

Assessment, Reporting Progress, Marking and Feedback at Chipping Norton School - Information for Parents

At Chipping Norton School our aim is to have a system that:

- Develops key knowledge and skills required for success at each Key Stage
- Expects high standards of all students
- Uses formative feedback and allows all students to succeed
- Incorporates periodic summative assessment to support this ongoing formative feedback
- Develops a Growth Mind-set
- Is simple and easy to understand – for staff, parents and students.
- Has consistent principles that are used across subjects, and are suitable for all subjects

Glossary of Terminology

Thresholds: One of four ability bands that students are placed in based upon prior ability (KS2). Thresholds are termed Excellence; Secure; Developing; and Foundation.

Progress: Assessing and monitoring how well a student is doing relative to prior ability.

Target Grade: Aspirational grade that students are set at the start of KS4 and KS5. The aspirational target grades ensure that students can make excellent progress.

Progress Grade: The grade which students are most likely to achieve at the end of KS4 or KS5 considering all assessments, mock/end of year exams, homework, classwork and attitude to learning. Assessed by subject teachers.

Fine Grade: These are used at KS4. A fine grade indicates how securely the student has achieved within the grade using a + or – e.g. 6+ is a Grade 6 pushing upwards of that; 6 is a secure Grade 6; 6- is a Grade 6 which could dip to a Grade 5. (B1 is a Grade B pushing upwards of that; B2 is a secure Grade B; B3 is a Grade B which could dip to a C)

Attitude to Learning: Set criteria used to determine whether a student's attitude to learning and effort is exceptional (1); consistent (2); inconsistent (3); or poor (4).

Curriculum Planning

When planning a topic or unit of work, teachers outline the knowledge and skills required, with increasing levels of challenge. These are known as Personalised Learning Checklists (PLCs). These describe the Big Ideas within the topic. The example below shows a PLC for Year 9 Geography.

Knowledge	RAG	Skills	RAG
I can recognise how human actions can improve or damage our access to water		I can evaluate a range of information to make decisions about how we should approach issues of global water equality.	
I can use examples of small scale and large scale schemes to try to improve water equality		I can evaluate a range of information to justify the choice of possible water access improvement schemes	
I can name water access schemes that are sustainable and non-sustainable		I can explain the strengths and weaknesses of different uses of water	
I recognise that need to address the global water supply		I can explain and justify the arguments around the provision of future water supplies	
I know of schemes to improve the quality of water access around the world		I can justify a choice of water access schemes based on practicality and sustainability	
I know about water inequality and about the global water industry		I can explain why global water inequality exists	
I can use a world map to outline global differences in water access and quality of life		I can explain the link between water access and quality of life (HDI)	
I can name countries of the world where people have insufficient water		I can explain why some people don't have access to water	
I can name countries with water in short supply/in water stress		I can describe the global pattern of water stress	
I understand what sustainable means when talking about water use		I can suggest ways water use could be sustainable	
I understand what is meant by quality of life		I can describe how we might measure quality of life	
I understand why water is a basic human right		I can outline reasons why some people don't have access to water	
I understand that access to water is important		I can describe where our water comes from	

Marking, Feedback and Student Response in Exercise Books

Marking and feedback are undertaken by teachers to monitor and assess student's work and to provide next steps in learning to allow them to make progress. Books will be marked regularly and promptly. Formative comments will clearly indicate what a student has done well, and give subject specific advice on how to improve learning. Feedback will include the Directed Improvement and Reflection Time (DIRT) process, which allows students to reflect on learning and requires a student response that is clear to see – it should be highlighted, done in a green pen or be in a box drawn by the student. Books should show clear evidence of regular feedback generating student response, further learning and impact on progress.

Traffic-light stamps are used to show progress against student target levels/grades, and are used as follows:

KS3

- Core subjects – at least twice a term
- Non-core subjects – at least once a term

KS4 and KS5

- At least twice a term for all subjects

Expectations of Student Exercise Books

Students should take pride in their exercise books and they should reflect their learning and progress.

- All exercise books should be covered in plastic.
- Every exercise book must have the student's name, tutor group, subject and teacher's name on the front.
- Books should be free from graffiti. Sheets must be stuck in. Pages should not be left blank.
- Each lesson starts with pupils writing the date and title/objectives, which should be underlined. They should rule off the last piece of work.
- Homework must be indicated by h/w.
- Student responses must be highlighted or pupils should draw a box around them.

Assessing and Monitoring Progress

Subject teachers track and monitor the progress of their own teaching groups in relation to a student's prior ability or Target Grade. Subject teachers use PLCs to determine the progress students are making and to help students track their own learning. Progress is measured against prior ability at KS3, and against Target Grades at KS4 and KS5.

