



HALEWOOD  
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# ASSESSMENT and REPORTING

## KEY STAGE 3

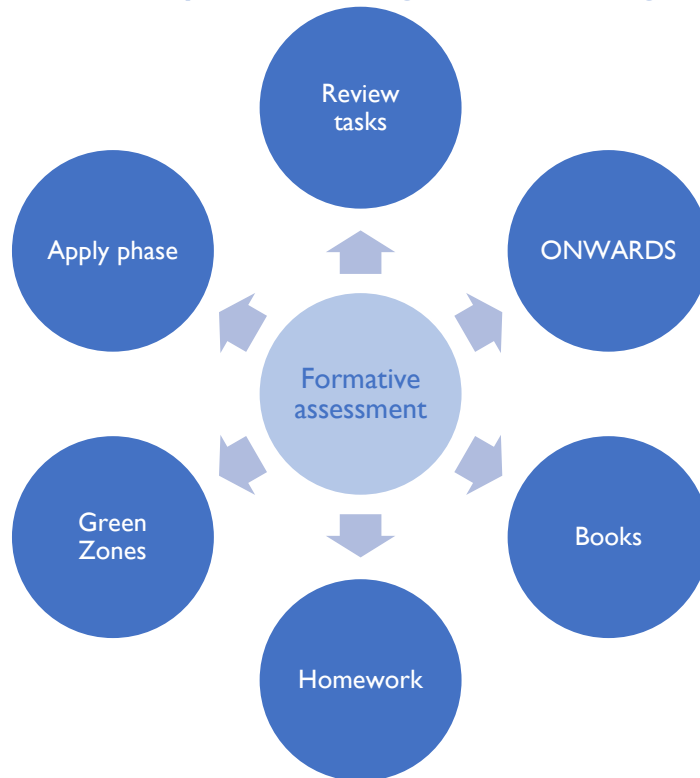


# HOW WE ASSESS

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Assessment is holistic, when working out whether a student is on, above or below target. Teachers use both formative and summative assessment

**Formative assessment** improves learning, and we often refer to it as assessment for learning. This takes place during the learning and can take many forms



Formative assessment is integrated and ongoing and lets teachers see what progress a student is making and provides information which assists them to plan how to help pupils make further progress



# SUMMATIVE ASSESSMENT

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## Cumulative in nature

- Assesses content taught up to that date

## Using Green Zones

- These will be different across different subjects and are usually based upon knowledge from the current and past topics, and can be in the form of exam style questions, or extended pieces of writing, or perhaps a skill or practical assessment

## Holistic

- Used by teachers to make an overall judgement on where students are in terms of their current knowledge, skills and understanding and a working at grade is reported in relation to prior attainment



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# ASSESSMENT JOURNEY – TARGET GRADES



- Targets have been based on information from how a student performed in their SATs in Primary School
- Some subjects have a target based on just an English SAT, some on the Maths SAT and others a combination of both – this is dependent on the nature and demands of the subject.
  - History = KS2 English,
  - Science = KS2 Maths
- In Year 7 we will have used this information to think about what a student's **potential** will be across the five years and what level they should be working at for each year



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# ASSESSMENT JOURNEY - TARGET GRADES



- Target grades will be different for different students and for different subjects
- Students need to know their Target Grade so that they know what they are aiming for. Students should be aiming to reach their target by the end of the year, but they might do so before this
- The targets do not limit what students can achieve in their subjects. In other words, if a student is targeted a Developing+, this does not mean they cannot achieve a Securing- or higher
- The target grade from Year 7 will increase by one level each year. This is to account for progress to be made each year as knowledge and understanding of the subject develops. In Year 10 the target changes to a GCSE grade and then increases again in Year 11

# YEAR 7 to YEAR 11 TARGET GRADES

## HALEWOOD ACADEMY LEARNING JOURNEY - YEARS 7 – 11

When your child enters the school in Year 7, they are placed on the learning journey at a certain level based on prior attainment. A student's pathway may change throughout their time at Halewood Academy.	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
						9	Excelling
				8	8	Mastering +	Grade 8
			M	7	7	Mastering	Grade 7
		M-	M-	6	6	Mastering -	Grade 6
Student A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Student B - Mastering	S	S	S	4	4	Securing	Grade 4
Student C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Student D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Student E - Securing	D	D	D	1	1	Developing	Grade 1
Student F - Securing	D-	D-	D-	1		Developing -	Below
Student G - Securing	E+	E+	E+			Emerging +	Below
Student H - Developing	E	E				Emerging	Below
Student I - Developing	E-					Emerging -	Below

