



**Haydon School**

**ASSESSMENT POLICY  
2018**

## **ASSESSMENT POLICY - introduction**

This Assessment policy considers Assessment for Learning and Assessment of Learning.

The Assessment procedures at Haydon School have been established and modified in line with government guidelines.

### **The DfE Principles of Assessment are below:**

Effective assessment systems:

- Give reliable information to parents about how their child, and their child's school, is performing
- Help drive improvement for students and teachers
- Make sure the school is keeping up with external best practice and innovation

### **Assessment for Learning**

A4L has been defined as **'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'**

## **1. PART 1: MARKING AND FEEDBACK POLICY**

### **1.1 Expectations of Assessment at Haydon School**

### **1.2 Frequency of marking:**

Student work should be assessed with feedback given at least every three weeks and students must ReAct to this feedback (see 1.6)

### **1.3 Different kinds of assessment:**

Assessment should be a combination of self-, peer- and staff assessment. It should be clear which form of assessment has taken place. Where exam class marking is not evident in exercise books or folders – due to assessment of exam papers, controlled assessments, etc. – staff should ensure students are regularly engaging in assessment in class. Green pens can make this assessment immediately obvious to any observer although not essential.

Students should be given strategies for self- and peer- assessment, such as WWW (What went well), EBI (Even better if)

### **1.4 What is effective feedback?**

Effective feedback is described as understanding where students are in relation to their learning goals, adapting teaching in response, and planning how to plug the learning gaps.

Effective feedback should aim to (and be capable of) producing improvements in students' learning.

Effective feedback is **not** unfocused, urging students to do more of the same.

If feedback is effective it should enable students to answer the following three overlapping questions:

Where am I going? (i.e. success criteria); How am I going? (performance in relation to success criteria); what next? (future targets)

Learning to learn (meta-cognition) has a key impact on student outcomes. Therefore, feedback that focuses on strategies, learning habits and the learning process is particularly valuable.

### **1.5 Non-written feedback**

Faculties whose feedback is primarily oral should ensure they have clear procedures in place to enable them to demonstrate this feedback and its impact on student learning to an outside observer.

### **1.6 Re-Act: A whole school approach for responding to feedback**

Re- Act time should be given in a lesson when a teacher has marked students' books or a recent assessment.

Students should be given time immediately to improve their work based on useful feedback.

'Re' could be Review, Reflect, Re-do, Revise, ... etc. etc.

The 'Act' is students actually responding to the feedback.

Students could then write "I improved this piece of work by..."

Students could use a different coloured pen (green) to respond to their feedback. This will make it easier to staff to locate and comment on students' responses.

### **1.7 What staff feedback should include:**

Feedback given as WWW and EBI

Targets for improvement must be precise.

Feedback should frequently be about complex or challenging task or goals as this is likely to emphasize the importance of effort and perseverance.

### **1.8 Internal Assessments**

Each year group has three data drops, although there are additional data drops for effort in Year 12, and for projected grades in Years 11 and 13.

The grades for these data drops should be based not only on formal assessments but also on classwork and homework, and controlled assessments where appropriate.

### **1.9 Principles for assessments**

Subject areas should aim for one semi-formal assessment opportunity per term. (Some faculties may do more e.g. half-termly.)

Students should be given time to revise prior to assessments.

### **1.10 Additional arrangements for individual year groups:**

**Year 7 and 8:** Year 7 and 8 students will have formal written assessments annually in English, mathematics and science under GCSE style exam conditions.

**Year 10:** Year 10 have annual formal mock exams. The outcomes of these exams inform intervention.

**Year 11:** Year 11 have formal mock exams at the end of the autumn term and for English, mathematics and science in the spring term. The outcomes of these exams inform intervention.

**Year 12 and 13:** Year 12 and Year 13 have annual formal mock exams. The outcomes of these exams inform intervention.

**2. PART TWO: TARGET SETTING**

**2.1 Aspire and the use of Bands – KS3**

Staff are provided with students’ starting points from Key Stage 2 and their target GCSE grades which are generated from Fischer Family Trust (FFT) estimates.

