

St Bernard's Catholic Grammar School



A Guide to Assessment & Reporting

National assessment agenda.

Over recent years there have been large changes to the way student's work is assessed nationally. In primary school, students no longer receive national curriculum levels for English and Mathematics, but instead receive a scaled score between 80 and 120 for English and Mathematics. This KS2 data is used by the school to derive target grades for our students. Our target grades are challenging as we expect all of our students to have outstanding attainment. However, we also expect our students to make outstanding progress. Our target grades are set to ensure that our students' progress is at least in the top 20% nationally.

It is however also important to recognise the other elements of a child's education that help develop the Spiritual, Moral, Social and Cultural aspects that are essential in developing well rounded individuals that are capable of making a positive contribution to society in the manner taught to us by the Bernadine sisters. At St Bernard's, our wide range and variety of extra-curricular activities also allow students to make progress in a wide range of areas which creates rounded learners. Although this is not quantifiable through data, the Catholic education we provide is the foundation from which positive attainment and progress can then flourish.

This guide to data is intended to give an overview of the assessment methodologies that are used nationally and how we at St Bernard's will inform you of how your child is performing in relation to their targets.

We welcome any feedback, at any time in the year, with regards to how well you think your child is doing with regards to their academic performance or their Spiritual, Moral, Social, Cultural contributions to St Bernard's.

Yours sincerely

Mr R Watson

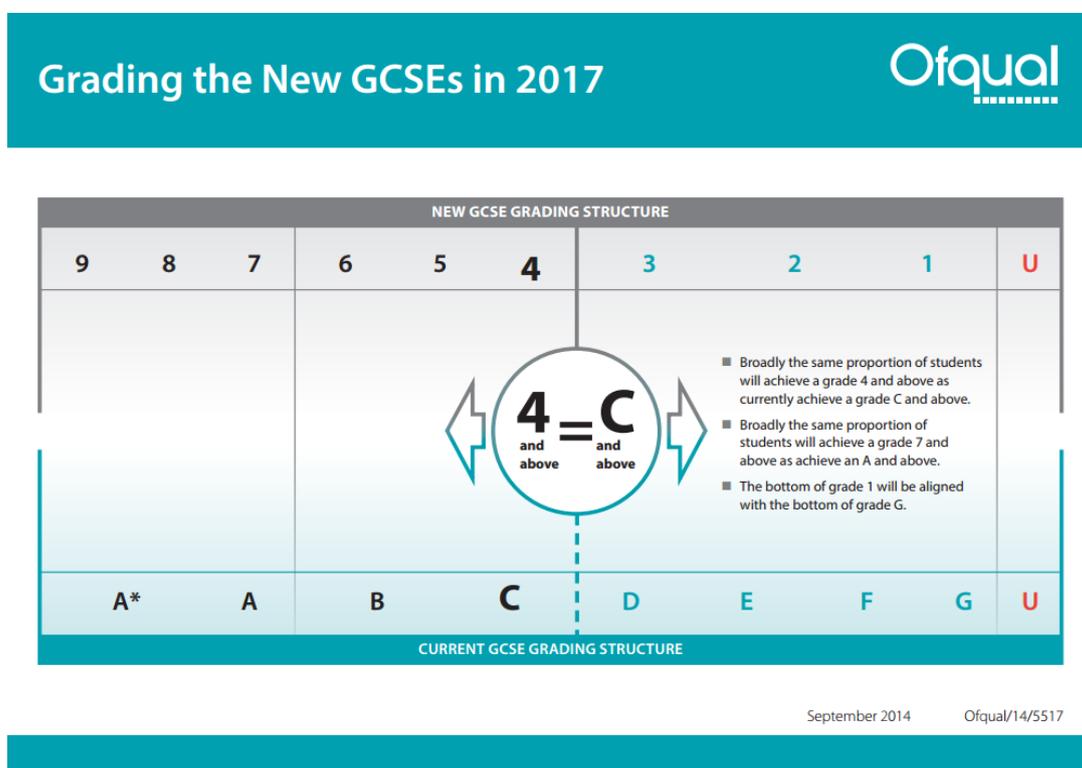
Assistant Head teacher

Introduction to changes in education policy:

In December 2014 the Government released the new National Curriculum to be delivered by schools. The old National Curriculum attainment levels (5a, 5b, 5c etc) have been removed and schools are free to create their own Key Stage 3 assessment structures.

