



"The glory of God is  
a human being fully alive!"

# St Joseph's Catholic High School

## Assessment & Reporting Policy

2020-2021

Date of Review: October 2020

Date of Next Review: October 2021

## ASSESSMENT

### INTENT

- To give importance to all types of assessment (practical's, homework's, class quizzes, presentations, exam assessments) in order to drive a **broad and balanced** curriculum.
- To ensure assessments play a vital role in the **sequencing** and **building of knowledge over time**.
- To ensure reporting reflects the broad and balanced curriculum that pupils are studying
- To create exercise books that pupils can revise from – **record portfolio of learning**.
- To check pupil understanding at critical moments of the curriculum and provide high quality feedback and feedforward to enable the building of knowledge over time.

### IMPLEMENTATION

- All exercise books to record a **curriculum map/personalised learning checklist** for the year as well as all assessments so that pupils can readily track their learning journey.
- Whole school assessment plan to include class assignments and exam assessments. Class assignments can entail homeworks, short tests, practicals, presentations etc.
- Reports to consist of a **holistic grade** made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.

#### **Head of Department are responsible for:**

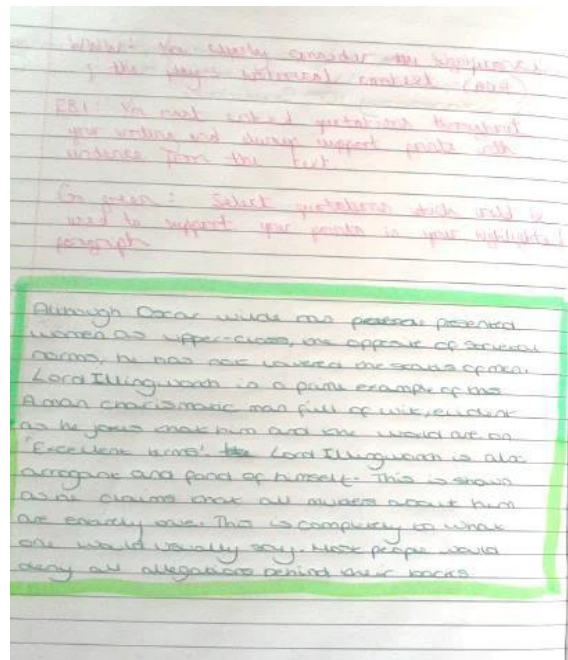
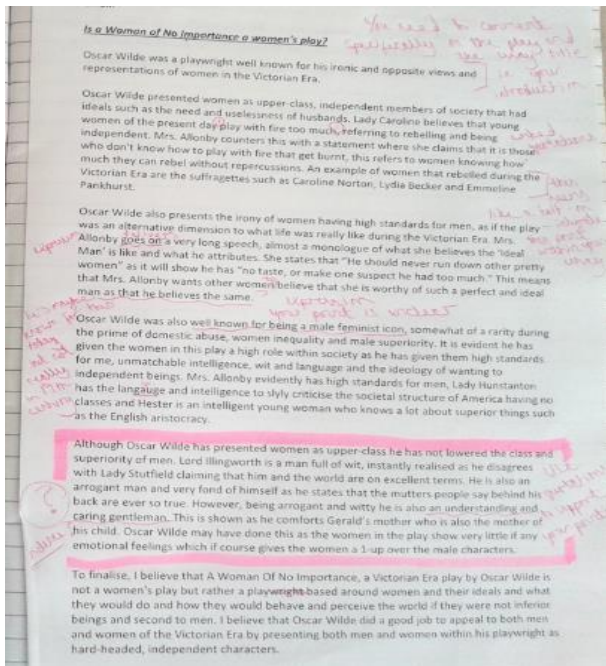
- regular monitoring of departmental tracking marksheets and general marking
- regularly evaluating samples of work in each class/set in each year group
- supporting and guiding individual teacher assessment
- amending schemes of work in light of learner performance and feedback
- where appropriate reviewing exam performance using examination board post results services (Edexcel Results Plus and AQA e-aqa)

#### **Feedback**

Teachers are expected to regularly check pupil understanding in lessons through Assessment for Learning (AfL) targeted questioning, self/peer assessment as well as teacher assessment. This has been proven to provide pupils with incremental gains focusing them on their potential growth within lessons.

