



HALEWOOD
ACADEMY

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PART OF

ASSESSMENT and REPORTING

KEY STAGE 4 (GCSE)

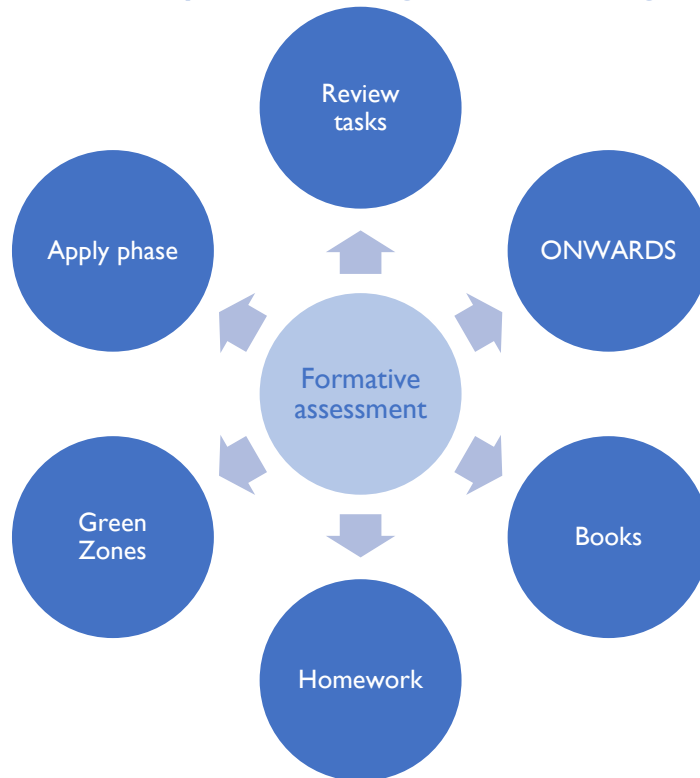


HOW WE ASSESS

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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

GCSE exam papers

- Likely to be exam board sample or past exam papers, (or based on these). They are assessed using assessment objectives, specifications, mark schemes and are reported using GCSE exam grades

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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YOUR ASSESSMENT JOURNEY – TARGET GRADES



- Your targets have been based on information from how you performed in your SATs in Primary School
- Some of your subjects have a target based on just your English SAT, some on your 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 your **potential** will be across the five years and what level you should be working at for each year



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YOUR ASSESSMENT JOURNEY – TARGET GRADES

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- Target grades will be different for different students and for different subjects
- You need to know your Target Grade so that you know what you are aiming for. You should be aiming to reach your target by the end of the year, but you might do so before this
- The targets do not limit what you can achieve in your subjects. In other words, if a student is targeted a grade 5, this does not mean they cannot achieve a grade 6 or higher
- In Year 10, your target grade will be one grade lower than your target in Year 11. This is to account for progress to be made as knowledge and understanding of the course develops

YEAR 10 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 D's target grade is **different** in Year 10 compared to Year 11. It has been set **one level lower** than the final GCSE grade. This is because only part of the course will have been studied up to this point and to allow for progress to be made across the 2 years.



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YEAR 11 PRACTICAL SUBJECTS TARGET GRADE CHANGES

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- For practical subjects, we have reviewed the target grades for Year 11 to ensure they are still both challenging for our students and appropriate. It is always our intention to expect the best of our students and we would not lower our expectations of them
- However, the grades in the past prior to GCSE were likely based on English or Maths SAT scores as previously stated. This might mean they are no longer appropriate to the practical subject they are studying. Therefore, we have undertaken a process to review these and as a result some students targets have been amended
- These adjusted targets will be shared with students and parents and if there are any questions, please contact the appropriate subject teacher



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ASSESSMENT JOURNEY - GREEN ZONES

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- You will continue to complete **Green Zones** in all subjects which are like mini assessments. **Remember: Green Zones are important** and you need to try your best and respond to the feedback from teachers to improve your performance. These learning points will be used by your teacher to review your **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 linked to the GCSE exam specification and past paper questions. These are important as they will give you confidence to tackle this type of question in your mocks and summer exams
- Prior to a **Green Zone** your class teacher will tell you what is being assessed and what knowledge / skills / understanding that you will need to use
- When you have completed a **Green Zone** your teacher will likely use GCSE Mark Schemes / Department Assessment Steps to assess your work



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ASSESSMENT JOURNEY

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- In addition to **Green Zones**, your teachers will be assessing your knowledge, skills and understanding all the time through your work in books and how you do in your **review** and **apply** stages of your RAMAR lesson
- Your **responses to questioning** in lessons – this could be in books or verbally
- Your **homework completion** and quality

HOWEVER, the biggest weighting will be on how you perform in your P2S assessments



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ASSESSMENT CALENDAR

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Year 10 Assessment Dates – 2023 – 2024

- P2S1 Week Beginning Monday 2nd October – Friday 22nd October
- P2S2 Week Beginning Monday 29th January – Friday 9th February
- P2S3 Y10 Mocks Monday 10th June – Friday 21st June

Year 11 Assessment Dates – 2023 – 2024

- P2S1 Week Beginning Monday 2nd October – Friday 22nd October
- P2S2 Year 11 Mocks Monday 4th December – Wednesday 20th December
(Practical exams differ)
- P2S3 Year 11 Mocks Monday 11th March – Friday 22nd March