FFT use a student’s previous attainment to calculate their most likely grade in each of their GCSE or BTEC subjects.

Staff then use these FFT estimates to set Minimum Expected Grades (MEGs)

A MEG is the minimum grade which a student is expected to achieve in their subject at the end of their BTEC or GCSE course.

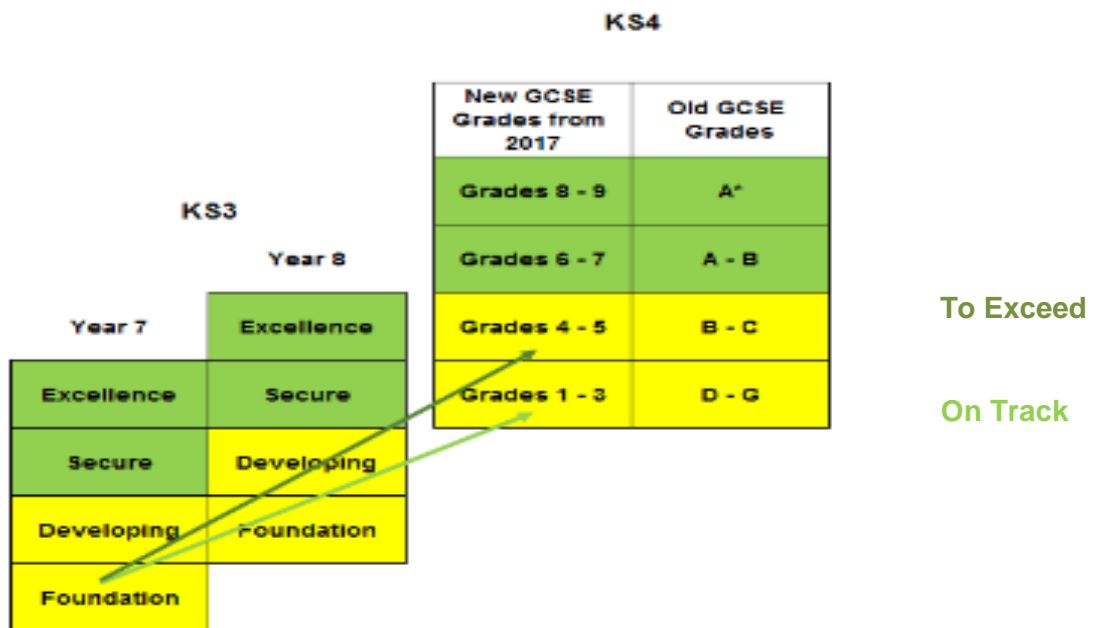
Subject staff may set a MEG which is higher than the FFT estimate if they feel that a student has the potential to exceed it, but they will not set an MEG lower than the FFT estimate. Once a year the report includes feedback on where students are in relation to their target. Teachers are encouraged to use their professional judgment as to whether students are likely to ‘exceed’, ‘secure’ or ‘not yet’ be on course to gain their GCSE target grades.

For in class assessments and the yearly summative assessments (that are reported home) one of four ‘bands’ are used to grade students attainment. These bands are designed to align with the likely flight paths that students would find themselves on between KS2 and KS4.

To reflect the non-linear rate of progress, teachers’ professional judgement is used to determine whether a student is capable of securing their GCSE MEG and not as a direct calculation from their attainment band in that subject.

As guidance to remain on their projected flight path students with FFT target grades of 8 and 9 should be achieving the Excellence band, FFT target grades 6 & 7: the Secure band, FFT grades 5 & 4: the Developing band and FFT grades 1-3: the Foundation band.

Furthermore the bands have an increasing level of demand throughout the years of study, so a student who is judged to be ‘on track To Meet’ their MEG of 6 who in year 7 is producing work at a ‘secure’ level and again in year 8, is still deemed as making good progress towards achieving their MEG at GCSE



## 2.2 Communication of progress and bands

The curriculum content is uploaded onto the school website so that it can be accessed by parents.

