



All Saints'
Academy
Cheltenham

ASSESSMENT, RECORDING AND REPORTING HANDBOOK



2020 - 2021

All Saints' Academy, Vision, Ethos and Mission

Our Vision

Where every member of our extended family realise their God-given potential, inspired by John 10:10. Jesus said 'I have come so you may have life in all its fullness.'

Our Purpose

To be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

Our Ethos

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester.

All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus.

In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace.

The Academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

Our Mission

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they are able to 'live life to the full' and recognise that they are called to use their gifts and talents for the benefit of all.

We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

Purpose of this Policy

This policy has been written to complement the other Key Policy documents at All Saints' Academy. In particular, it works alongside the the Teaching and Learning Policy. This ARR policy is written with 4 key objectives in mind. This will be updated as required to reflect the expectations, systems and practices of the academy.

- To establish the purpose of assessment, recording and reporting
- To clarify the roles and duties of all staff within the ARR process
- To support planning for all by publishing the annual ARR calendar
- To clarify quality standards for ARR tasks at various levels

Key Terms for this Policy

Assessment takes many forms within schools and is the basis on which we can recognise that learning has taken place and therefore track the progress of our students over time.

Recording is the process by which we systematically record the outcomes of planned assessment. The purpose of this is to enable us to analyse the progress of our students over time and to identify trends which feedback to inform teacher planning. Recording is not an end in itself - the response to the analysis is.

Reporting is the process of capturing and sharing the key attainment data with parents and students directly following the Stop the Clock (STC) window. This data will ensure that all students and parents have a clear knowledge of both current attainment and how they are performing in relation to our expectations.

Targets are set for all students when they arrive based on their prior attainment in Key Stage 2, as an average of Maths and English. This has been carefully modelled (see appendix 6) to ensure that all abilities of students are challenged to meet or exceed national average expectations.



An overview of Assessment



The most fundamental form of assessment is based on careful questioning of a student or class and the setting up of an assessment task in order to observe student skills in completing it. This level of assessment is called Formative Feedback which is integral to effective class teaching and is utilised continually in a deliberate way by effective teachers.

Cycle tests that increase in level of detail and organisation would be used to benchmark progress against key objectives to identify those that have been securely met. This will be more formally recorded by the class teacher in their Class Record Sheet in order to chart the progress made by the students under their guidance (see example of a Class Record below, which would usually be electronic and based on the Class Map from SIMS). These records will be used by subject teachers (ST) to identify where interventions with individuals may be needed and to act accordingly.

In turn, specified assessment data will be recorded by ST's into a Subject Record Sheet in order to track the progress of all students over time and to identify where interventions with groups may be needed and to act accordingly (see example of a Subject Record at the back of the policy, which would usually be electronic and based on the Subject Map from SIMS).

STs will be called upon five times per year (at times stated in the Assessment Calendar, on page 10) to make a judgement of each student's current attainment grade during a data collection window

called "Stop the Clock" (STC). This will be based on the most up to date END-OF-CYCLE assessments and the ST expert knowledge of attainment levels in their subject. HoDs and STs will plan the curriculum in order to ensure that the appropriate assessments are completed at the end of the cycle.

STC data should be entered on SIMS by ST's in collaboration with the HOD or second in department. STC's should be able to provide HOD's with clear information about their assessments and provide evidence upon request.

During each STC window, STs are expected to have conversations with their students to inform them of their current grades. Students also need to know what to do next to improve. An example of STC guidance for staff can be found in appendix 3b.

At the end of each STC window HoDs will check that the data collated for their department is complete and accurate. Analysis of this data will be carried out by HODs and their Seconds in Department. As part of momentum meetings and year group focus meetings HoDs will prepare an action plan that will outline what their department needs to achieve before the next STC.

A Year Group Data Sheet will be collated by the Data Manager (DM) following STC to enable AVPs and Progress Leaders overview to analyse progress of individual and student groups across subjects. This will be used by AVPs to identify where interventions may be needed and to act accordingly.