**Example** - Notice how Student F's target grade increases one level, year upon year, from Year 7 through school until Year 11. This is because students will develop their knowledge and understanding of their subjects over time, and this therefore allows for progress to be made across the 5 years.



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# ASSESSMENT JOURNEY - GREEN ZONES

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- Students will continue to complete **Green Zones** in all subjects which are like mini assessments. **Remember: Green Zones are important** and students need to try their best and respond to the feedback from teachers to improve performance.
- These learning points will be used to review the **knowledge / skills / understanding** on a particular topic and help identify where there may be gaps in knowledge that will need to be re-taught / learnt
- **Green Zones** are important as they will give students confidence to tackle this type of question in their P2S assessments
- Prior to a **Green Zone**, class teachers will inform students what is being assessed and what knowledge / skills / understanding they will need to use
- When a **Green Zone has been completed**, teachers will use the Department Assessment Steps to assess the work



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# ASSESSMENT JOURNEY

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- In addition to **Green Zones**, teachers will be assessing knowledge, skills and understanding all the time through work in books and how a student performs in the **review** and **apply** stages of the RAMAR lesson
- They will also take into consideration **responses to questioning** in lessons – this could be in books or verbally
- As will **homework completion** and quality





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# ASSESSMENT CALENDAR



## Year 7 Assessment Dates – 2023 – 2024

- P2S1** Week Beginning Monday 23<sup>rd</sup> October – Thursday 26<sup>th</sup> October
- P2S2** Week Beginning Monday 5<sup>th</sup> February – Friday 1<sup>st</sup> March (3-week window)
- P2S3** Week Beginning Monday 13<sup>th</sup> May – Friday 24<sup>th</sup> May

## Year 8 Assessment Dates – 2023 – 2024

- P2S1** Week Beginning Monday 6<sup>th</sup> November – Friday 10<sup>th</sup> November
- P2S2** Week Beginning Monday 5<sup>th</sup> February – Friday 1<sup>st</sup> March (3-week window)
- P2S3** Week Beginning Monday 13<sup>th</sup> May – Friday 24<sup>th</sup> May

## Year 9 Assessment Dates – 2023 – 2024

- P2S1** Week Beginning Monday 13<sup>th</sup> November – Friday 17<sup>th</sup> November
- P2S2** Week Beginning Monday 5<sup>th</sup> February – Friday 1<sup>st</sup> March (3-week window)
- P2S3** Week Beginning Monday 13<sup>th</sup> May – Friday 24<sup>th</sup> May



# REPORTS

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- At **three points** in the school calendar, we will send a report home
- Each subject teacher will **review** all work from a student's P2S exams, Green Zones, Classwork and Homework to determine what grade they will report home. This will be a best fit
- Even though a student may have scored well on a P2S assessment, the class teacher will have to consider all work to give a holistic grade that best shows the progress made
- The class teacher will also choose a **comment to describe progress made**. To make this judgement, the teacher will look at all work and see how it **compares to a student's potential**
- If the work is better than a student's potential, then the progress comment will reflect this
- If the class teacher believes the student should be performing better than they are in their assessments, then the progress comment will reflect this
- The class teacher will also report information about **behaviour** in lessons
- The report will also give an overview of **Behaviour Points, RACER Points, Attendance and Punctuality**

# EXAMPLE REPORT



2023/2024 – P2S1 – Year 9

Name: Form:





