



John Mason School
Excellence Through Creativity

Assessment and Reporting at John Mason School

A Guide for Parents/Carers

Proud of our creativity; Passionate about learning; Keen to inspire; Valuing ourselves and each other;
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20/09/17

Assessment and Reporting at John Mason School

This booklet will explain what you need to know about the processes relating to assessment and reporting at John Mason School.

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What is a progress check?

Data relating to students' learning, attainment and progress is collected at regular points throughout the year. This data is used to track students' progress, to celebrate achievement and to identify where there is underachievement so that appropriate interventions can be put in place.

How often is data collected?

Student progress data is entered and distributed to every student and their parents/carers 3 or 4 times annually. The table below shows the week commencing when progress reports will be sent home.

Year	Progress Check 1	Progress Check 2	Progress check 3	Progress check 4
7	26 Feb 18 *	04 Jun 18	09 Jul 18	
8	08 Jan 18	26 Mar 18 *	25 Jun 18	
9	08 Jan 18	30 Apr 18 *	09 Jul 18	
10	06 Nov 17	05 Feb 18	26 Mar 18	25 Jun 18 *
11	16 Oct 17 *	04 Dec 17	05 Mar 18 *	30 Apr 18

Parents' Evening dates

Year	Date
7	13 Mar 18
8	30 Jan 18
9	17 Jan 18
10	24 Apr 18
11	06 Dec 17

What information will I receive?

At each progress check point you will be issued with a progress report for your child. This report will detail your child's targets, current attainment and progress as well as their attitude to learning both in and beyond the classroom, their attendance and the number of achievement or behaviour points received. One report per year will also include a comment from each subject teacher detailing what your child can do to progress further (shown with * on the table above). Example reports are shown in appendix A. Criteria for the attitude to learning categories are given in appendix B.

Target setting

KS3 – years 7 and 8

At the start of year 7, students are distributed into 1 of 4 GCSE target bands based on the scaled scores they attained at the end of key stage 2. This target will be shown on your child's progress report.

Target Band	GCSE Grade
High	7 to 9
Mid/High	5 to 7
Mid	4 to 6
Low	2 to 4

We can then work back from GCSE to determine where we expect your child to be working in years 7 and 8 to be on track to achieve a grade within their GCSE target band at the end of year 11.

We will review the targets at the end of year 7. If your child is working consistently above or below their target band, it may be appropriate to move them up or down.

KS4 – years 9 to 11

At the start of their GCSE studies, estimates from Fischer Family Trust (FFT) are used as a starting point for generating students' targets. FFT takes into account your child's attainment at the end of KS2 and calculates the GCSE grades s/he is most likely to achieve based on the progress made by similar students in the top 20% of schools nationally. Students are given a single grade GCSE target for each subject. Teachers have the option to adjust these targets and students will have the opportunity to discuss the targets with parents/carers before they are agreed. The aim is for all targets to be aspirational but achievable.

Assessment at KS3

Faculties have developed KS3 progression statements/maps which contain “I can” statements for each subject. These correlate with new GCSE grade criteria and assessment mark schemes. Teachers will talk to pupils in class in terms of what they can do and what their next steps are, using these statement banks.

Faculties will publish the ‘I can’ statements (also referred to as Progression Maps) and share these with pupils in class. These progression statements/maps form the basis of conversations between pupils and teachers and allow pupils to see how best to progress in their lessons.

Parents/carers and pupils have access to the full progression maps for all subjects via the school website, and are able to see their pupils’ individual progression maps in their exercise books and folders. It is teachers’ responsibility to update these regularly to ensure pupils fully comprehend their progress over time within each subject area in the school.

At each progress check, teachers will input a grade for internal tracking purposes. You will receive a summary of information about where your child is currently working in relation to their expected grade.

- Above expected** indicates that your child is working above their target band;
- On Track** indicates that your child is working within their target band;
- Working towards** indicates that your child is not yet working within their target band.

Assessment at KS4

At each progress check point, teachers will determine the grade at which your child is currently working (working at grade) based on work in lessons, work beyond lessons and recently completed assessments marked with GCSE criteria. Grades awarded for each subject are shown in appendix C. This also explains how the new 9-1 GCSE grades relate to A*-G grades. Teachers will record fine grades (e.g. 4+, C2, 7-) where:

- + (or 1) means that your child is working at the top of the grade;
- = (or 2) means that your child is working at the middle of the grade;
- - (or 3) means that your child is working at the bottom of the grade.

We will report the working at grade for each progress check so you can see how your child is progressing towards their target.

In years **9** and **10**, the grade will be coloured as follows:

On their current trajectory, your child is:

- Grade** likely to achieve a grade above their target.
- Grade** on track to achieve their target grade.
- Grade** not yet on track to achieve their target grade and is more likely to achieve one grade below.
- Grade** not yet on track to achieve their target grade and is more likely to achieve more than one grade below.

Predicted Grade

In year 11, teachers will also record a predicted grade. This is the grade that teachers think your child will go on to achieve at GCSE if they continue to perform as they are currently with no intervention. Again, teachers will record fine grades (e.g. 4+, C2, 7=) where:

- + (or 1) means that your child is very likely to achieve this grade and could achieve a grade higher;
- = (or 2) means that your child is likely to achieve this grade.