ARR Roles and responsibilities

Pastoral Teams

Year Tutor (YT)

- Review STC data sheets on each student in the form and write tutor comments to interpret STC data in line with exemplars.
- Share STC data with each student to discuss progress.
- Write tutor report for each student in the form for the full report.

Progress Leader

- Quality assure tutor comments on STC data sheets and full reports.
- Ensure pupils are informed of progress following each STC.
- Liaise with HoDs, and HTs to support pupils who are not making expected progress and make contact with home to gain support as needed.
- Celebrate and recognise those who are making or exceeding expected progress.

Vice Principal (VP Pastoral)

- Ensure tutor reports are quality assured.
- Ensure intervention, as necessary, happens at appropriate times of the year.
- Ensure student progress is celebrated at appropriate times of the year.



ARR Roles & responsibilities

Subject Teams

Subject Teacher (ST)

- Record/create and maintain accurate Class Record Sheets in line with department expectations.
- Use Class Record Sheet to inform planning and future assessment.
- Update Subject Record Sheet for each class in line with department expectations.
- Accurately complete data entry for each class for STC, in line with the assessment calendar.
- Academic Focus and Review: write sections of the Full School Report.
- Review progress with each student following each STC, making sure they are aware of their current attainment and what steps are required to make expected progress.
- Devise and implement intervention strategies for those not making expected progress where necessary.

Head of Department (HoD) (supported by Assistant Head of Department)

- To create and maintain accurate Subject Record Sheets.
- To analyse Subject Record Sheets regularly in order to judge progress of all students over time.
- To devise and implement intervention strategies for those not making expected progress, providing support and guidance to class teachers as necessary.
- To complete and record subject analysis document as part of line management schedule.

Assistant Vice Principal (AVP)

- To review subject analysis document with HoD.
- To be aware of progress in all year groups and key sub-groups within.
- To provide support and guidance to HoDs as necessary to plan intervention.
- To analyse year group data and agree actions during focus group meetings
- Quality control subject comments on full reports.

Assistant Vice Principal for ARR and Data Manager

- To ensure the ARR policy is being implemented consistently by all staff.
- To review the ARR policy at the end of each term.
- To provide support and guidance to HoDs and ST as necessary during and after STC windows.
- To maintain an overview of the whole academy assessment profile.
- To report on progress, as needed, to SLT and governors.

Marking & Feedback

All Saints' Academy Teaching and Learning Expectations

What we would expect to see in student exercise books

Assessment for learning should provide a clear picture of what students need to achieve including guidance and motivation. It is ongoing and supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Assessment of learning should provide a clear picture of what students have achieved by referring to levels of attainment.

All exercise books should be neat and tidy and students should be proud of the work and feedback they contain.

There should be no graffiti on the front of books.

Target grades should be written clearly on the front of books.

Students should write a title and date each lesson and underline them.

Students should record the learning objective for the lesson.

There should be a range of activities in student books.

There should be a range of marking and assessment including:

- Marking commentary with How to improve (HTI) comments
- Peer assessment
- Self-assessment
- Green pen marking
- Marking stamp
- Verbal marking stamp