Wade Deacon Trust

	Teacher	End of Year Target	Current Attainment	Teacher Progress Comment	Behaviour for Learning	Attitude to Learning	Attitude to Home Learning
English	Ms K. Callaghan	Developing+	Developing	Expected progress is being made	1	2	3
Mathematics	Mrs N. Roberts	Developing+	Developing	Expected progress is being made	1	1	2
Science Combined	Mr S. Waters	Developing+	Developing	Expected progress is being made	1	1	2
Art	Mr A. CASEY	Developing+	Securing-	Excellent progress is being made	1	2	1
Computer Science	Mr C. Hartley	Securing-	Developing	Progressing towards	1	2	1
Dance	Mrs E. Andrews	Developing+	Developing+	Very good progress is being made	1	2	1
Design & Technology	Miss E. Bayliss	Developing+	Emerging	Progress is a concern	2	3	3
Drama	Miss S. Owens	Developing+	Securing-	Excellent progress is being made	1	1	1
Geography	Mr S. Riley	Developing+	Developing	Expected progress is being made	1	2	2
History	Mr R. Ellis	Developing+	Developing+	Very good progress is being made	1	2	3
Music	Miss C. Costello	Developing+	Developing+	Very good progress is being made	1	2	1
PE	Mrs H. Scott	Developing+	Securing-	Excellent progress is being made	1	2	1
RE	Ms K. Rees	Developing+	Developing+	Very good progress is being made	1	1	2
Spanish	Mrs H. Cranie	Developing+	Developing-	Progressing towards	1	1	1

Attendance %:	82.8	Attendance Period:	6 September 2023 – 24 November 2023
No. of Lates to Form/Lesson 4:	3	Minutes Late to Form/Lesson 4:	105

### Key

Please see Behaviour for Learning, Attitude to Learning and Attitude to Home Learning criteria below

Attendance		Excellent	99% or higher
		Good	96% up to 98.9%
		Concerns	94% up to 95.9%
		Serious Concerns	Less than 93.9%

Behaviour for Learning	1	Expected	2	Unsatisfactory	3	Cause for Concern
Attitude to Learning	1	Exceptional	2	Expected	3	Requires Improvement
Attitude to Home Learning	1	Positive	2	Requires Improvement	3	Cause for Concern

<b>End of Year Target</b>	This is the target we expect _____ to achieve at the end of the academic year. This is based upon her prior attainment at KS2 (Year 6 SATs).
<b>Current Progress</b>	This is the current progress that _____ is working at.
<b>Attendance</b>	School target is 96%. Below 96% equates to 7 school day off each year, which is 35 missed lessons. Poor attendance has a significant impact on progress.

# REPORT KEY

## **1. End of Year Target:**

In Year 10 students will be given a target grade, they are placed on a particular level based on prior attainment

## **2. Current Progress:**

This is a grade the student is working at in each subject. This ranges through grades 9-1, or for practical subjects is based on the Pass, Merit or Distinction grading system

## **3. Progress Comment:**

The comment reflects the learning that has been completed and expectations of where a student should be at this point in the year depending on the level a student is working at

## **4. Behaviour:**

Students are given a score ( 1, 2 or 3) for their behaviour in lessons. Criteria: 1 = Expected, 2 = Unsatisfactory, 3 = Cause for Concern

## **5. Attitude to Learning:**

Students are given a score ( 1, 2 or 3) for their attitude to learning in lessons. Criteria: 1 = Exceptional, 2 = Expected, 3 = Requires improvement

## **6. Attitude to Home Learning:**

Students are given a score ( 1, 2 or 3) for their attitude to home learning. Criteria: 1 = Positive, 2 = Requires improvement, 3 = Cause for concern

## **7. Achievement Points / Behaviour Concerns:**

Achievement Points are the number of reward points a student has achieved since the start of the academic year.

Behaviour Concerns are a total of points accrued for any instances of poor behaviour.

## **8. Attendance**

The attendance figure achieved since the start of the academic year is reflected in the comment, which is based on the fact the school target is 96% and above.



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# WORKING TOGETHER TO SUCCEED

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To achieve well in Halewood Academy, students need to do the following:

- Follow all standards and expectations in the school
- Attend school for at least 96% of the time from now on. If between 5 and 10% of school is missed, students will achieve on average one grade lower
- Get into school on time, lost minutes = lost learning time
- Make the most of the clubs on offer in school at breakfast, lunch and after school. This helps to make a more well-rounded individual
- Work independently at home – complete all homework on time and start revising early for P2S assessments using the revision mats provided