Band descriptors, teacher feedback and learning checklists in books are the main indication of a student's progress in lessons over time. The reports and assessment grades should only act as a summative judgment to enable parents, students and staff to monitor progress throughout the year.

## 2.3 Aspire Band Descriptors

These have been written by staff in each faculty area.

There needs to be consistency across all subject areas so that parents and students can understand this assessment system, and so that staff can put appropriate intervention in place. All band descriptors must adhere to the following principles:

- Descriptors should be a maximum of three statements per band.
- Descriptors should be consistent from one year group to the next (There are a couple of exceptions, due to the nature of assessment and progress in the subject area, notably RE.)
- Descriptors should use consistent terminology from strand to strand. E.g. if evaluate is used for Excellence in one strand, it should be used for Excellence in other strands (and not for Secure.)
- Descriptors should be student-friendly and should be worded as can-do statements.
- Faculties can have more detailed staff versions of descriptors sat behind the student versions.
- Some faculties have over-arching descriptors and then have adapted ones for particular units of work.

## 2.4 Progress of students who receive additional catch up funding

For some of our Year 7 intake who failed to achieve the expected level at the end of Key Stage 2 we receive additional funding to enable them to 'catch up' to the level of their peers. To enable us to track more regularly the attainment of this specific group of students the Foundation Band has been given sub-levels of 'Lower', 'Middle' and 'Higher' to enable staff to more accurately track the progress of students in the core subjects during Key Stage 3.

Furthermore staff in English, Maths and Science will be asked to input attainment scores during every term alongside students effort scores so that we have a more regular update of these students' progress.

## 2.5 Target setting in KS4

Haydon uses FFT estimates.

FFT (Fischer Family Trust) use a student's previous attainment to calculate their most likely grade in each of their GCSE or BTEC subjects.

Staff then use these FFT estimates to set Minimum Expected Grades (MEGs)

A MEG is the minimum grade which a student is expected to achieve in their subject at the end of their BTEC or GCSE course.

Subject staff may set a MEG which is higher than the FFT estimate if they feel that a student has the potential to exceed it, but they will not set an MEG lower than the FFT estimate.

Subject staff will have the opportunity to review MEGs at the start of Year 10 and 11; students' individual FFT grades are also reviewed after the SFE verifies data. These MEGs are designed to be realistic but aspirational.

Once FFTs are used to set MEGs in the autumn term of Year 10, FFTs within SIMs are then locked, even if there are further changes to the live data relating to our students. This enables staff and students to have a clear idea of the grades towards which students should be working.

## 2.6 Target setting in KS5

**MEGs** are set based on GCSE results, and are the minimum grade a student is expected to achieve in each subject. The MEG for each subject is calculated using GCSE results by ALPs, an independent organisation which analyses progress and results at KS5. MEGs cannot be lower than a C grade.

For students who are taking BTEC courses these are worth the equivalent of A Level grades. If a student is taking a BTEC diploma which is the equivalent of two A Levels they are given a MEG that consists of two grades, for example **MM** which stands for Merit, Merit.

## 3. PART THREE: REPORTING

### 3.1 Reporting Progress at Key Stage 3 (Year 7 and 8)

Students are tracked internally in each of their subjects. Bands are recorded at least every half-term into SIMS or a departmental tracking sheet.

Progress is determined by the teacher (according to their Key Stage 2 attainment grade and their GCSE MEG) by judgments of whether they are on track to achieve their MEG. Teachers are encouraged to use their professional judgment as to whether students are on track to exceed, to meet or 'not yet' achieve their GCSE target grades. Termly effort grades give further indication of progress, as they are a measure of students displaying desirable characteristics to facilitate learning in their lessons.

Comment shown on Report	Meaning
To Exceed	In the teachers professional judgement the student is producing work which indicates they are on track to exceed their GCSE MEG.
To meet	In the teachers professional judgement the student is producing work which indicates they are on track to meet their GCSE MEG.
Not Yet	In the teachers professional judgement the student is producing work which indicates they are not yet likely to attain their GCSE MEG.