#### **Written Feedback: Think Pink; Go Green**

Think Pink; Go Green (TPGG) is our way of providing written formative feedback after a class assignment or exam assessment. Diagnostic comments are in pink and pupils are expected to 'Go Green' which involve strategic corrections or redrafting. This has been incredibly valuable in ensuring that pupils do not see a class assignment or assessment as the end point but as part of the journey.



## IMPACT

- Pupils are able to articulate their curriculum journey in their subjects understanding the purpose to a lesson within the **bigger picture**.
- Pupils appreciate a far wider range of skills through class assignment.
- Broader aspects of our curriculum are assessed (**vocabulary, oracy**)
- Pupils have a record of assessments that give them a **portfolio of their learning** and what their next sequential steps are. This will also aid them in **long term memory retrieval**.

## REPORTING AT ST JOSEPH'S

Years 7, 8,9,10 will receive 4 reports a year (Oct/Jan/April/July). Each report will consist of a holistic grade made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments. The Grades prescribed are *age-related grades* – giving an indication of how they are faring in relation to their peers within the same cohort.

Year 12 will receive 4 reports a year (Oct/Dec/March/July). The first report will be a holistic grade of two class assignments weighted evenly. The following reports will consist of a PPE grade following their PPE exams (Pre-Public Examinations) which will ascertain their current A-Level performance.

Years 11 and 13 will have 3 reports a year (Oct/Dec/March). The first report will be a holistic grade of two class assignments weighted evenly. The following reports will consist of a PPE grade following their PPE exams (Pre-Public Examinations) which will ascertain their current GCSE/A-Level performance.

## Year 7 Reporting Information

### Holistic Grade

- Each pupil is given a currently working at grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- Both targets and currently working at grades in year 7 are age-related grades which reflects how the student is doing relative to their age cohort.
- Currently working at grades in Year 7 will range from 1 – 4. Each grade is then sub-levelled e.g. 3.2 – just reaching a grade 3, 3.5 – is a comfortable grade 3 and 3.8 is a strong grade 3, approaching a grade 4.

Year 7 Age Related Currently Working at Grades	
3.8	A grade of 3.8 means they achieved within the top 10% of the year group
3.5	
3.2	
2.8	A grade of 2.5 means they achieved within the top 50% of the year group
2.5	
2.2	
1.8	
1.5	
1.2	

- Target grades have been calculated based on pupil's individual key stage 2 data and projected performance.

### Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort, improvements can be made. The pupil can be un-organised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.

### Quality of Written Communication

4 = Excellent	The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate.
3 = Good	The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.
2 = Needs Attention	The pupil's writing lacks clarity with several errors in punctuation and spelling.
1 = Needs Significant Attention	The pupil makes consistent significant errors in spelling, punctuation.

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## Year 8 Reporting Information

### Holistic Grade

- Each pupil is given a holistic grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- Both targets and currently working at grades in Year 8 are age-related grades which reflects how the student is doing relative to their age cohort.
- Currently working at grades in Year 8 will range from 2 – 5. Each grade is then sub-levelled e.g. 3.2 – just reaching a grade 3, 3.5 – is a comfortable grade 3 and 3.8 is a strong grade 3, approaching a grade 4.

Year 8 Age Related Currently Working at Grades	
4.8	→ A grade of 4.8 means they achieved within the top 10% of the year group
4.5	
4.2	
3.8	
3.5	→ A grade of 3.5 means they achieved within the top 50% of the year group
3.2	
2.8	
2.5	
2.2	

- Target grades have been calculated based on key stage 2 data and projected performance.

### Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort, improvements can be made. The pupil can be un-organised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.

### Quality of Written Communication

4 = Excellent	The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate.
3 = Good	The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.
2 = Needs Attention	The pupil's writing lacks clarity with several errors in punctuation and spelling.
1 = Needs Significant Attention	The pupil makes consistent significant errors in spelling, punctuation.

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## Year 9 Reporting Information

### Holistic Grade

- Each pupil is given a holistic grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- Both targets and currently working at grades in Year 9 are age-related grades which reflects how the student is doing relative to their age cohort. The maximum grade attained in Year 9 is Grade 6/M2.
- Grades are sub-levelled, e.g. 3.2 – just reaching a grade 3, 3.5 – is a comfortable grade 3 and 3.8 is a strong grade 3, approaching a grade 4.
- Target grades have been calculated based on key stage 2 data and projected performance.

