

Guidance: Assessment & Reports

Reasons for Assessment

The primary reasons that we need to regularly assess students and report on their progress are to:

- Inform planning
- Identify content / skills in need of further work
- Identify students in need of stretch / support
- Highlight the impact of strategies or classroom practice
- Keep students, parents, SLT & Governors informed
- Ensure students are familiar with working in assessment conditions
- Ensure our exam concessions are appropriate
- Motivate / provide opportunities for success
- Support decisions about sets in school and exam entry tiers for some subjects.

Types of Assessment

There will be frequent informal or formative assessment in lessons through questioning, quizzing, mini-tests, starters, plenaries and other classroom activities. More formal or summative assessments will take place in two main forms:

1. Assessment Weeks – Students assessed in classrooms under timed conditions, in silence, closed book, unseen. Materials, content, skills and assessment style is at teachers' discretion and will undoubtedly differ across the curriculum and the year. For instance, this may be a past-paper, exam question(s), knowledge quiz, or practical assessment. The specific format chosen by a teacher must provide them with robust data on which to base predicted grades.
2. Mock Exams – Students assessed in the main hall under full exam conditions. Materials, content, skills, assessment style and mark schemes must exactly match exam board requirements, including: timings; silence; closed book; unseen questions.

For both of these, students should be well prepared ahead of the assessment / exam. They must have a comprehensive knowledge of the details: Duration; Question-style; Marks; Content / skills being assessed. All students MUST know these details beforehand and should be encouraged to ask if they do not.

It is very likely that revision lessons will be built into our Schemes of Work before these assessments / exams.

Exam concessions will be in place for these assessments / exams where possible.



Progress Reports

Progress Reports will be produced regularly throughout the year. These will be shared with students and parents and can be used as points for discussion at parents' evenings or through other correspondence with teaching staff. Internally, the data will be discussed by staff and actions agreed with the aim of further student progress.

Progress Report Data

- *Target Grade*: grade a student 'should' achieve by the end of the 2-year course

Students' individual target grades are in line with the progress made nationally by students with a similar ability.

- Key Stage 4 (Yrs 10 & 11) - targets are produced by assessing students at the start of Year 10 in 'GL Assessments' and using national data to suggest what a student with their academic performance 'should' achieve by the end of the two years.
- Key Stage 5 (Yrs 12 & 13) – targets are produced by taking students' KS4 data (Yr11 results) and using national data to suggest what a student with their academic performance 'should' achieve by the end of the two years.

Note: The 'original target' grade is based on a statistical model using national academic data. They are produced centrally by Aylesbury UTC Staff. However, if a teacher feels that a student is capable of aiming for a higher grade, then the target can be moved up at any point. Targets will only ever be moved up, and not down.

- *Predicted Grade*: grade a student is 'most likely' to achieve by the end of the 2-year course

6+ = grade 6 is secure and student has a realistic chance of getting a grade 7

6 = difficult to see the student getting anything other than a grade 6

6- = grade 6 is the most likely, but it is not secure. Student could easily end up with a grade 5

Note: Term 1 Prediction: For the first Progress Report of the year, Year 10 & 12 students / parents will not see the predicted grades, since it is too early to be sure of accuracy at this stage. However, these grades will be used internally can be taken into account during discussions with individual families regarding suitability of courses.

- *Mock Exam Grade*: grade that a student achieved in an exam / set of exams, based on exam board mark scheme and most appropriate grade boundaries.



- *Attitude to Learning Score*: Students are given a score from 4 – 1 to represent the overall approach taken in a subject. Where a student is not meeting expectations, a more specific reason will be provided.

Descriptors

4	Beyond expectations	<ul style="list-style-type: none"> Regularly takes the initiative in seeking ways to improve e.g. approaching teacher to ask for advice on next steps; completing extra work to practise areas for development; carrying out extra research at home Can be relied upon to lead groups of peers effectively Regularly puts extra time and effort into work so that outstanding pieces of work are produced
3	Meeting expectations	<ul style="list-style-type: none"> Consistently meets all the expectations.
2	Not consistently meeting expectations	<ul style="list-style-type: none"> Does not consistently meet all expectations, but does meet most of the criteria most of the time
1	Cause for Concern	<ul style="list-style-type: none"> Regularly (i.e. most weeks) fails to meet expectations

If a score of 1 or 2 has been give for a particular subject, the teacher will indicate which of the basic expectations the students does not regularly meet, according to the following code:

Expectations

Attendance & Punctuality	Attends lessons on time
Equipment	Brings required equipment to every lesson
Organisation	Book / folder / work is well organised
Engagement	Engages with classwork without being distracted or distracting others
Deadlines	Hands in work on time
Effort	Completes work to the best of their ability
Initiative	Is proactive / regularly asks for help when required

Note: We expect lots of students to be given a '2' or below given our high expectations.



- Attendance & Punctuality:

Information will be provided showing overall school attendance, absence and lateness.

Progress Report Frequency

Our aim is to complete either an assessment week or set of mock exams once every short term. Similarly, we hope to provide a progress report towards the end of each term, with the data above included.

Parents' Evenings

There will be two opportunities each year for parents to meet with teachers formally as part of a Parents' Evening. These will take place online with details about booking and running the appointments shared with parents beforehand.

At any point in the year, parents are very welcome to get in touch with staff to discuss progress or any other issues. This should be done through email in the first instance, through reception@aylesburyutc.co.uk or directly with a member of staff.

Written Reports

Since there are 4-5 Progress Reports and 2 Parents' Evenings each year, we do not provide a summary of student progress in written form for parents. It is felt that the potential positive impact of completing and sharing written reports is limited. We would rather spend the time liaising with parents through a more detailed conversation when required. Without written reports, we can spend more time focussing on curriculum development and planning to support student progress.