### 3.2 Principles

- We are acknowledging that progress is not linear, and students will reach their target grade at different speeds.
- We trust the professional judgment of the teacher to help project whether the student is on track compared to their starting point at Key Stage 2.

- Students sit formal exams in their core subjects once a year to provide a summative measure of their progress which enhances the ongoing internal assessments and feedback teachers give in students' books.
- All subjects use subject specific personalised learning checklists to enable, all students their parents and teachers to view progress in lessons and identify areas of weakness.

### 3.3 Reporting Progress at Key Stage KS4 (Year 9, 10 and 11)

The grades on KS4 reports are projected grades.

These grades represent the grade that subject staff feel a student is capable of achieving at the end of Year 11, based on their current performance. The only exception to this is after the mock exams in Year 11 where staff report a current or mock grade and also a projected grade.

Staff take recent assessments, classwork, any external data and any controlled assessments into account when setting these grades. They are therefore not current performance grades, but nor are they predictions. These grades should enable staff, parents and students to see relative progress across all subjects, and to address any concerns or lack of progress.

### 3.4 GCSE reform

The range for the linear GCSEs is: 9,8,7,6,5,4,3,2,1, U

Below is a conversion table from the legacy (old) to the linear (new) GCSE

New GCSE Grade	Old GCSE Grade	Notes
U	U	
1	G/F	
2	F/E	
3	E/D	
4	C	Standard pass
5	C/B	Strong pass
6	B	
7	A	
8	A*	
9	A**	

### 3.5 GRADES 8 AND 9

Grade 9s will not be set as a MEG in KS4 reporting. This is due to this norm of referencing, students at Haydon may or may not be awarded grade 9s due to factors that are largely out of their control. As a result of this, grades 8 and 9 will be collapsed to the same points value for internal analysis of Value Added.

### 3.6 Reporting Progress at Key Stage 5 (Year 12 and 13)

The grades on KS5 reports are projected grades. These grades represent the grade that subject teachers feel a student is capable of achieving at the end of the AS, A Level or BTEC course, based on their current performance. Teachers must take recent assessments, classwork, any external data and any controlled assessments into

account when setting these grades. They are therefore not current performance grades, but nor are they predictions.

The range for A2 level grades: A\* A B C D E U

The range for BTEC grades: D\*D\*,D\*D, DD, DM, MM, MP, PP, U for BTECs worth 2 A levels and D\*, D, M, P, U for BTECs worth 1 A level.

### **3.7 EFFORT AND COMMENTS COLUMNS ON REPORTS**

Effort is regarded as a strong determinant of outcomes in a classroom. Staff enter an effort grade which provides a generic description of students conduct and work ethic. A 'Focus On' comment is then added which is highlighting the key area that teachers feel the student should focus on in order to improve their outcomes in the classroom.

## **4. PART FOUR: QUALITY ASSURANCE**

**4.1** Each curriculum leader and their line manager receive a Quality Assurance data monitoring sheet. This gives a comparison across each sub-group and enables subject leaders to compare results according to their starting points. The QA monitoring sheets contain the following information:

### **4.2 Year 7**

Whole cohort summary data

The autumn and spring data will contain effort scores and analysis of key sub-groups. The summer data will contain effort, attainment and progress scores against their GCSE MEG and analysis of key sub-groups.

### **4.3 Year 8 and 9**

Whole cohort summary data

The autumn data will contain effort scores and analysis of key sub-groups.

The spring and summer data will contain effort, attainment and progress scores against their GCSE MEG and analysis of key sub-groups.

### **4.4 Years 10 and 11**

Whole cohort summary data

Progress 8 score against FFT scores for subjects and students

A summary of the percentage of students achieving each level of progress vs. target for key sub groups.

Mock data will be included at appropriate times.

### **4.5 Years 12 and 13**

Whole cohort summary data

The autumn data for Year 12 will only contain effort scores and analysis of key sub-groups. At all other times for Year 12 and 13 effort attainment and progress scores are included.