NOTE – There will be some external assessments/exams/coursework throughout the year for some subjects, that do not fit into the above assessment window

Final GCSE exams begin on Monday 6th May 2024



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YEAR 11 MOCK EXAMS

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- Year 11 will complete 2 rounds of mock exams. These will be exam papers based on the content taught to date. They will be held in full exam conditions to replicate the real exams in May and June 2024
- The key to success is for students to treat them like they are the real exams and then they will get a better picture of what they are doing well and what they need to improve on, or revise in more depth
- Students should revise at home and attend any super-curricular opportunities offered by subjects in sessions at breakfast, lunch or after school
- The learning taken from these exams is crucial to understanding how to improve through the rest of the academic year
- Year 11 Mocks (P2S2) Monday 4th December – Wednesday 20th December (Practical exams differ)
- Year 11 Mocks (P2S3) Monday 11th March – Friday 22nd March

EXTERNAL EXAMS START MID MAY



REPORTS

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- At **two points** in the school calendar we will send a report home
- Each subject teacher will **review** all work from your P2S exams, Green Zones, Classwork and Homework to determine what Grade they will report home. This will be a best fit but the largest weighting will be on exam paper performance
- Even though you may have scored well on a section of a GCSE paper or an exam style question, your class teacher will have to consider these pieces of work in relation to the whole GCSE course. The more of the course you complete, the harder you work, the more your class teachers can examine
- Your class teacher will also choose a **comment to describe your progress**. To make this judgement, your class teacher will look at all your work and see how it **compares to your potential**
- If your work is better than your potential then your progress comment will reflect this
- If your class teacher believes that you should be performing better than you are doing in your assessments, then your progress comment will reflect this
- Your class teacher will also report information about your **behaviour** in lessons
- Your report will also give an overview of **Behaviour Points, RACER Points, Attendance and Punctuality**

EXAMPLE REPORT



Wade Deacon Trust

2023/2024 – P2S1 – Year 11

Name:

Form:

	Teacher	End of Year Target	Current Attainment	Teacher Progress Comment	Behaviour for Learning	Attitude to Learning	Attitude to Home Learning
English Language	Miss M. Catterall	4	3	Progressing towards	1	1	2
English Literature	Miss M. Catterall	4	4	Expected progress is being made	1	1	2
Mathematics	Miss J. Farren	4	5	Very good progress is being made	1	1	1
Science Combined	Mr C. Worrall	44	33	Progressing towards	1	2	2
Business & Enterprise	Mr C. Hartley	D*1	U	Progress is a concern	2	3	3
History	Mrs S. Tamm	4	6	Excellent progress is being made	1	1	1
Hospitality & Catering	Mrs G. Owen-Williams	P2	M1	Progressing towards	1	2	2

Attendance %:	92.9	Attendance Period:	6 September 2023 – 26 October 2023
No. of Lates to Form/Lesson 4:	2	Minutes Late to Form/Lesson 4:	19

Key - Please see Behaviour for Learning, Attitude to Learning and Attitude to Home Learning

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

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

End of Year Target	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).
Current Attainment	This is the current grade that _____ is working at.
Attendance	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.

EXAMPLE REPORT



Wade Deacon Trust

2023/2024 – P2S1 – Year 10

Name:

Form:

	Teacher	End of Year Target	Current Attainment	Teacher Progress Comment	Behaviour for Learning	Attitude to Learning	Attitude to Home Learning
English Language	Miss A. Gilbert	4	3	Expected progress is being made	1	2	3
English Literature	Miss A. Gilbert	4	3	Expected progress is being made	1	2	3
Mathematics	Mrs N. Roberts	5	3	Progressing towards	2	2	1
Science Combined	Mr R. Kendrick	55	66	Excellent progress is being made	1	2	1
Business & Enterprise	Mr D. Mooney	P2	D*1	Expected progress is being made	1	2	1
Geography	Mrs H. Reynolds	4	4	Very good progress is being made	1	1	1
History	Mr R. Ellis	4	6	Excellent progress is being made	1	1	1
RE	Mrs N. McGrath	4	3	Expected progress is being made	2	1	2

Attendance %:	100.0	Attendance Period:	6 September 2023 – 26 October 2023
No. of Lates to Form/Lesson 4:	0	Minutes Late to Form/Lesson 4:	0

Key - Please see Behaviour for Learning, Attitude to Learning and Attitude to Home Learning [criteria](#)

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

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

End of Year Target	This is the target we expect _____ to achieve at the end of the academic year. This is based upon his prior attainment at KS2 (Year 6 SATs).
Current Attainment	This is the current grade that _____ is working at.
Attendance	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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- Attend our Achieve Together Evening on Thursday, 12th October ✓
Standards and expectations revisited ✓ Key information from M, E and Sc ✓ Revision tips and advice ✓ College and careers support
- Attend school for at least 96% of the time from now on. If between 5 and 10% of school is missed you will achieve on average one grade lower
- Get into school on time, lost minutes = lost learning time
- Make the most of the Super-Curricular timetable that your class teachers are offering, especially if you have been given a letter to attend
- Work independently at home – do your homework and start revising
- Discuss your progress with your Year 11 mentor. Use this relationship to raise any issues and discuss your progress in your subjects