Newly reformed GCSE's are now being delivered so that the new specifications and the first of these were sat in English and Maths in 2017, with the vast majority of other subjects being examined under the new specifications for the first time in 2018. A small number of others will follow in 2019. The GCSE reforms were intended to make GCSE examinations more challenging for more able students. There was a greater emphasis placed on knowledge rather than skill acquisition.

The new GCSE's are graded on a 9-1 scale which replace the old A*-G grades. The numerical system will feed directly into schools accountability measures – **Progress 8** and **Attainment 8**. These measure progress in a variety of subjects and allow schools to compare the progress of their students with the progress of students in other schools. The government expects the proportion of grades 9-7 to be roughly equivalent to the proportion of A*-A grades, and likewise the proportion of 9-4 grades to be roughly equivalent to the proportion of A*-C grades. It is worth noting that the government expects no students to achieve all GCSEs at grade 9. The new GCSE system was designed to make this highly unlikely and no school will be expecting students to achieve this. The diagram below provides a comparison of the old and new grading systems.



Attainment and Progress

Key Stage 3 and 4:

All students at St Bernard's are given a target grade for each subject (for Year 7, these are set some time into the first term). In Key Stages 3 and 4, these are based on their performance at KS2. The higher the performance at Key Stage 2, the higher their target grades. Target grades do vary between subjects, and staff moderate them to ensure that they are always sufficiently challenging for your child. Our target grades are challenging, and we expect our students to have progress in the top 20% of students nationally.

Students in KS3 are given a target grade in each subject based on this data. We use a 9-1 grading system for these targets and these relate to the grades we would expect students to achieve at GCSE. Each student will receive attainment grades throughout the year. These grades are 'forecast' grades from grades 9-1. Essentially, this means that we are forecasting a GCSE grade if your child were to continue to work in this manner in the future. So, a student may receive a 'forecast' grade of an 8 in year 7. We compare these 'forecast grades' to the target grades of students. A student who is achieving their target grade is making good progress. A student who is exceeding their target grade is making outstanding progress. It is worth noting that a student who gains a grade 8 in year 7 (and matches their target grade) will be making good progress if they continue to gain a grade 8 in year 8. A child could achieve the same grade throughout Key Stage 3 and be making good progress.

To be able to assess this in individual students departments identify key skills, starting with GCSE requirements, and then tracking back from grades 9->8->7 identifying the skills that can be expected in each of the key areas for each year group. As we design assessments we can identify which skills need to be developed for GCSE grades at the end of GCSE, and we can set appropriate tasks. Thus, a skill that may gain grade 7 in year 7 may only gain grade 6 for showing the same skill in year 8, as we expect students to progress in the skills they are capable of demonstrating as they move throughout the key stage.

The attainment grades in KS4 work in the same fashion. Again, the students receive a forecast grade, and this is compared to their target grade in the same manner. A student who achieves their target grade throughout GCSE is making good progress. All attainment grades represent a 'best fit' for the entirety of the course.

Students will also receive a full report each year, and a set of examination grades. There is also a parent's evening for each year group where you can discuss information with your child's class teacher in more detail.

Key Stage 5:

At A level, each student receives a target grade (A*-E) that is derived from their GCSE results. We calculate the average GCSE points score for each student, and this is then used to determine a target grade using different weightings for different subjects (as some subjects are more challenging than others). Much like Key Stages 3 and 4 we produce forecast grades (A*-E) throughout the year, and these are then compared to your child's target grades in a similar fashion. There will also be a parent's evening, and a set of PPE (Pre Public Examination) grades that will be sent home.

Assessment and reporting cycle 2019-20

The frequency of reporting to parents varies with each year group and is designed to match the particular needs for that year group. Reporting to parents' evenings have been built around key events in order to maximise their impact. A summary of key reporting dates is shown below.