ALPs progress spreadsheet

A summary of the percentage of students achieving each level of progress vs. target for key sub groups.

Mock data will be included at appropriate times.



**4.6 Leadership Team:**

The Raising Standards Leaders analyse the data and investigate patterns of underachievement in subjects in discussion with the relevant curriculum and year leaders.

**4.7 Curriculum Leaders:**

Specific students and data trends are identified on the QA sheet with the curriculum leader and an action plan is agreed and reviewed as a regular agenda item in line management meetings.


**4.8 Year Leaders:**

Specific students and data trends are identified on the QA sheet with the year leader and an action plan is agreed and reviewed as a regular agenda item in line management meetings.


Year leaders direct form tutors to intervene with students to investigate patterns of underlying achievement. Form tutor intervention records are kept by the form tutors and year teams to help monitor the process. Analysis of the 'Focus On' comment enables Year leaders and form tutors to separate behavior and attainment concerns.

**5 PART FIVE: EXAMPLES OF STUDENT REPORTS**

**5.1 KEY STAGE 3**



**Haydon School**  
**Year 7 Summer Report 2018**  
**Name - Form**



**93.5 %**  
Attendance this year

**490**  
Achievement Points

**15**  
Behaviour Points

184 Possible Sessions
0 Authorised Absences
0 Unauthorised Absences

	Teacher	Effort	Focus on:	Attainment Band	On Track	Minimum Expected Grade (MEG)
English	Ms Van Rooyen	4	Perseverance	Secure	To Meet	6
Maths	Mr SEGAR	3	Classwork and Homework	Developing	Not Yet	7
Science	Mr O'MAONAIGH-LENNON	5	Maintaining Effort Level 5	Excellence	To Exceed	6
Art	Miss ELDRIDGE	4	Classwork and Homework	Secure	To Meet	6
Computing	Ms PATEL	3	Classwork and Homework	Developing	Not Yet	7
Drama	Mr MACLEAN	5	Maintaining Effort level 5	Excellence	To Exceed	6
Geography	Ms MEAD	4	Perseverance	Secure	To Meet	6
History	Mr Butler	2	Improving Behaviour to aid Learning	Developing	Not Yet	6
Music	Mr BOWMAN	4	Perseverance	Secure	To Meet	6
PE	Mrs WALL	4	Perseverance	Secure	To Meet	6
RE	Miss FURNISS	4	Perseverance	Secure	To Meet	6
Spanish	Miss MORRIS	4	Perseverance	Secure	To Meet	6
Tech - Food	Your child's current teacher is: Miss Greaves	4	Perseverance	Secure	To Meet	6
Tech - Res Mat (2)						
Tech - Textiles		4	Perseverance	Secure	To Meet	6

**Effort A Pupil who:**

**5** Completes all classwork and homework to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do.

**4** Generally completes all classwork and homework to the best of their ability. Usually brings the correct equipment, is punctual and engaged throughout the majority of lessons, and typically demonstrates perseverance in their work.

**3** Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Has the correct equipment in most lessons, and demonstrates acceptable levels of engagement and concentration throughout lessons.

**2** Often does not complete class or homework, seldom is prepared for learning, and often lacks concentration for the full lesson.

**1** Completes little classwork or homework and is rarely is prepared for lessons. A lack of focus, concentration or behaviour regularly prevent learning from taking place.

The Assessment Policy is available on the school website

Date: 30 May 2018

**5.2 Attendance**

The reports show a student's attendance for the current academic year along with the number of possible sessions, authorised and unauthorised absences.

**5.3 Achievement Points**

Good News Notes are awarded when students demonstrate one of the Haydon Values (Community, Co-operation, Excellence, Perseverance and Respect). Each Good News Note carries a value of *10 positive behaviour points* and when they are awarded by a member of staff, this is logged on SIMs.

#### 5.4 Behaviour Points

Negative behaviour points are accumulated when students are issued sanctions. These vary in value ranging from a first warning given in class (1 negative behaviour point), through to detentions (3 behaviour points) and beyond that, various internal and external exclusions (the value increasing with the seriousness of the sanction). These negative behaviour points are logged on SIMs.