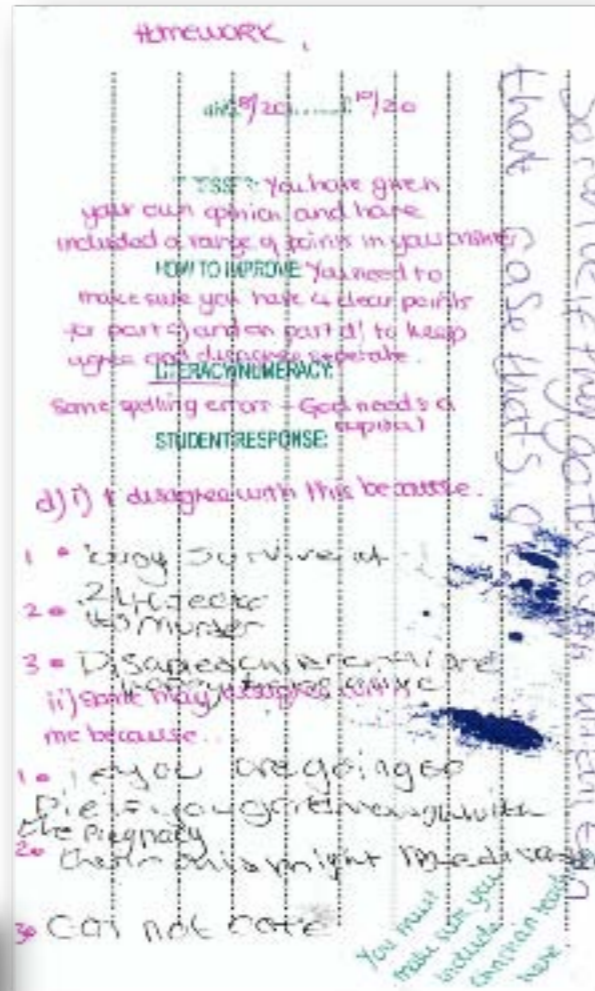
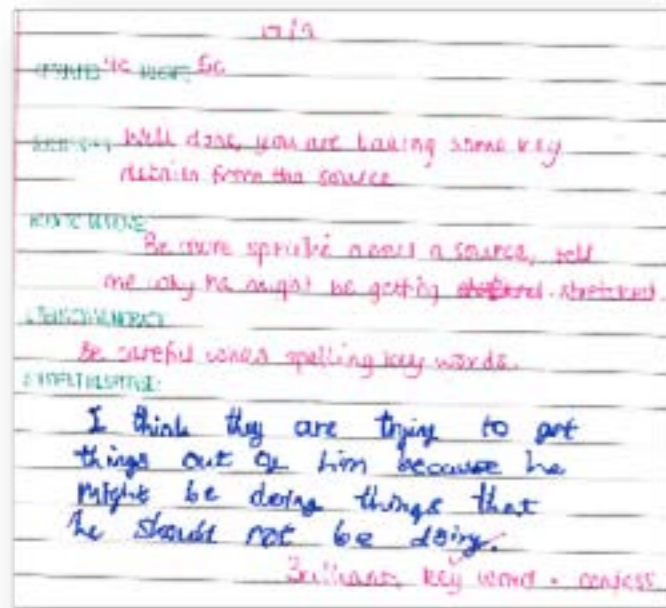
Good student feedback should let students know what they have achieved but also what the next step is to achieve the next goal.

There should be evidence that students have engaged with comments made in their books and that they have engaged and responded to the marking stamp. Best practice will be seen where students interact with the marking, make comments themselves and indicate that they have made corrections or completed a task to help them achieve the next step or correct a misconception.

