

Reporting on assessment.

Parents will receive **three** formal reports during the year for students in years 7 and 8. Each one will contain four key pieces of information. Although this guide fully explains the significance of each piece of information, the report will also be accompanied by a short explanation of each:

- An Attainment Target in each subject
- A Current Attainment Grade
- A Current Assessment Result
- An Effort Grade

The third and final report will also contain a written comment by the Form Tutor.

There is also an opportunity to discuss progress at Parents' Evening. There is one of these scheduled each year providing opportunity for parents and subject teachers to review and reflect on student performance. As has always been the case, should parents require a longer consultation with a member of teaching staff because of a specific issue, parents are invited to contact the school at any time throughout the year.

The Effort Grade.



Satisfaction lies in the effort, not in the attainment, full effort is full victory.

Mahatma Gandhi

Student effort is crucial to learning at home and in school. Nations with successful education systems believe that students are capable of anything because of the effort they put in. Quality time spent on learning-activities, whether in preparation for class activities, memorising key content or re-drafting work in order to improve their application of skills, will undoubtedly affect their progress. Arguably then, this is the most important grade in the report. It is an aspect we reward throughout the year and as part of our Junior Prize Giving event in July. The table below explains the four levels that can be issued. The benchmark for Grade 1 is deliberately high and is set to help recognise when students have gone the extra mile in a subject they love. Students working at Grade 2 are clearly working very hard. Effort levels 3 and 4 are tracked in school and intervention will take place if we feel that consistent lack of effort is leading to standards that are below expectations.

Grade 1	Outstanding commitment given to their learning. Always tries hard and perseveres when the challenge and work difficulty increase. Homework is always completed and goes well beyond the minimum expected. Shows a genuine interest in the subject and independently researches work and asks questions. Always well organised and prepared to learn.
Grade 2	Shows a good attitude to their learning. Homework is always completed and meets the standards expected for them. They are well organised and give high levels of effort to their learning and generally approach challenging tasks positively.
Grade 3	Their attitude to learning is inconsistent. They do not always give their best effort to learning tasks. Homework, whilst usually completed, is often not at the standard that would be expected for them or is often late. They are not always well organised.
Grade 4	Does not display a good attitude to their learning. Homework is rarely completed on time and is often not at the expected standard for them. Shows little interest in the subject and does not seek to learn independently or ask questions. Organisation is often poor.

The subject attainment target.

Every student will have an Attainment Target for each of their subjects and this target helps teachers to differentiate, plan and structure teaching and learning for their students.

How do we decide on an appropriate Attainment Target?

Students will have very different starting points in each subject when they begin their learning with us in Year 7 for a variety of reasons. Targets are set by using information from Year 6 teachers, SATS results, CAT4 tests (cognitive ability tests) and by the analysis of student work. We appreciate that setting targets in all subjects is not an exact science and we want the targets to be aspirational for students: in line with the performance of the top 20% of schools nationally.

We do not talk about future GCSE grades with students in years 7 and 8 but we are able to offer some projections of where current performance might lead if levels of effort from the students remain high. Please see these indications in the table below. With the GCSE 9-1 grading system, it is grade 4 that has been designated by the government as a '*standard pass*' and is equivalent to the former grade C. Grade 5 has now been designated as a '*strong pass*'. Grade 7+ are the same standards as the former A grade and above.

Targets indicate possible final GCSE grades.

KS3 ATTAINMENT TARGET	GCSE TARGET RANGE
Exceptional	9-7
Good	6-5
Developing	4-3
Foundation	2-1

New GCSE grades explained.

The new GCSE grades are not intended to provide a direct comparison with the old A*-G system, but mention of old grades is made for reference.

- **Grade 9:** Top A* performers; reserved for a small percentage of the highest performing students. About half of the students who previously qualified for A* would be likely to achieve it.
- **Grade 8:** The remainder of those who would previously have obtained A* but did not qualify for a 9.
- **Grade 7:** Equivalent to an A grade pass in the old system.
- **Grade 6:** Covering those from two thirds above current C grade to top of existing B grade in the old system.
- **Grade 5:** International benchmark, showing performance equal to that of students getting top-grade passes in high performing countries in international league tables. Pitched at half or two thirds of a grade above the old C pass. This is the new higher level pass grade.
- **Grade 4:** Equivalent to a C grade pass in the old system. Likely to remain a facilitating grade for future study.
- **Grade 3:** Equivalent to a D grade pass in the old system.
- **Grade 2:** Equivalent to an E grade pass in the old system.
- **Grade 1:** Equivalent to grade F and G passes in the old system.



Current grades

Students are issued with two current grades for each subject. The **Current Overall Attainment Grade** measures performance in class and homework tasks. It is indicative of performance not only in summative assessments, but also in day-to-day understanding.

The **Current Assessment Result** is the grade attained in the most recent summative assessment.

Assessment weeks are identified in the school calendar for each year group. During this time students sit a summative assessment designed to test their ability to recall long-term memory and learning. Thus, these assessments cover learning over a much longer period of time in the same way as a terminal exam.

It is possible that there is a difference between these two attainment grades. It is important to consider what they represent; a lower current assessment result may indicate that your child is struggling to retain information over the long-term and may benefit from a different revision routine as they learn to prepare for terminal exams. There are many resources and support offered at school, some of which are outlined under the Learning and Curriculum/Homework tab on our school website.

Both of these profiles offer indication of possible future attainment at GCSE in each subject.

If you would like further clarification, please do not hesitate to contact me in school.

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