#### 5.5 KEY STAGE 3 EFFORT LEVEL DESCRIPTORS:


Effort	A student who:
<b>5</b>	Completes all classwork and homework to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do. Engages in independent learning.
<b>4</b>	Generally completes all classwork and homework to the best of their ability. Usually brings the correct equipment, is punctual and engaged throughout the majority of lessons, and typically demonstrates perseverance in their work and can work independently.
<b>3</b>	Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Has the correct equipment in most lessons, and demonstrates acceptable levels of engagement and concentration throughout lessons.
<b>2</b>	Often does not complete class or homework, seldom is prepared for learning, and often lacks concentration for the full lesson.
<b>1</b>	Completes little classwork or homework and is rarely is prepared for lessons. A lack of focus, concentration or behaviour regularly prevent learning from taking place.

#### 5.6 KEY STAGE 3 'FOCUS ON' WORD BANK COMMENTS


<b>Focus on.....</b> <i>Options for teachers to enter into the report</i>	<b>Rational/Guidance</b> <i>Parent booklet comments</i>
<b>-Maintaining Effort Level 5</b>	<i>Congratulations! Please praise</i>
<b>-Improving Behaviour to aid Learning</b>	<i>Better manage your behaviour and distractions to enable progress in lessons to be made.</i>
<b>-Perseverance</b>	<i>Show more determination when work is difficult or going beyond the minimum expectations in class.</i>
<b>-Classwork and Homework</b>	<i>Quality and or quantity of work produced at home and in class needs to improve.</i>

<b>Independent work</b>	<i>Spend more time revisiting and reading around the subject in preparation for tests and exams and to deepen understanding. Use reading lists, subject guidance and resources provided.</i>
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**5.7 KEY STAGE 4**



**Haydon School**  
**Year 11 Spring Report (2) 2018**  
**Name - Form**



**100.0%**  
Attendance this year

**10**  
Achievement points

**9**  
Behaviour points

Possible Sessions:			Authorised Absences:			Unauthorised Absences:		
236			0			0		
	Year 11 Spring			Year 11 Spring (2)			Minimum Expected Grade (MEG)	
	Effort	Focus On:	Projected	Effort	Focus On:	Projected		
English Language	3	Classwork and Homework	3	3	Classwork and Homework	4	5	
English Literature	2	Improving Behaviour to aid Learning	3	2	Improving Behaviour to aid Learning	3	5	
Maths	5	Maintaining Effort Level 5	5	4	Perseverance	5	5	
Business	3	Classwork and Homework	3	3	Classwork and Homework	4	6	
Geography	4	Perseverance	5	4	Classwork and Homework	5	6	
ICT	4	Perseverance	4	4	Perseverance	4	5	
Sociology	4	Classwork and Homework	5	4	Perseverance	5	6	
RE	4	Perseverance	5	4	Perseverance	5	6	

Effort	A Pupil who:
5	Completes all classwork and homework to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do. Engages in independent learning.
4	Generally completes all classwork and homework to the best of their ability. Usually brings the correct equipment, is punctual and engaged throughout the majority of lessons, and typically demonstrates perseverance in their work and can work independently.
3	Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and/or completion of homework. Has the correct equipment in most lessons, and demonstrates acceptable levels of engagement and concentration throughout lessons.
2	Often does not complete class or homework, seldom is prepared for learning, and often lacks concentration for the full lesson.
1	Completes little classwork or homework and is rarely is prepared for lessons. A lack of focus, concentration or behavior regularly prevent learning from taking place.

The Assessment Policy is available on the school website

Date: 15 March 2018

**5.8 Attendance**

The reports show a student’s attendance for the current academic year along with the number of possible sessions, authorised and unauthorised absences.

**5.9 Achievement Points**

Good News Notes are awarded when students demonstrate one of the Haydon Values (Community, Co-operation, Excellence, Perseverance and Respect). Each Good News Note carries a value of *10 positive behaviour points* and when they are awarded by a member of staff, this is logged on SIMs.