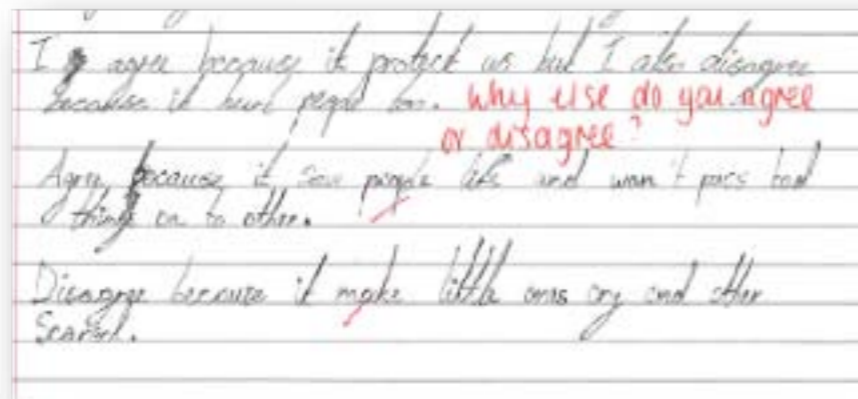
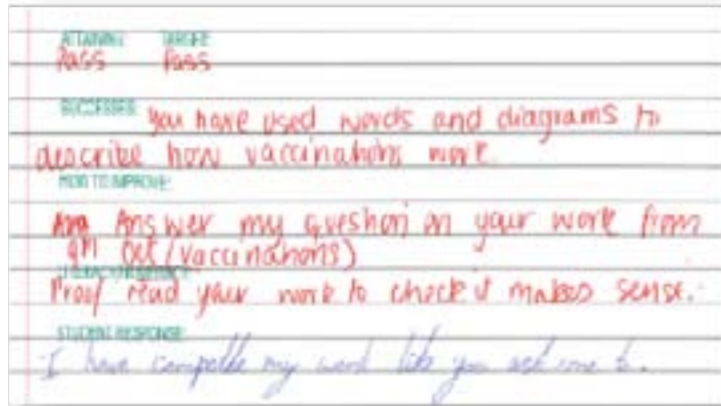
Marking Stamp

The marking stamp is designed to give students clear information on the level at which they are achieving and specific guidance on how to improve. It should be used twice during an assessment cycle (this will usually mean twice a term). It should be completed fully and students should be given specific areas to work on to ensure progress and there should be evidence that students have actioned these. Students should make informed comments in the student comment box. Good practice will indicate a Attitude to Learning (ATL) score alongside target and current grade.

Marking & Feedback



Here are some examples of effective marking using the All Saints' Academy marking stamp. They are from History (above), Religious Education (right), Science (below) and Maths (next page).



Marking & Feedback



Being Outstanding means:

Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.

Does my feedback through marking make progress clear? Does it have impact?

Student response in stamp used to good effect. Feedback connects what is taught to how well student is doing.

An example of the marking stamp and student response used effectively in Maths.



Home Learning

Independent Study

Independent study away from the classroom is an essential component of the learning journey of our students. Independent study is learning which might traditionally be called Homework alongside other learning activities which happen during the Academy day but outside of lesson time.

Our students and staff successfully adapted to the demands of online independent study in recent months and we have further enhanced our ability to teach students in this way ready for the 2020-2021 academic year.

The completion of independent study is a daily expectation for all students and progress towards meeting this will be encouraged, supported and monitored by teachers at all levels.

Students in Year 7 and 8 are expected to complete 1 hour per day, on average totalling 5 hours across the week. By completing this, students are able to progress through the deep and broad curriculum to prepare successfully for our Key Stage 4 programme of courses.

Students in Year 9, 10 and 11 are expected to complete 2 hours per day on average totalling 10 hours across the week. This will enable students to make enhanced progress through our challenging curriculum and achieve examination outcomes that surpass national expectations. This will afford them the best possible opportunities to secure further education, training and employment.

Students in Year 12 and 13 are expected to complete 3 hours per day, on average totalling 15 hours across the week. This will enable students to make enhanced progress through our challenging curriculum and achieve examination outcomes that surpass national expectations. This will afford them the best possible opportunities to secure further education, training and employment.

Independent study provides opportunities for our students to develop self-reliance, self-management and self-discipline. It gives time to reinforce concepts and skills learnt in lesson time, as well as time to research topics, concepts and ideas more deeply. Independent study is pre-planned and an essential element of each subject curriculum. It is designed to allow students to extend themselves with careful structure and guidance and develop a wider love of learning.

Independent Study Monitoring

We know that our students reach the highest standards of independent study when parents regularly monitor their children's completion of independent study tasks. Therefore, we encourage all parents to regularly discuss the independent study tasks that their children are engaged in and to monitor their progress through checking Satchel. We ask parents to support their children in providing a space for study at home.

Where students require additional structure or support with their independent study, we offer access to IT resources and support for all children at supervised independent study support club (Every evening from 3.10 – 4.10 in the Gateway Learning Hub, GLH).

