

## Assessment Strategy 2019-20

### Overview:

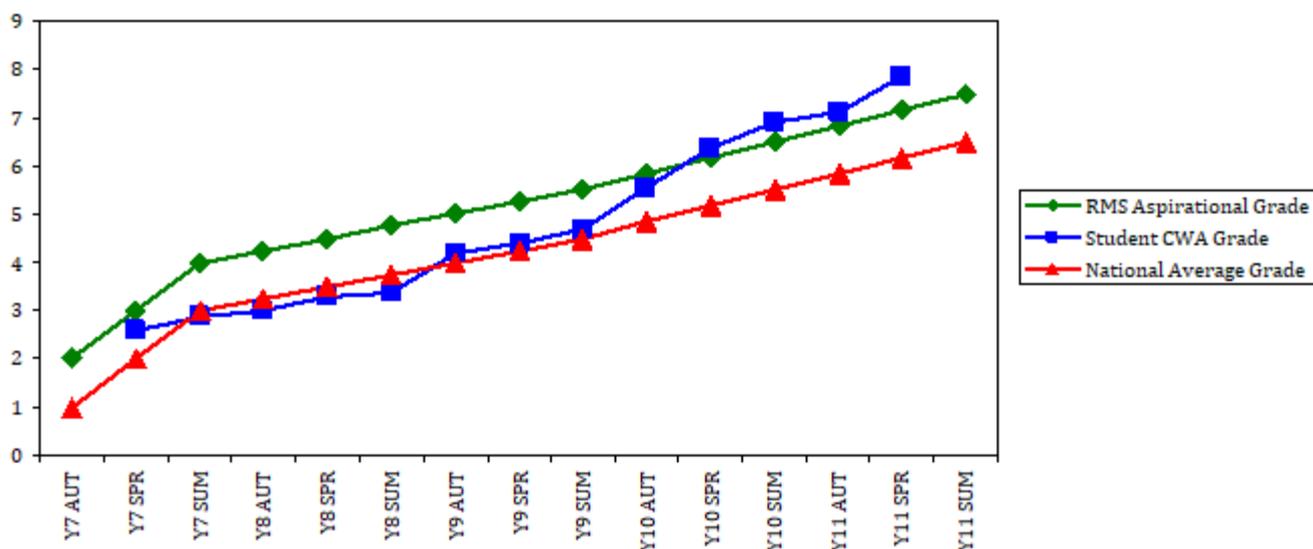
The whole school assessment strategy follows a projected flightpath model using the 9-1 grades that are available at GCSE level.

Key Stage 2 results are used with GCSE examination data to project what each student should achieve nationally. For example, in 2017, a student with a KS2 score of 5.0 achieved an Attainment 8 score of 49.85 (Average grade of 4.9).

We use this data to set our RMS Aspirational Grade which is a **whole grade higher than the national grade**. In this example, our RMS Aspirational Grade is 5.9. We then produce a flightpath of expected progress using this as the end point. Please note, that we are tweaking the flightpath model this year as we have two years of data to use in order to get a flightpath that is best fit for all students at Robert May's.

Example of flightpath for a year 11 student last year (flightpath for current year 10 and 11 only):

KS2 Score:	5.50	
End of year 11 RMS Aspiration Grade:	7.50	(flightpath colour green)
National Expectation:	6.50	(flightpath colour red)





**Data Collection points:**

Example of review to parents for 2019-20:

<b>Attendance Percentage</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>
100.00	0	0

<b>Average Key Stage 2 Level</b>	<b>RMS Target GCSE Grades</b>			
	<b>End of Year 9 Expectation</b>		<b>End of Year 11 Expectation</b>	
	National	RMS	National	RMS
108	4.00	5.00	5.75	6.75

Subject	Term	Approach to learning in school	Approach to homework	Behaviour and conduct	Self Management	Application of knowledge and skill	CWA Grade	On Target
English	AUT	3	3	3	4	3	4.25	A
Maths	AUT	4	4	4	4	3	4.00	A
Science	AUT	4	4	4	4	4	3.75	A
Art	AUT	4	4	4	4	4	4.25	A
Drama	AUT	3	3	3	3	3	3.75	A
French	AUT	3	3	4	4	3	3.25	P
Geography	AUT	4	4	4	4	4	4.00	A
History	AUT	4	4	4	4	4	4.25	A
PE	AUT	3		3	4	3	3.00	B
RE	AUT	4	4	4	4	3	3.75	A
Technology	AUT	4	4	4	4	3	3.50	P

Key to Attitude to Learning grades			
4 Excellent	3 Good	2 Area for improvement	1 Cause for concern

Key to 'Currently Working At' colours				
(E) Exceeding RMS Aspirational Target	(A) Above National Target	(P) Meeting National Target	(B) Below National Target	(S) Significantly Below National Target

*(For students with the same KS2 starting points)*

### Currently Working At grades (CWA):

Teachers will be asked to provide Currently Working At grades for each student and these will be compared against the end of cohort year targets as well as the end of year 11 targets.