**5.10 Behaviour Points**

Negative behaviour points are accumulated when students are issued sanctions. These vary in value ranging from a first warning given in class (1 negative behaviour point), through to detentions (3 behaviour points) and beyond that, various internal and external exclusions (the value increasing with the seriousness of the sanction). These negative behaviour points are logged on SIMs.

**5.11 Minimum Expected Grades (MEGs)**

This is the minimum grade that a student is expected to achieve in this subject at the end of GCSE.

FFT (Fischer Family Trust) use a student's previous attainment to calculate their most likely grade in each of their GCSE subjects.

Staff may set a MEG that is higher than the FFT estimate if they feel that a student has the potential to exceed it, but they will not set an MEGs lower than the FFT estimate.

Subject staff will have the opportunity to review MEGs at the start of Year 11. These MEGs are designed to be realistic but aspirational.

### 5.12 Projected Grades

These grades represent the grade that subject staff feel a student is capable of achieving at the end of Year 11, based on their current performance.

Staff will take recent assessments, classwork, any external data and any controlled assessments into account when setting these grades. They are therefore not current performance grades, but nor are they predictions. These grades should enable staff, parents, and students to see relative progress across all subjects, and to address any concerns or lack of progress.

There is likely to be a clear correlation between projected grade and effort e.g. if a student increases their effort in class, they are likely to have a higher projected grade.

Attainment grades are reported to parents/carers via feedback on controlled assessments, target sheets completed in exercise books, ongoing assessment and via parents' evenings.

### 5.13 Mock Grades

Mock grades will be reported in the spring 1 report for all subjects and for core subjects and science in the spring 2 report along with projected grades for year 11.


### 5.14 KEY STAGE 4 EFFORT LEVEL DESCRIPTORS:

Effort	A student who:
<b>5</b>	Completes all classwork and homework to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do. Engages in independent learning.
<b>4</b>	Generally completes all classwork and homework to the best of their ability. Usually brings the correct equipment, is punctual and engaged throughout the majority of lessons, and typically demonstrates perseverance in their work and can work independently
<b>3</b>	Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Has the correct equipment in most lessons, and demonstrates acceptable levels of engagement and concentration throughout lessons.
<b>2</b>	Often does not complete class or homework, seldom is prepared for learning, and often lacks concentration for the full lesson.
<b>1</b>	Completes little classwork or homework and is rarely is prepared for lessons. A lack of focus, concentration or behaviour regularly prevent learning from taking place.


### 5.15 KEY STAGE 4 'FOCUS ON' WORD BANK COMMENTS

Focus on..... <i>Options for teachers to enter into the report</i>	Rational/Guidance <i>Parent booklet comments</i>
<b>-Maintaining Effort Level 5</b>	<i>Congratulations! Please praise</i>
<b>-Improving Behaviour to aid Learning</b>	<i>Better manage your behaviour and distractions to enable progress in lessons to be made.</i>
<b>-Perseverance</b>	<i>Show more determination when work is difficult, or going beyond the minimum expectations in class.</i>
<b>-Classwork and Homework</b>	<i>Quality and or quantity of work produced at home and in class needs to improve.</i>
<b>Independent work</b>	<i>Spend more time revisiting and reading around the subject in preparation for tests and exams and to deepen understanding. Use reading lists, subject guidance and resources provided.</i>

### 5.16 KEY STAGE FIVE



**Haydon School**  
**Year 12 Spring Report 2018**  
**Name - Form**



Attendance this academic year: **80.4%**

**Possible Sessions:**  
224

**Authorised Absences:**  
20

**Unauthorised Absences:**  
23

	Year 12 Autumn (2)			Year 12 Spring			Minimum Expected Grade (MEG)
	Effort	Focus On:	Projected	Effort	Focus On:	Projected	
A' Law	3	Homework and Classwork	C	3	Homework and Classwork	C	C
A' Philosophy	2	Improving Behaviour to aid Learning	D	2	Improving Behaviour to aid Learning	D	C
A' Psychology	3	Perseverance	D	2	Improving Behaviour to aid Learning	D	D