We will report this grade and it will be coloured as follows:

- Grade** Above target;
- Grade** On target;
- Grade** One grade below target;
- Grade** Two or more grades below target.

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APPENDIX A

Example 1 - KS3 Progress check report (years 7 and 8)



Year 8 Progress Check 1
January 2018

Sample Student 8XYZ

Attendance: 100.0%	Authorised Absences: 0	Unauthorised Absences: 0
Reading Age (y/m): 11/5	Achievement Points: 30	Behaviour Points: 0

Subject	Main Class Teacher	Attitude to Learning		GCSE target band	Progress towards target band
		In Class	Beyond Class		
English	Mrs C. Williams	Ambitious	Ambitious	5-7	On Track
Maths	J. Clare	Developing	Committed	2-4	Working towards
Science	Dr A Stanger	Ambitious	Ambitious	4-6	Working above
Art	Miss J. Barrett	Committed	Ambitious	4-6	On Track
Computing	Mrs G. Green	Ambitious	Committed	4-6	Working towards
Drama	Mr B. Harrison	Ambitious	Committed	4-6	On Track
Geography	Mrs C. Linn	Ambitious	Ambitious	4-6	On Track
German	Mr L. Hamilton	Committed	Ambitious	4-6	On Track
History	Mrs R. Gallant	Developing	Improvement needed	4-6	On Track
Music	Ms R. Williams	Ambitious	Ambitious	4-6	On Track
PE	Mr C. Sissons	Ambitious	n/a	4-6	Working above
Religious Studies	Miss E. Tilley	Ambitious	Ambitious	4-6	On Track
Resistant Materials	Miss J. Barrett	Committed	Developing	4-6	Working towards
Social Education	Mr I. Ferris	Ambitious	n/a	n/a	n/a

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APPENDIX A

Example 2 – KS4 Progress check report (years 9 and 10)



Year 10 Progress Check 1
December 2017

Sample Student 10XYZ

Attendance: 96.7%	Authorised Absences: 0	Unauthorised Absences : 1
	Achievement points: 2	Behaviour points: 0

Subject	Main Class Teacher	Attitude to learning		Working at grades				GCSE Target Grade
		In class	Beyond class	Progress Check 1	Progress Check 2	Progress Check 3	Progress Check 4	
English	Mr Burrell	Ambitious	Committed	7-				8
Maths	Miss Barnes	Ambitious	Ambitious	7=				9
Science	Mr Brinkley	Committed	Ambitious	88=				88
Art	Miss Pennington	Ambitious	Committed	5=				8
French	Mr Forsyth	Committed	Ambitious	5-				8
History	Mr Duckham	Developing	Improvement needed	6=				8
Textiles	Miss Herringshaw	Ambitious	Ambitious	7+				8
Soc Ed	Mr Ferris	Ambitious	Ambitious	n/a				n/a
PE	Mr Sissons	Ambition	n/a	n/a				n/a

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APPENDIX A

Example 3 – Year 11 Progress check report



Year 11 Progress Check 2
December 2017

Sample Student 11XYZ

Attendance: 100%	Authorised Absences: 0	Unauthorised Absences : 0
	Achievement points: 1	Behaviour points: 1

Subject	Main Class Teacher	Attitude to learning		Working at grades				Predicted Grade	GCSE Target Grade
		In class	Beyond class	Progress Check 1	Progress Check 2	Progress Check 3	Progress Check 4		
English	Mr Burrell	Ambitious	Committed	7-	7-			7+	8
Maths	Miss Barnes	Ambitious	Ambitious	7=	7+			8=	9
Science	Mr Brinkley	Committed	Ambitious	88=	87+			98-	8
Art	Miss Pennington	Ambitious	Committed	5=	5=			5+	8
French	Mr Forsyth	Committed	Ambitious	5-	5-			5+	8
History	Mr Duckham	Developing	Improvement needed	6=	6-			6=	8
Textiles	Miss Herringshaw	Ambitious	Ambitious	7+	8-			8=	8
Soc Ed	Mr Ferris	Ambitious	Ambitious	n/a	n/a			n/a	n/a
PE	Mr Sissons	Ambition	n/a	n/a	n/a			n/a	n/a

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APPENDIX B – Criteria for attitude to learning categories