AVPs and subject leaders monitor Satchel and books to ensure that independent study tasks are being set and completed in accordance to the independent study schedule, during learning conversations and lesson observations.

Pastoral Leaders and Tutors will monitor student folders to ensure that students are equipped with their Knowledge Organisers and are completing their independent study tasks. SLT will provide further monitoring via discussions with students from each year group. This is conducted on a rota basis according to a planned programme. Monitoring focuses on the regularity, quantity and quality of the independent study tasks set.

Assessment Calendar 2020 -21

Teaching & Learning Cycles

Cycle 1

Teaching	Fri 4th Sept - Fri 16th Oct
Revision & Assessment	Mon 19th Oct - Fri 23rd Oct
Consolidate & Extend	Mon 2nd Nov - Fri 6th Nov
Cycle Data Entry	Mon 9th Nov - Fri 13th Nov

Cycle 2

Teaching	Mon 9th Nov - Fri 18th Dec
Revision & Assessment	Tue 4th Jan - Fri 8th Jan
Consolidate & Extend	Mon 11th Jan - Fri 15th Jan
Cycle Data Entry	Mon 18th Jan - Fri 22nd Jan

Cycle 3

Teaching	Mon 18th Jan - Fri 5th Mar
Revision & Assessment	Mon 8th Mar - Fri 12th Mar
Consolidate & Extend	Mon 15th Mar - Fri 19th Mar
Cycle Data Entry	Mon 22nd Mar - Fri 26th Mar

Cycle 4

Teaching	Mon 22nd Mar - Fri 14th May
Revision & Assessment	Mon 17th May - Fri 21st May
Consolidate & Extend	Mon 24th May - Fri 28th May
Cycle Data Entry	Mon 7th Jun - Fri 11th Jun

Cycle 5

Revision	Mon 7th June - Fri 25th Jun
End-of-year exams	Mon 21st June - Fri 2nd July
Planning for next year	Mon 5th July - Fri 16th July
Cycle Data Entry	Mon 5th July - Fri 9th July

Parents' Evenings

Year 7	Wed 10th Mar
Year 8	Tue 16th Mar
Year 9	Thu 24th June
Year 10	Wed 5th May
Year 11	Thu 14th Jan
Year 12 & 13	Tue 26th Jan

Reports*

Year 7	Fri 29th Jan - Mon 1st Mar
Year 8	Fri 12th Feb - Mon 8th Mar
Year 9	Mon 24th May - Tue 15th Jun
Year 10	Mon 29th Mar - Fri 23rd Apr
Year 11	Mon 7th Dec - Fri 18th Dec
Year 12 & 13	Mon 4th Jan - Fri 15th Jan
Year 12	UCAS References Mon 14th Jun - Fri 2nd Jul

*Other deadlines will be in the Outlook Calendar

INTERNAL EXAMS**	
Year 7 CATS	Thu 3rd Sept - Fri 4th Sept
Year 11 E/M/S/RE	Mon 5th Oct - Fri 9th Oct
Year 13 Mocks	Mon 12th Oct - Fri 16th Oct
Year 11 Full Mocks	Mon 16th Nov - Fri 27th Nov
Year 12 and 13 Mocks	Mon 7th Dec - Fri 18th Dec
Year 11 E/M/S/RE	Mon 1st Feb - Fri 5th Feb
Year 10 Mid-Year	Mon 8th Mar - Fri 12th Apr
Year 13 Mocks	Mon 29th Mar - Thurs 1st Apr
Year 11 Full Mocks	Mon 15th Mar - Fri 26th Mar
Year 12 EOY	Mon 14th Jun - Fri 18th Jun
Year 10 EOY	Mon 28th Jun - Fri 9th July