**Effort A Pupil who:**

5	Completes all classwork, homework, and independent learning to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment and a well organised folder. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do.
4	Usually completes all classwork, homework and independent learning to the best of their ability. Usually brings the correct equipment. Folder is mostly organised. Is punctual for the majority of lessons and is usually engaged in learning, demonstrating perseverance in their work.
3	Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Limited independent learning completed. Usually has the correct equipment. Folder is somewhat disorganised. Demonstrates acceptable level of engagement and concentration throughout lessons.
2	Often does not complete classwork or homework. Seldom is prepared for learning. Largely disorganised, and completes very little independent learning.
1	Completes little or infrequent classwork or homework, rarely is prepared for lessons with the correct equipment. Is disorganised and completes no independent learning.

The Assessment Policy is available on the school website

Date: 15 March 2018

### 5.17 Attendance

The reports show a student's attendance for the current academic year along with the number of possible sessions, authorised and unauthorised absences.

### 5.18 Minimum Expected Grade

**MEGs** are set based on GCSE results, and are the minimum grade a student is expected to achieve in each subject. The MEG for each subject is calculated using GCSE results by ALPs, an independent organisation which analyses progress and results at KS5. MEGs cannot be lower than a C grade.

For students who are taking BTEC courses these are worth the equivalent of A Level grades. If a student is taking a BTEC diploma which is the equivalent of two A Levels they are given a MEG that consists of two grades, for example **MM** which stands for Merit, Merit.

### 5.19 Projected Grade

These grades represent the grade that subject staff feel a student is capable of achieving at the end of Year 13, based on their current performance.

Staff will take recent assessments, classwork, any external data and any controlled assessments into account when setting these grades. They are therefore not current performance grades, but nor are they predictions. These grades should enable staff, parents, and students to see relative progress across all subjects, and to address any concerns or lack of progress.

### 5.20 KEY STAGE FIVE EFFORT LEVEL DESCRIPTORS FOR KS5

Effort	A student who:
<b>5</b>	Completes all classwork, homework, and independent learning to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment and a well organised folder. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do.
<b>4</b>	Usually completes all classwork, homework and independent learning to the best of their ability. Usually brings the correct equipment. Folder is mostly organised. Is punctual for the majority of lessons and is usually engaged in learning, demonstrating perseverance in their work.
<b>3</b>	Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Limited independent learning completed. Usually has the correct equipment. Folder is somewhat disorganised. Demonstrates acceptable level of engagement and concentration throughout lessons.
<b>2</b>	Often does not complete classwork or homework. Seldom is prepared for learning. Largely disorganised, and completes very little independent learning.
<b>1</b>	Completes little or infrequent classwork or homework, rarely is prepared for lessons with the correct equipment. Is disorganised and completes no independent learning.

## 5.21 KEY STAGE 5 'FOCUS ON' WORD BANK COMMENTS

<b>Focus on.....</b> <i>(options that would appear in SIMS for teachers)</i>	<b>Rational/Guidance</b> <i>(Suggested Parent booklet comments )</i>
<b>-Maintaining Effort Level 5</b>	<i>Congratulations! Please praise</i>
<b>-Improving Behaviour to aid Learning</b>	<i>Better manage your behaviour and distractions to enable progress in lessons to be made.</i>
<b>-Perseverance</b>	<i>Show more determination when work is difficult, or going beyond the minimum expectations in class.</i>
<b>-Classwork and Homework</b>	<i>Quality and or quantity of work produced at home and in class needs to improve.</i>
<b>Independent Work</b>	<i>Spend more time revisiting and reading around the subject in preparation for tests and exams and to deepen understanding. Use reading lists, subject guidance and resources provided.</i>

**History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
May 2018	1	New	New Policy – to Student committee 22.05.18. Approved. To FGB for ratification 05.07.18Approved