A grade of 5.8 means they achieved within the top 10% of the year group

A grade of 4.5 means they achieved within the top 50% of the year group

Year 9 Age-Related Grades	BTEC Grades	Cambridge Nationals
6	M	M2
5	P	P2
4		D1
3	U	M1
2		P1
1		U
U		

### Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort, improvements can be made. The pupil can be un-organised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.

### Quality of Written Communication

4 = Excellent	The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate.
3 = Good	The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.
2 = Needs Attention	The pupil's writing lacks clarity with several errors in punctuation and spelling.
1 = Needs Significant Attention	The pupil makes consistent significant errors in spelling, punctuation.

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## Year 10 Reporting Information

### Holistic Grade

- Each pupil is given a holistic grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- GCSEs are graded 1 to 9. Pupils in Years 10 and 11 will therefore be targeted 0 – 9 in the majority of their subjects. These entail the expected grade to be achieved at the end of Year 11.
- Currently working at grades in Year 10 are age-related grades which reflects how the student is doing relative to their age cohort.
- Grades are sub-levelled; 3.2 – just reaching a grade 3, 3.5 – is a comfortable grade 3 and 3.8 is a strong grade 3, approaching a grade 4.
- Target grades have been calculated based on key stage 2 data and projected performance.

A grade of 6.2 means they achieved within the top 10% of the year group

A grade of 4.5 means they achieved within the top 50% of the year group

Year 10 Age Related Currently Working at Grades	BTEC Grades	Cambridge Nationals
7	D	D2
6	M	M2
5	P	
4		P2
3	U	D1
2		M1
1		P1
U		U

### Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort, improvements can be made. The pupil can be un-organised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.

### Quality of Written Communication

4 = Excellent	The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate.
3 = Good	The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.
2 = Needs Attention	The pupil's writing lacks clarity with several errors in punctuation and spelling.
1 = Needs Significant Attention	The pupil makes consistent significant errors in spelling, punctuation.

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## Year 11 Reporting Information

### Holistic Grade

- GCSEs are to be graded 1 to 9 (first awards 2017). Pupils in Years 10 and 11 will therefore be targeted 0 – 9 in the majority of their subjects. These entail the expected grade to be achieved at the end of Year 11.
- Grades are sub-levelled; 3.2 means just reaching a grade 3, 3.5 means a comfortable grade 3 and 3.8 represents a very strong grade 3.
- Target grades have been calculated based on key stage 2 data and projected performance.

GCSE Currently Working at Grades	BTEC Grades	Cambridge Nationals
9	D*	D*2
8		
7	D	D2
6	M	M2
5	P	
4		
3	U	D1
2		M1
1		P1
U		U

Pass Mark = Grade 4

### Predicted Grade

This is a professional prediction made by the student's subject teachers. This prediction is based on what the teacher predicts the student will achieve if they continue working in the same manner.

### Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort, improvements can be made. The pupil can be un-organised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.

### Quality of Written Communication

4 = Excellent	The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate.
3 = Good	The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.
2 = Needs Attention	The pupil's writing lacks clarity with several errors in punctuation and spelling.
1 = Needs Significant Attention	The pupil makes consistent significant errors in spelling, punctuation.

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## Key Stage 5 Reporting Information

### Holistic Grade

- Each pupil is given a holistic grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- A-Levels are to be graded A to E. BTEC Level 3's are awarded D\* - P. Pupils in Years 12 and 13 will therefore be targeted A-E in the majority of their subjects. These entail the expected grade to be achieved at the end of Year 13.
- Grades are sub-levelled; C3 means just reaching a grade C, C2 means a comfortable grade C and C1 represents a very strong grade C.
- Target grades have been calculated based on GCSE data and projected performance.

### Predicted Grade

- This is a professional prediction made by the student's subject teachers. This prediction is based on what the teacher predicts the student will achieve if they continue working in the same manner.
- Predicted grades are given at particular times of the year according to course completion, this is not at every reporting cycle.

### Attitude to Learning Grade

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort, improvements can be made. The pupil can be un-organised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.

### Quality of Written Communication

4 = Excellent	The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate.
3 = Good	The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.
2 = Needs Attention	The pupil's writing lacks clarity with several errors in punctuation and spelling.
1 = Needs Significant Attention	The pupil makes consistent significant errors in spelling, punctuation.

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