** Further mock exams might be added as necessary

Reporting Exemplars: Stop the Clock Grade Sheet



Year 11 Student Review Sheet

Student Name	Tutor Group:						Overall Average Grade	End of Year Target	Attitude to Learning	Homework Tasks	Organisation Equipment	Teacher
	Late to school: 0 day(s) this academic year.											
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5							
English	9.0						7.0	1	1	1		
Mathematics	8.0						9.0	1	1	1		
Biology	8.3						9.0	1	1	1		
Chemistry	8.3						9.0	1	1	1		
Physics	8.3						9.0	1	1	1		
Engineering	5.7						7.0	1	1	1		
History	7.3						9.0	1	1	2		
Physical Education	Merit						Dist	1	2	1		
Religious Studies	8.0						9.0	1	1	1		
Spanish	6.7						7.0	1	1	1		

Attendance this year
100.00 %

Stop the Clock Staff Guidance Example

STOP THE CLOCK 1: Wed 30th Sept to Mon 5th Oct

PLEASE NOTE: THERE IS A STC TRAINING SESSION ON THURS 1ST OCT (3.25 – 3.55PM) FOR NQTs/TEACH FIRST BUT OTHER STAFF ARE WELCOME TO ATTEND

Using [SIMS.net Assessment Marksheets](#)

Locate the marksheet icon from the menu at the top of the screen. In the template name box enter:

'A' for active marksheets needing your attention and then click **search**.



All teachers of a class will be able to see the relevant marksheet. You will need to agree on a strategy for filling the grades in (collaboration or delegation).

If you are unfamiliar with this process, general instructions on completed grades are found in location:

Z:\Data Management\Assessment Handbook\General assessment data entry.

Columns in grey cannot be changed directly in the marksheet displayed.

For the first Stop the Clock (labelled Term 1) we are collecting five grade categories on each student and a house tutor comment for all students.

Attainment Current average attainment grade for the work completed so far for all groups. The new grading structure will be used for some groups. Wt (working towards) grades will no longer be used.

- Y7 – Y9 will report a number grade in academic subjects as will Y10 in English & Maths
 - o The new assessment framework will be used to grade these students (see page 5)
 - o E.g. using the new framework 5.0 = low C grade, 5.3 = secure C grade, 5.7 = high C grade
 - o The old versus new grading table can be found on page 5
- The attainment number grade (start) for Y7 – Y9 in the other academic subjects can be populated using the 'FDN Attainment grade term 1' unless a baseline test replaces this start point.
- All other academic subjects (Y10 – Y13) will report a grade A* - U
- In Y9 vocational (BTEC) subjects no attainment grade is required for STC#1
- In Y10 & Y11 vocational (BTEC) subjects an attainment grade is required, e.g. pass, merit, distinction etc
- The [table on page 1 below](#) provides a conversion from a KS2 level to the new number grades. For example, a Y8 student who achieved a 4a at the end of Y7 would typically start Y8 with a score of 1.7

KS2 Level	KS2 Fine	Conversion 2015-16
6A BL	>5.7	3.7
6B BL	>5.7	3.3
6C BL	>5.7	3.0
5A	5.7	2.7
5B	5.3	2.3
5C	5.0	2.0
4A	4.7	1.7
4B	4.3	1.3
4C	4.0	1.0
3A	3.7	E3.7
3B	3.3	E3.3
3C	3.0	E3
2A	2.0	E2.7
2B	2.0	E2.3
2C	2.0	E2
1A	<2.0	E1.7
1B	<2.0	E1.3
1C	<2.0	E1

Stop the Clock Staff Guidance Example

Progress measuring progress towards end of year targets:

exceeding (+); on target (=); below expected progress (-)

ATL: Attitude to Learning **HW:** Homework (Sixth Form: Independent Study) **EQO:** Equipped and Organised

Each category is graded 1 to 4 using the Ofsted criteria. Guidance for ATL, HW and EQO grades can be found on pages 3, 4 and 5.

House Tutor Comment From 6th – 12th Oct house tutors will write a comment about the progress of each student in their house tutor group. Guidance and examples can be found on page 5.

