current Working Grade falls on each row indicates where their performances lies in comparison to other students in the year group for each particular subject.

A 5.5 is between 5.4 and 6.1 then in Citizenship the student is in the Top 50% (but not Top 25%)

However, in Chemistry, 5.5 is higher than 5.1 so the student is in the top 25% within the Year

Assessment at Key Stage FOUR

In addition to the GCSE Grades you will also find on each students' assessment report a Projected 'Progress 8' Score. 'Progress 8' is a measure introduced by Ofsted in 2015 which measures a student's level of progress compared with other students nationally who have a similar prior attainment at Key Stage 2. It is a useful measure for assessing student progress towards their targets. Here is a worked example to help explain how to interpret this new measure.

Worked Example:

Student 1 - At Key Stage 2 this student achieved high results and by comparing those with other students who got the same results in their SATs (and what those other students went on to get in their GCSEs) Student 1's targets in their GCSEs are set at a Grade A in all subjects.

Student 2 – At KS2 this student achieved lower results than Student 1 in their SATs and (by comparing the GCSE results other students who got similar results at KS2) is set a target of a Grade D in all of their subjects.

When the school assesses these two students, the teachers predict Student 1 will get a B in all their subjects and that Student 2 will get a C in all of their subjects.

Because Student 1 is getting one grade *below* their target grade in all subjects their **Progress 8** score is **-1.0**. However, Student 2 is getting one grade *above* their target grade in all subjects their **Progress 8** score is **+1.0**. This means that student 2 has a better **Progress 8** score than student 1.

If when comparing the results of these students we were only to look at raw results we would observe that Student 1 (all Bs) is attaining more highly than Student 2 (all Cs). However, based on the progress they have made in comparison to what they should have achieved Student 2 has made more Progress than Student 1.

If we were to rank these students based on Attainment Student 1 would be above Student 2. However, if we rank them based on progress (using the Progress 8 measure) Student 2 would be above Student 1. At St Marys we do not publish ranks for attainment, but we do share ranks for Attitude to Learning and progress.

Temperature Charts (KS4)

As a new measure it may be difficult for parents or students to know whether their 'Progress 8' score is good or comparable with other students. To help, we have started providing a 'temperature chart' which allows parents and students to see where their Progress 8 score falls within the year group.

This table shows the Lower, Middle and Upper Quartiles for each of the Progress 8 Scores for Year X. By looking at your child's scores and placing them within the scale you should get a sense of their relative performance.

Progress 8 Score based on...	Lowest 25%	Lowest 50%	Highest 50%	Highest 25%
Current Grades (CWG)	-0.6	-0.1	0.5	
Predicted Grades (PrG)	-0.2	0.4	1.0	

Where your student's Progress 8 Score lies on each row indicates where their progress falls in comparison to other students in the year group.

EXAMPLE 1
A student with a Progress 8 score of -0.4 based on their Current Grades would be in the lowest 50% of the year, but not the lowest 25%

EXAMPLE 2
A student with a Progress Score of +1.2 based on their predicted grades would be in the Top 25% of the year group

PLEASE NOTE: this is a reflection of a student's progress and not their attainment. It is entirely possible that a very high achieving student has a low progress score and vice versa.

Committee: Operational

Review Date: June 2018

Date of Next Review: June 2019