Year group	Effort and Attainment grade	Effort and attainment grade	Effort and attainment grade	Full report issued	Exam grade issued	Parents' evening
Year 7	3 rd December			6 th May	30 th June (and effort grade)	2 nd July
Year 8	3 rd December	15 th June		3 July	26 th February (and effort grade)	3 rd March
Year 9	18 th November	10 th February		1 st May	2 nd July (and effort grade)	19 th November
Year 10	22 nd November	13 th July		17 th January	20 th May	16 th March
Year 11				8 th November	10 th January PPE set 1 27 th March PPE set 2	24 th January
Year 12	22 nd November	10 th February	15 th June	10 th July	20 th May	13 th February
Year 13	11 th October			20 th March	22 nd February	22 nd October

Effort grades

This is a pupil's effort grade which combines various factors as a summary judgement. The factors which determine effort grades are; Classwork, Homework, Attitude to Learning, Behaviour and Organisation.

When students receive full reports, students will be given a separate grade for each of Attitude to Learning, Behaviour, Classwork, Homework and Organisation.

All grades published are rated as one of the following grades.

E – Excellent

G – Good

I – Inconsistent

P -Poor

Unlike attainment grades (which are a 'best fit' for the course as a whole'), effort grades represent the effort a student has made since the last effort grade. So a poor effort in one half-term will not be reflected in the effort grade of the next half term.

Effort grades are a 'best fit' of the descriptors below. These descriptors are also used for the full reports received yearly.

	EXCELLENT	GOOD	INCONSISTENT	POOR
HOMEWORK	Invariably: 1) Completed thoroughly 2) Submitted on time	Usually: 1) Completed thoroughly 2) Submitted on time	Sometimes: 1) Completed thoroughly 2) Submitted on time	Rarely: 1) Completed thoroughly 2) Submitted on time Often incomplete
CLASSWORK	Invariably: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy	Usually: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy	Sometimes: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy	Rarely: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy
ATTITUDE TO LEARNING	Invariably: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary	Usually: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary	Sometimes: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary	Rarely: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary
BEHAVIOUR	Invariably: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers	Usually: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers	Sometimes: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers 4) Distracts or disrupts others	Rarely: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers Frequently distracts or disrupts others
ORGANISATION	Invariably: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually	Usually: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually	Sometimes: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually	Rarely: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually

EA grade sheets

Pupils will receive effort and attainment (EA) grade sheets at fixed points throughout the school year (see the school calendar for individual details).

These sheets will be colour coded to show whether pupils are making expected progress or not.

Subject	Effort Grade	Attainment Grade	Target Grade
Biology	G	7	7
Chemistry	G	7	7
English	E	8	8
French	G	6	6
Latin	G	7	7
Maths	G	8	9
Physical Education	G	7	
PE GCSE	E	7	7
Physics	G	7	7
Religious Education	E	8	8

The colours provide a simple code as to the pupil's progress.

Progress Codes	
1 or more grades above Target	●
On Target	●
1 Grade below Target	●
2 or more grades below Target	●

PPE grade sheets

Pupils in examination years will sit PPEs. Pre-Public Examinations.

These are designed to prepare pupils for their public examinations, giving pupils experience of the format of the examinations, the experience of sitting examinations in a large hall and experience of how their examination results will turn out if they continue to work as they are.

Like the Effort and Attainment grade sheet, the PPE results are colour coded to show progress against target.

In the example below, the pupil has achieved a grade above their target, and this is highlighted in blue. They have achieved two grades which are on target and these are highlighted in green. Two grades were one grade below target, these are highlighted in cream. Several grades are more than one grade below target, and these are highlighted in red to show potential causes for concern.



St Bernard's Catholic Grammar School

Year 11 Pre Public Examination (PPE) Results 2018/19

Joe Bloggs

Attendance: 100.0%

Times Late: 1

11B

Subject	Effort Grade	Target Grade	PPE Result
Art	G	6	4
Biology	G	8	8
Business Studies	G	6	7
Chemistry	E	8	7
English	I	7	5
Geography	G	9	8
Latin	G	8	6
Maths	E	9	7
Physics	G	8	8
Religious Education	I	8	5

Reports

Pupils receive a written report each academic year. The report contains a written comment from the pupil's form tutor, Head of Year and a brief comment from the Head teacher.