STC conversations During the STC window subject staff are required to have a conversation with each student in class about their progress and how they can improve.

For the *Stop the Clock* sheets we will RAGG the grades for ATL, HW and EQO to make it easier to identify where problems exist. RAGG colouring should be an automatic process.

Red = Inadequate Amber = Needs improvement Green = Good Dark Green = Outstanding

Remember the audience for the comment is the parents. Avoid chopping and changing between parent and student in the middle of your comments: *Georgia is making good progress with her reading; you need to keep this up.*

Heads of Department are responsible for checking that all grades have been completed and that all targets are reviewed in light of the new data entry. They should also mark that the sheets are completed.

Attitude to Learning (ATL)

To achieve outstanding, good, requires improvement or inadequate for ATL students need to meet the following criteria:

OUTSTANDING

Your attitude to learning is excellent.
You work exceptionally well in class.
You encourage others to learn in the class.
Your personal standard of work is outstanding.
You show enthusiasm, resilience and a love of learning.

GOOD

Your attitude to learning is good.
You always choose to work well in class.
You promote learning your class.
Your personal standard of work is good.
You always engage in the learning.

Stop the Clock Staff Guidance Example

REQUIRES IMPROVEMENT

Your attitude to learning requires improvement.
You can choose to work well but sometimes choose not to.
You sometimes choose to disrupt learning.
Your personal standard of work requires improvement.
You sometimes engage with the lesson.

INADEQUATE

Your attitude to learning is poor.
You often choose not to work in class.
You often choose to disrupt the learning of others.
Your work is of a poor standard.
You rarely engage.

Homework (HW)

1. Outstanding

The student consistently achieves at least their target grade.
Immaculate work is submitted with almost no mistakes.

2. Good

The student usually achieves their target grade.
High quality work is submitted with some mistakes.

3. Requires Improvement

The student rarely achieves their target grade.
Rushed or incomplete work is submitted. Deadlines are sometimes met.

4. Inadequate

The student has not submitted homework.
Deadlines are never met.

Equipped and Organised (EQO)

1. Outstanding

The student has ALL the correct equipment for your subject including their planner.
Punctuality to lessons is never a problem.
The student is always READY TO LEARN without needing any reminders.

2. Good

The student has MOST the correct equipment for your subject including their planner.
Punctuality to lessons is rarely a problem.
The student is usually READY TO LEARN without needing any reminders.

3. Requires Improvement

The student has SOME the correct equipment for your subject including their planner.
Punctuality to lessons is usually a problem.
The student is sometimes READY TO LEARN but often needs reminders.

4. Inadequate

The student has NONE the correct equipment for your subject including their planner.
Punctuality to lessons is always a problem.
The student is never READY TO LEARN and always needs reminders about getting organised in lessons.

Stop the Clock Staff Guidance

Guidance to help write a house tutor comment:

House tutor comments are being collected for **all year group**: How has the student progressed so far this year / What does the student need to catch up on and what do they need to improve. This needs to be student specific sentences and not a bland "improve their attendance" or "work harder in RE" type **comments**. **A good comment is a clear sentence(s) giving a SMART target and demonstrating that you know the student well.**

Best practice is when the house tutor comment starts with positive feedback. For example, "I am delighted to see that NAME has 100% attendance." This would be followed by a comment on what the student needs to improve or better progress. Some examples are found below:

"This is an excellent report and NAME has achieved outstanding in almost all areas. To make even better progress, NAME now needs to focus on..."

"This is a good report and NAME has achieved outstanding in some areas. To make better progress, NAME now needs to focus on..."

"After a positive end to Year X, NAME has not made a good start to the new academic year. NAME has shown that they can be a good student and they must now focus, in particular, on having a positive attitude to learning in English, Science and..."