Growth Mind-Set

Departments plan curriculum delivery that fosters a Growth Mind-set. This is an integral part of our teaching, as well as our day to day interactions with students. Within our teaching of the curriculum we need to ensure that we are developing the following attributes:

- Expect excellence – develop a belief that everybody can improve and reach for excellence, when expectations and levels of challenge are high.
- Be resilient – develop in students an understanding that learning requires hard work, effort, deliberate practice and learning from our mistakes – but that with the right approach, we can all overcome obstacles.
- Respond to feedback – give good quality and specific feedback, as well as the opportunity for students to respond to this feedback.
- Inspired by others – use the success and excellence of others to inspire students to go on and improve their own work.

Reporting Progress - KS3

- Each student is placed into one of four thresholds based on their KS2 average fine points score, or individual score for Mathematics and English. (Foundation; Developing; Secure; Excellence)
 - Each student remains in this threshold for KS3
 - Teachers monitor progress in relation to each student's threshold (KS2 prior ability)
 - Teachers mark work, provide feedback and track progress to ensure that each student is able to make good progress
 - Teachers monitor and report progress using a traffic light system:
- +1 (Green) Exceeding expectations** relative to prior ability.
- 0 (Amber) Meeting expectations** relative to prior ability.
- 1 (Red) Below expectations** relative to prior ability.

KS3 progress is reported home twice a year, once with a written tutor report.

Reporting Progress – KS4

- Each student is given an aspirational target grade.
- Teachers monitor progress in relation to each student's target grade.
- Teachers mark work, provide feedback and track progress to ensure that each student is able to make good progress towards their target grade.
- The **progress grade** is the grade which a student is most likely to achieve at the end of KS4 considering all assessments, mock/end of year exams, homework, classwork and attitude to learning.
- During the year each teacher reports on a students' progress by determining a progress grade.

Year 10 For all subjects except Business Studies, Graphics, Resistant Materials and Textiles these will be grades 9-1, with + or – for fine grading.

Year 11 All subjects will be grades A*-G with 1, 2 or 3 for fine grading except English and Mathematics who will have 9-1, with + or – for fine grading

KS4 progress will be reported home 4 times a year (3 for Year 11), once with a written tutor report.

Reporting Progress – KS5

- Each student is given an aspirational target grade.
- Teachers monitor progress in relation to each student's target grade.
- Teachers mark work, provide feedback and track progress to ensure that each student is able to make good progress towards their target grade.
- The **progress grade** is the grade which a student is most likely to achieve at the end of KS5 considering all assessments, mock/end of year exams, homework, classwork and attitude to learning.
- During the year each teacher reports on a students' progress by determining a progress grade (A-U at AS and A*-U at A level).

KS5 progress will be reported home 4 times a year, with Year 12 receiving a written tutor report and Year 13 their reference.

Appendix 1

KS3 Attitude to Learning Criteria

1 - Exceptional effort is applied in all lessons

Displays enthusiasm and curiosity for their learning

Is prepared to take risks with their learning

Takes full responsibility for their own learning

Always presents work to the very best of their ability

Frequently asks questions

Always meets deadlines for homework and coursework

Always arrives at lessons on time, fully equipped to learn and in the correct uniform

2 - Consistent effort is applied to work

Takes responsibility for their own learning

Participates in all parts of the lesson

Sometimes asks questions to extend their learning

Often stays within their comfort zone

Meets the vast majority of deadlines for homework and coursework

Arrives at lesson on time, fully equipped to learn and in the correct uniform

3 - Inconsistent effort is applied to work

Can be reluctant to participate/engage in all activities

Can sometimes go off task, but does respond to teacher intervention

Is sometimes put off by failure

Sometimes hands in work late or incomplete

Is sometimes late to lessons

Sometimes arrives without appropriate equipment to learn and/or without correct uniform

4 - Little effort is applied to work

Very little responsibility is taken for learning.

Often displays disruptive behaviour which has a negative impact on learning

Is often without appropriate equipment to learn and/or without correct uniform

Often hands in work late or incomplete

Potential will not be achieved unless significant changes in attitude to learning are made

Appendix 2

KS4 Attitude to Learning Criteria

1 - Exceptional effort is applied in all lessons

Displays enthusiasm and curiosity for their learning

Is prepared to take risks with their learning

Takes full responsibility for their own learning

Always presents work to the very best of their ability

Frequently asks questions

Always meets deadlines for homework and coursework

Always arrives at lessons on time, fully equipped to learn and in the correct uniform

2 - Consistent effort is applied to work

Takes responsibility for their own learning

Participates in all parts of the lesson

Sometimes asks questions to extend their learning

Often stays within their comfort zone

Meets the vast majority of deadlines for homework and coursework

Arrives at lesson on time, fully equipped to learn and in the correct uniform

3 - Inconsistent effort is applied to work

Can be reluctant to participate/engage in all activities

Can sometimes go off task, but does respond to teacher intervention

Is sometimes put off by failure

Sometimes hands in work late or incomplete

Is sometimes late to lessons

Sometimes arrives without appropriate equipment to learn and/or without correct uniform

4 - Little effort is applied to work

Very little responsibility is taken for learning.