Our reports are design to make it simple to identify the areas of strength which pupils possess and their areas for development.

Grades are given for Attitude to Learning, Behaviour, Classwork, Homework and Organisation. The descriptors for these are summarised on page 8.

An example can be seen below:

Japanese

Attainment	Attitude to Learning	Behaviour	Class Work	Homework	Organisation	Target Grade
A	Excellent	Excellent	Excellent	Excellent	Excellent	A

Areas of Strength are:

- She works independently at deepening her knowledge of the language.
- She invariably puts a good deal of effort into homework.
- She is able to transfer language (vocabulary, structures, patterns) from one topic area to another.

Areas for Improvement are:

- Her knowledge of verbs and adjectives, and how to conjugate them is a little insecure and she should go over her grammar notes in order to firm up her knowledge.
- She needs to work hard to ensure a more equal performance across all four skills.
- She must ensure that she prepares well for tests.

Mrs Evans

Reporting to parents evening

Each year group has one reporting to parents evening each year. The timing of these varies throughout the year depending on the demands of that year group. There are also invited parents evenings in exam years, and these are only for pupils who are showing us cause for concern.

Appointments are limited to five minutes, should you require a longer discussion it may be appropriate to make an appointment to see the teacher on another occasion.

Appointments are made via the online booking system. Details will be sent to you a short while before the parent's evening to allow you to make your booking.

Sometimes, staff may teach several classes in a year group. It may not be possible to see all the pupils that they teach. If this is the case, they may request to an appointment if there is an issue they wish to address. If it is not possible to make an appointment, please do contact the member of staff by email if you have any queries.

Marking

The process of marking is one way which enables our teachers to make decisions about the education of our students as we chart their progress and achievements, assisting us in the diagnosis and identification of each student's particular needs. As part of their education, students are entitled to have their achievement recognized and used to shape their future learning, thus ensuring progression and continuity. Marking should be formative as well as summative and must inform future progress in the student's learning, as well as recording the point reached in any given area of the curriculum. In order to maximize effectiveness, teachers are required to have a secure overview of the prior attainment, progress and context of students.

Marking students' work is an intrinsic part of assessing progress. **Students can expect to have work marked every six lessons in each subject taken.** Where appropriate, the marking undertaken will inform students of their strengths and areas for improvement. If a student has made mistakes or misunderstanding is evident, then teachers will aim to write comments which enable the student to re-engage with the material and move forward with their understanding. When appropriate, students are encouraged to respond to marking – this could be by doing corrections, responding to teacher questions or undertaking some additional work which builds upon their learning but is in response to the work already attempted. We expect students to do this with the purple pen they are provided with. Teachers are not expected to simply write in the correct answer - unless this is the most appropriate thing to do - but rather will guide the student to get to the correct answer for themselves. Marking is undertaken using marking stickers. This gives each student a summary of **What Went Well (WWW)** and **Even Better If (EBI)**. There is a space in each marking sticker for students to respond to the comments of their teachers.

As well as assessing the work for merit, marking is also an opportunity to encourage the student to work harder or congratulate them upon the efforts undertaken. Opportunities should be taken to provide students, when appropriate, with praise for their effort.

Teachers are not expected to mark everything produced by the student but to focus in upon marking those areas which will bring about the most benefit for the student. The depth of marking may reflect the teacher's intention to go over the work in class – often class tests will be marked only with ticks and crosses if they are to be worked through again in class or students asked to do corrections.

In addition to providing a student with feedback upon subject material, every subject teacher has a responsibility to promote both literacy and numeracy. Literacy in particular is used in almost every homework and teachers support effective communication in a number of ways during marking, such as: identifying poor or incorrect general spelling and/or grammar, identifying subject-specific vocabulary incorrectly used and highlighting general presentational techniques in need of improvement (such as underlining titles).