



Policy D8 – Guidance for Parents on 'Assessment Points'

Throughout the school year there are a number of 'Assessment Points'. Each Assessment Point is an opportunity for students' current Attitude to Learning, attainment and progress to be reported; the exact data reported at each Assessment Point will be different. 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, via Go 4 Schools and email reminders.

Terms we use in our Assessment Reports:

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.

A2L Code – Where appropriate a teacher may indicate a code to highlight a positive element of a students' performance or a reason for a negative A2L (see Table 2 below)

CWG = Current Working Grade – this is calculated by Go4Schools and based on the data inputted by each teacher and subject.

Target – This is the grade/level the student should be aiming to achieve. These are calculated based on Prior Attainment and are not a prediction of the grade/level the student will ultimately achieve.

- For years 7-11 the targets are based on KS2 results
- For years 12-13 the targets are based on GCSE results.
- For each year group, the target should be achieved by the end of that academic year.

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 others. 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

At Key Stage 3 (Years 7 to 9) there are no nationally agreed levels which can be used to compare attainment between different schools. Instead, each school has their own systems for assessing student attainment and progress at Key Stage 3.

At St. Mary's a 9-1 system is used at Key Stage 3; this is not the same as the 9-1 system used at KS4; the expected levels achieved are the same for each subject and so comparison between subjects can be made. Progress is still measured from one point to another, with a focus on the distance from target as the year progresses.

Within each level subjects can report a + or a -; this is designed to indicate that progress is being made, but has not quite moved to a different level. For example; achieving a 4- in one assessment, and then a 4+ demonstrates progress. Reporting these both as a level 4 does not demonstrate the same progress.

Assessment at Key Stage FOUR and FIVE

At Key Stage 4 (Year 10 and 11) and Key Stage 5 (Year 12 and 13) parents and students should pay particular attention not only to the current grades the students has been awarded, but how that grade relates to the students own target grade. A current grade on its own, without context, is not a good measure of progress. For example, compare the two students below:

Student A	Target	CWG
Maths	5	6
English	4	5
Science	5	6

Student B	Target	CWG
Maths	7	6
English	7	7
Science	7	6



You might 'on the face of it' assume that student B has made more progress because overall their current grades are slightly higher than student A (676 vs 656). However, that does not tell the full story. If we look again, and this time do a quick sum to tell us the difference between the target and the current grade we see a different picture emerge.

Student A	Target	CWG	
Maths	5	6	+1
English	4	5	+1
Science	5	6	+1
Total =			+3

Student B	Target	CWG	
Maths	7	6	-1
English	7	7	0
Science	7	6	-1
Total =			-2

We now see that student A is making more progress as they are three grades higher than their target expects them to be. By contrast, student B is two grades below where their targets suggest they should be.

Finally, please note that we do not routinely publish predicted grades for students sitting exams. There are two exceptions to this practice:

1. We may provide predicted grades for Y11 in Autumn Term 2 to coincide with applications to the 6th Form.
2. We may provide predicted grades for Y13 students applying to university through UCAS

Predicted grades will be based on teacher's professional judgement and experience. Teachers should use a broad range of evidence to determine predicted grades, including, but not limited to, class work, mock exams, formal assessments, course-work and homework.

Committee: Operational

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