Learning In Class	A student in this category is likely to demonstrate some or all of these traits:
Ambitious	<ul style="list-style-type: none"> • S/he is a highly independent learner who is proactive in his/her approach. S/he reads widely around subjects and is ambitious in choice of task. S/he also enjoys and is highly effective in group work and whole class learning. • S/he makes a positive contribution to lessons, engaging with others enthusiastically; s/he makes the most of enrichment opportunities and extension tasks. • S/he is highly inventive and makes the most of all opportunities to create original and resourceful work. They show pride in his/her work. • S/he values his/her own learning and supports others' learning. S/he always behaves in a respectful manner, listening and building on others' ideas in an appreciative way. • S/he actively chooses the most challenging tasks and shows high levels of determination, s/he is resolute in acting on feedback quickly, striving to improve at all times. S/he is always organised and ready to learn.
Committed	<ul style="list-style-type: none"> • S/he is a committed learner, on task in lessons, working effectively in groups and independently, enjoying and contributing to the process of learning. • S/he makes a positive contribution to lessons and is self-motivated and enjoys motivating others. • S/he is creative and resourceful and work is often well-produced and thoughtful. S/he takes pride in his/her work. • S/he works hard to produce the best work and s/he supports others in their learning. • S/he makes a positive contribution and is almost always ready to learn and organised. S/he responds to feedback and makes timely improvements to his/her work.
Developing	<ul style="list-style-type: none"> • S/he works well on simple tasks but does not yet show the resilience to tackle challenging tasks. S/he does not participate fully in group and whole class work. • S/he contributes to lessons sometimes and has shown that s/he is self-motivated for short periods of time. • S/he works in a range of settings usually engaging with creative approaches; s/he sometimes enjoys trying new things. • S/he usually works hard to produce the best work and s/he supports sometimes others in their learning. • S/he attempts to contribute in a positive way and is able to accept feedback, act on it and describe his/her strengths and weaknesses.
Improvement Needed	<ul style="list-style-type: none"> • S/he gives up too easily. There is a lack of engagement towards independent and group tasks. • S/he relies heavily on help from others and often wastes time in lessons. • S/he does not respond well to creative approaches to tasks and does not show enough pride in his/her work. • His/her behaviour can impact negatively on others' learning; s/he may demonstrate a lack of respect for others or for their own learning. • Work is poorly presented and often incomplete. S/he does not engage effectively with feedback and is often not ready to learn. Work is often poorly presented and /or incomplete.
Absent	<ul style="list-style-type: none"> • S/he is persistently absent (attendance below 85%) • Poor attendance is the greatest barrier to progress in this area.

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Learning Outside Class	A student in this category is likely to demonstrate some or all of these traits:
Ambitious	<ul style="list-style-type: none"> • S/he is a highly independent learner who is proactive in his/her approach. S/he reads widely around subjects and is ambitious in choice of homework tasks, completing to a very high standard, both core and enrichment opportunities. • S/he makes the most of enrichment opportunities and extension tasks and his/her homework is innovative and thought-provoking. • S/he is highly inventive and makes the most of all opportunities to create original and resourceful work. S/he shows pride in his/her work. • S/he values highly his/her own learning outside the classroom. • S/he actively chooses the most challenging homework tasks and shows high levels of determination; s/he makes excellent use of the opportunity to study beyond the classroom.
Committed	<ul style="list-style-type: none"> • S/he is a committed learner, enjoying and contributing to the process of learning outside the classroom. • S/he makes good use of enrichment opportunities offered, and his/her work is of a good quality and shows effort has been made. • S/he is creative and resourceful and homework is well-produced and thoughtful. S/he takes pride in his/her homework. • S/he works hard to produce the best homework, both core and enrichment opportunities are taken up willingly. • S/he chooses interesting homework tasks and makes good use of the opportunity to study beyond the classroom.
Developing	<ul style="list-style-type: none"> • S/he works reasonably well on core homework tasks but does not tackle enrichment or project work regularly. • S/he completes core tasks most of the time. • S/he tries to create interesting responses to core homework tasks where possible and is sometimes successful with this. • S/he usually works hard to produce the best homework. • S/he attempts to complete core and occasional enrichment homework tasks.
Improvement Needed	<ul style="list-style-type: none"> • S/he does not hand in core homework. There is a lack of enthusiasm about her/his own learning. • S/he relies heavily on help from others and often misses homework deadlines. • S/he does not respond well to enrichment tasks and does not show enough pride in his/her work. • S/he may demonstrate a lack of respect for his/her own learning outside the classroom. • Homework is poorly presented and often incomplete.
Absent	<ul style="list-style-type: none"> • S/he is persistently absent (attendance below 85%) • Poor attendance is the greatest barrier to progress in this area.

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APPENDIX C – GCSE and equivalent grades

New GCSE subjects will be graded from 9 – 1 with 9 being the top grade. It is not possible to directly compare these to A*-G grades but the table below shows a broad comparison between the two grade types.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
STRONG PASS	
4	
STANDARD PASS	
3	D
2	E
1	F
	G
U	U

Students in years 9 to 11 are studying either Combined Science or separate sciences (Biology Chemistry and Physics). Combined Science is a double award and is equivalent to 2 GCSEs. Double grades will be awarded (e.g. 99, 98, 88, 87.....22, 21, 11). Biology, Chemistry and Physics will be assessed separately and each will be given a single GCSE grade.

The table below shows grades that will be awarded for non GCSE subjects and how they relate to GCSE grades. (D=Distinction, M=Merit, P=Pass, F=Fail, L2=Level 2, L1=Level 1).

GCSE	A*	A	B	C	D	E	F	G	U
Health & social care, Creative IT, Performing Arts	L2D*	L2D	L2M	L2P	L1D	L1M	L1P	-	F

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