Often displays disruptive behaviour which has a negative impact on learning

Is often without appropriate equipment to learn and/or without correct uniform

Often hands in work late or incomplete

Potential will not be achieved unless significant changes in attitude to learning are made

Appendix 3

KS5 Attitude to Learning Criteria

1 – Exceptional effort is applied in all lessons

Displays enthusiasm and curiosity for their learning

Is prepared to take risks with his/her learning

Takes full responsibility for their own learning and shows leadership within group tasks

Note taking and files are highly organised and of a high standard in preparation for use when revising

Frequently asks questions

Shows evidence of extended research and always meets deadlines for homework and course work

Always arrives at lesson on time, fully equipped to learn and dressed according to the Sixth Form Dress code

2 – Consistent effort is applied to work.

Takes responsibility for their own learning and shows initiative in group tasks

Sometimes asks questions to extend their learning

Often stays within their comfort zone

Evidence of regular note taking and organisation of work

Some extended research beyond the subject specifications

Arrives at lesson on time, fully equipped to learn and dressed according to the Sixth Form Dress code

3 – Inconsistent effort is applied to work

Can be reluctant to participate/engage in all activities

Is sometimes put off by failure

Sometimes hands in work late or incomplete

Minimal level of organisation with files and note taking

Minimal evidence of extended work/ research outside of set tasks

Is sometimes late to lessons

Sometimes without appropriate equipment to learn and/or not adhering to the Sixth Form Dress code

4 – Little effort is applied to work

Very little responsibility is taken for learning.

Dis-engaged with learning and often distracts peers, which has a negative impact on learning

Often hands work in late or incomplete

No evidence of organisation with files and note taking

No evidence of extended work or research outside of tasks set.

Is often without appropriate equipment to learn and/or not adhering to the Sixth Form Dress code

Potential will not be achieved unless significant changes in attitude to learning are made

Appendix 4



Example: Year 7 Student Progress Report

Name: **Lisa Smith** TG: **7EN**

Target Attendance: **100%** Attendance: **100%**

Subject	English	Maths	Overall
Threshold	Developing	Secure	Secure

Subject	Teacher	Progress	Attitude to Learning
English	APL	+1	1
Maths	MKN	0	2
Science	TIN	0	2
Art	KH	+1	2
Dance	ASD	-1	3
Drama	LKJ	0	2
French	POL	-1	2
Geography	THG	+1	1
German	RFD	0	2
History	WES	0	2
Music	HNJ	0	2
P.E	TGC	-1	4
R.E	ASD	0	2
Technology	LPO	+1	2

Appendix 5



Example: Year 10 Student Progress Report

Name: **Robert Ford** TG: **10WS**

Target Attendance: **100%** Attendance: **100%**

Subject	Teacher	Progress			Attitude to Learning
		Target Grade	Progress	Difference	
English	FOL	6	5+	-1	3
English Literature	FOL	6	6	0	2
Maths	LMH	6	5-	-1	2
Biology	THN	6	4+	-2	4
Chemistry	DSR	5	6	+1	2
Physics	LKB	5	6-	+1	2
Computer Science	TRE	6	6-	0	2
Geography	GHT	5	7	+2	1
Graphics	TLP	C	B3	+1	1
R.E	SDA	5	5+	0	2

Performing Arts/Dance Btec Grades

P=Pass

M=Merit

D= Distinction

Appendix 6



Example: Year 11 Student Progress Report

Name: **Helen Welch**

TG: **11GN**

Target Attendance: **100%**

Attendance: **100%**

Subject	Teacher	Progress			Attitude to Learning
		Target Grade	Progress	Difference	
English	FKY	4	5-	+1	2
English Literature	FKY	4	4+	0	2
Maths	LUG	4	5	+1	1
Science	KDE	C	C2	0	2
Art	ERB	B	C1	-1	2
Dance	NJT	M	M2	0	1
R.E	KIM	C	C3	0	2
Textiles	WSE	B	D1	-2	3

Performing Arts/Dance Btec Grades

P=Pass

M=Merit

D= Distinction

The New 9-1 Grading Explained

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- In addition the top 20% of those who get a grade 7 or above in each exam will be awarded a grade 9
- A grade 5 will be awarded to the top third of students gaining the equivalent of a grade C and bottom third of a grade B
- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- The bottom of grade 1 will be aligned with the bottom of grade G

Appendix 8



Example: Year 12 Student Progress Report

Name: **Libby Jones** TG: **12S**

Target Attendance: **100%** Attendance: **100%**

Subject	Teacher	Progress			Attitude to Learning
		Target Grade	Progress	Difference	
Business	DGT	B	C	-1	3
Chemistry	HIK	B	B	0	2
Geography	SRE	B	D	-2	3
Music	TGB	B	A	+1	1