



A Guide to Assessment and Reporting

St Helena Secondary School is committed to ensuring that every student fulfils their potential. To realise this aim, it is essential that the school operates effective strategies to:

- Assess student progress regularly
- Report on progress to the students, parents/carers, the SLT and the Directorate
- Identify students at risk of underachieving
- Implement effective intervention strategies to address the underachievement

Assessment is a continuous process, which is planned and developed as part of the schemes of work in every subject within the school. It is based upon both subjective and objective measures.

Aims:

To secure attainment and learning progression to enable high achievement by:

- Matching learning and teaching provision to students' individual needs
- Embedding the underlying principles of assessment for learning
- Setting challenging targets for all students based on prior attainment and base line data
- Regularly measuring the performance of students against targets and bench mark data
- Regularly monitoring student progress and identifying underachievement to inform prompt intervention
- Regularly standardising and evaluating work to secure consistency in assessment
- Providing information and data to parents/carers about academic progress regularly
- Comparing school performance targets for attainment and the performance against similar schools
- Providing information for stakeholders and relevant parties to inform school self-evaluation

Assessment, Target-Setting and Reporting Cycle:

Predicted end of year and end of Key Stage 3, 4 and 5 target grades are set at the beginning of each Key Stage for each student for every subject studied. These are based on prior attainment and baseline data.

Behaviour for learning is monitored regularly and progress reports are issued for every student to parents/carers each term. These include the following information for each subject being studied:

- End of year target
- Working level
- Attitude to learning
 - 5 - Excellent
 - 4 - Good
 - 3 - Satisfactory
 - 2 - Needs to Improve

- 1 - Cause for Concern
- Behaviour
 - 5 - Excellent
 - 4 - Good
 - 3 - Satisfactory
 - 2 - Needs to Improve
 - 1 - Cause for Concern
- Homework
 - 5 - Excellent
 - 4 - Good
 - 3 - Satisfactory
 - 2 - Needs to Improve
 - 1 - Cause for Concern
- Attendance

The purpose of the interim data track progress check is to enable staff, parents and students to review progress, identify specific targets for improvement, identify students at risk of underachievement and put in place timely intervention to address the situation

The information also forms the basis of mentoring discussions between students and Form Tutors or other school staff, as well as supporting discussions at parent consultations.

Assessment, Target-Setting and Reporting Timetable:

Term 1A
Year 7 Settling-in Report
Year 10 Settling-in Report
Year 11 Revision & Workshop evening
Year 12 Settling-in Report

Term 1B
Year 11 and 13 Mocks
Year 11, 12 and 13 Full Reports
Year 7, 8, 9 & 10 Grade Reports

Term 2A
Year 11 Post School Options Information Evening
Post School Options Evening
Year 11, 12 and 13 Parent Consultation Evening
Year 9 Options Evening

Term 2B

Year 8 Full Report

Year 8 Parent Consultation Evening

Year 9 Full Report

Year 9 Parent Consultation Evening

Year 10, 11, 12 and 13 Grade Reports

Term 3B

Year 7 Full Report

Year 8 Grade reports

Year 7 Parent Consultation Evening

Year 10 Full Report

Year 9 Grade Reports

Year 10 Parent Consultation Evening

Outcome of assessment, recording and reporting:

If the school systems works:

Student should:

- know target levels/grades
- know current levels
- have the opportunity to discuss level/grades within lessons
- have the opportunity to discuss overall progress with tutor

Parents should:

- receive progress reports with target grades, current progress against expected targets and behaviour for learning scores for each subject

Teachers should:

- be aware of target levels/grades
- use most recent assessment data to inform planning
- use data to trigger possible departmental intervention for individuals and/or groups
- provide opportunity for progress discussions with students
- discuss progress and actions of individuals and groups with line manager

Head of Departments / Subjects should:

- be aware of progress of individual/groups and cohorts

- hold teachers accountable for individual and group progress and intervention actions
- support teachers with intervention
- highlight requirement for intervention to Senior Leadership Team (SLT)

Senior Leadership Team should:

- be aware of progress of individual/groups and cohort
- hold Curriculum Leaders accountable for responses to departmental/teacher actions
- support department with intervention

Removal of National Curriculum Levels

Assessment under the previous National Curriculum was based on a system of levels. Expected attainment was set nationally and Key Stage 3 target levels were set based on performance at Primary School. Throughout the Key Stage, teachers assessed student progress and attainment and awarded them criteria driven levels. As students moved into Key Stage 4 they then switched to GCSE Grades A*-G. Following the implementation of the new National Curriculum in 2014, National Curriculum Levels have been removed, although St Helena Secondary School continued to use National Curriculum levels for some time it has now adopted a system which uses GCSE number grades from Year 7. This creates a meaningful link between progress in each year to the end of GCSE outcome.

In order to measure progress across a GCSE numerical grade, we have added in sub-levels '.3', '.2' and '.1'. Students will be expected to make at least 2 sub-levels of progress per Key Stage 3 year and at least 3 sub-levels of progress per Key Stage 4 year. Consider is also made for students working below GCSE numerical grades, ranging from 0.01-0.09 showing that they are also making progress.

Old National Curriculum Levels	New GCSE Numerical Grades with Fine Grading	Approximate conversion to GCSE Grade	Vocational Qualifications
	9.3	A*	
	9.2		
	9.1		
	8.3		
	8.2	A	
	8.1		
	7.3		
	7.2		
	7.1	B	
	6.3		
	6.2		
	6.1		
		5.3	
8a	5.2		
8b	5.1		
8c	4.3		
7a	4.2		
7b	4.1	D	
7c	3.3		
6a	3.2		
6b	3.1	E	
6c	2.3		
5a	2.2	F	
5b	2.1		
5c	1.3		
4a	1.2	G	
4b	1.1		
4c	0.1	U	
3a	0.09		
3b	0.08		
3c	0.07		
2a	0.06		
2b	0.05		
2c	0.04		
1a	0.03		
1b	0.02		
1c	0.01		