The grade is decimalised with the following guideline using grade 4 as an example:

Whole grade	(4)	-	The student is <b>'beginning'</b> to demonstrate the knowledge and/or skills required for this grade
0.25	(4.25)	-	The student is <b>'developing'</b> the knowledge and/or skills required for this grade
0.50	(4.50)	-	The student is <b>'securing'</b> the knowledge and/or skills required for this grade and is showing signs of achieving the next grade.
0.75	(4.75)	-	The student is <b>'mastering'</b> the knowledge and/or skills required for this grade and is almost achieving the next grade.

The CWA grade is colour coded to enable parents to identify how their child is doing at that point in time. The following scale\* is used:

Bright Green	=	More than 1 higher than national expectations
Green	=	0.25 to 0.99 higher than national expectations
Yellow	=	Between -0.25 and 0.24 of the national expectation
Light Blue	=	-0.26 to -0.99 lower than national expectations
Blue	=	-1 or lower than national expectations

\* A reminder that the flightpath is a suggested best fit path. Students don't necessarily perform in a linear fashion. We will continue to adapt our flightpath model as we get more reliable data from GCSE examinations. Some colours of the expectation zones have been altered, following parental feedback.

This system is structured and highly personalised and therefore we discourage comparing students outcomes. It is important to realise that we compare each student with students nationally of a similar ability using Key Stage 2 scores as the starting point. This is also how the DfE measure progress of students nationally.

### Attitude to learning grades (A2L):

Last year saw a working party adapt attitude to learning grades from the previous 'AUSR' system. It was agreed that changes were needed to align expectations more closely with the needs of the new curriculum, as well as provide more meaningful information in order to improve student performance. We will report on the following areas:

- Approach to learning in school
- Approach to homework
- Behaviour and conduct
- Self management
- Application of knowledge and skill (Y7-9) / Assessment application (Y10-11)

Grading is as follows:

- 4      Excellent
- 3      Good
- 2      Area for improvement
- 1      Cause for concern

Below are grade descriptors that are used for guidance when completing grades on each student.

<b>4 - Excellent</b>	
Approach to learning in school	You consistently engage in your learning and start activities without the need to be prompted. You impact positively in the classroom and complete tasks to the best of your ability.
Approach to homework	You consistently meet deadlines, showing a high level of effort in the tasks. You have demonstrated some form of further independent learning where appropriate.
Behaviour and conduct	You listen to and follow instructions without question, showing respect to adults, students and the school environment. You offer to help others in need and show exemplary conduct in lessons.
Self management	You have all necessary equipment to support your learning and arrive at each lesson on time. You manage your time appropriately to aid your learning.
Application of knowledge and skills Assessment application	You are able to effectively apply knowledge and skills learned in the class to solve problems and are able to provide excellent answers to exam questions relative to your ability.



<b>3 - Good</b>	
Approach to learning in school	You engage well with your learning and start tasks quickly. You complete tasks to a good standard relative to your ability and work well in the classroom environment.
Approach to homework	You meet homework deadlines and show a good level of effort in completing homework tasks.
Behaviour and conduct	You listen to and follow instructions, showing respect to adults, students and the school environment. In lessons you behave in a manner that allows you and others to learn.
Self management	You have most of the necessary equipment to support your learning and arrive at each lesson on time most of the time.
Application of knowledge and skills	You can apply knowledge and skills learned in the class to solve problems and are able to provide good answers to exam questions relative to your ability.

<b>2 - Area for improvement</b>	
Approach to learning in school	Your effort on tasks is not your best and work does not always reflect your ability. You do not regularly contribute to class discussion and your impact on the learning environment is not always positive.
Approach to homework	You miss deadlines more than you meet them and / or you do not put your best effort into homework.
Behaviour and conduct	You do not always follow instructions at the first time of asking. On occasion you get distracted or choose to distract others rather than focusing on learning.
Self management	Several times over the term you do not turn up with the correct equipment for lessons. You may be late for lessons several times a term.
Application of knowledge and skills	You do not always apply your knowledge to solve problems and may wait for prompts. Revision is limited and this is reflected in assessment marks that do not reflect your capabilities.

<b>1 - Cause for concern</b>	
Approach to learning in school	<p>You often require prompting to start activities and do not engage in your learning.</p> <p>You have a negative impact in the classroom and put the minimum amount of effort into completing tasks.</p>
Approach to homework	<p>You rarely meet deadlines.</p> <p>Your homework shows a lack of effort.</p>
Behaviour and conduct	<p>You do not follow instructions and show a lack of respect to adults, students and the school environment.</p> <p>You can have a negative effect on others and have disrupted the learning in the classroom repeatedly.</p>
Self management	<p>You do not bring the necessary equipment to support your learning for most lessons.</p> <p>You are often late showing a lack of responsibility to your learning.</p>
Application of knowledge and skills Assessment application	<p>You are unable to effectively apply knowledge and skills learned in the class to solve problems.</p> <p>Answers to exam questions are limited and do not correspond to your ability.</p>

### **Reporting to parents:**

We report three times a year for each year group. With the exception of year 9 who have three reviews due to the extensive options process in place, all will have two reviews (short reports) and one extended review.

Reviews will ask for A2L as well as CWA data, with additional exam data and/or prediction data depending on the time of year.

Extended reviews have the same information as above but will also contain a comment from the tutor as well as a HOY / AHOY or senior member of staff comment.

One of the reviews will be provided before a parents' evening. This will be when parents/carers get the opportunity to meet with their child's subject teachers and discuss current progress as well as areas that can help improve moving forward.