End of Year House Tutor Reports – "House Style"

Although each Student's House Tutor report will be individualised and different to each other report for content, to maintain writing consistency across all reports the following are to be used as "House Style":

- The student's "legal" (SIMS) name will be at the top of the report but, within the body of the report, House Tutors should use the preferred forename, if different. Nicknames should not be used at any time.
- All subjects should be given a Capital Letter, if mentioned in a report [e.g. English, Mathematics, Geography, Product Design etc.] Similarly Year 7 is a name and so title case (not year 7 or Y7).
- BTECs/ GCSEs – do not require an apostrophe, where you are refer to a plural
- Academy (or All Saints' Academy) should have a capital letter
- Correct use of "he" or "she" in the report – check – especially if House Tutors are copying similar sentences
- Avoid contradicting sentences with the grades given in columns 1-5 [e.g. Outstanding Punctuality but within the report, writing "X needs to arrive on time more often.
- Check the use of "to" and "too" within the reports
- Check the use of "practice" – the noun e.g. a Football practice; and "practise" – the verb e.g. X needs to practise more subject vocabulary

Correct versions:

- Well done John, and keep up the good work OR BETTER Well done John; keep up the good work.
- Focusing or focuses or focused are House styles
- Living Well
- House

Incorrect:

- John's attendance has been good this year, however his punctuality is rubbish.
- John's attendance has been good this year, and his punctuality is rubbish.

Correct:

- John's attendance has been good this year. His punctuality, however, is disappointing.
- John's attendance has been good this year, but his punctuality is disappointing.

Reporting Exemplars: Full Report

Subject	Current Attainment	End of Year Target	End of Key Stage 4 Target	On Target ?	Attitude to Learning	Independent Learning Tasks	Organisation, Equipment	Teacher
English Language English Literature	B	B	B	Yes	1	1	1	
	B	n/a	B					
X is a dedicated and hard-working student who has made a vast improvement in English this year. His excellent mock exam results are testament to this. X should focus on extending his answers and explore how the writer uses language in further detail.								
Mathematics	C	C	B	Yes	1	1	1	
X has worked consistently this year - generally completing work to good levels. He had done well on his end of year assessment. His target for next year will be to actively engage with the teacher and class to enhance learning opportunities.								
Science: Core	C+	C	B	Yes	1	1	2	
Science: Additional	C	n/a	B					
I have been pleased with the progress X has been making in Science. He is quick to grasp new concepts and this is reflected with the grades he has achieved. X has the ability to achieve an A/A* in science. To do this X should complete additional past paper questions in lessons and at home.								
Business	Dist	Pass	Pass	Yes	1	1	1	
Over the course of the year X has been consistently working above his target grade. The assignments are written to a high quality and he shows a good understanding of the business topics. On the whole, he works hard to meet deadlines and completes any outstanding work in catch-up sessions. I am pleased with X progress and he should be proud of himself. X needs to continue to explain and expand on answers to produce distinction level work. Using examples and evidencing research will make his work stand out and ensure that he meets the highest criteria. Next year, as we move onto the controlled assessment, X will need to draw evidence from the text and put his answers in context to the business in question. He must continue to summarise the consequences of actions, showing a clear understanding of how business concepts impact on real businesses and their success or failure.								
Engineering	D	D	C	Yes	1		1	
The work X has started on his course work is good however he is behind where he should be. Rece must now use the Power Point help and the exam booklet to maximise his marks. X needs to complete the course work for unit A the deadline is the October half term and keep up to date with the theory Power Points being worked on at present.								
Geography	A-	B	A	Yes	1	2	2	
X achieved a very good grade (A) in his Year 10 exam. He showed that he could accurately use the information on the question paper and give detailed answers for the questions that had 6 marks. His success reflects his excellent attitude towards the subject. X needs to make sure his Controlled Assessment, a river study, is completed to the highest standard. His homework would also benefit from more time and attention to detail. If he follows this advice, he could then achieve a very high grade in his GCSE.								
Information Technology	D	D	n/a	Yes	2	2	2	
X has worked well this year within ICT lessons. I am hoping that he will take the knowledge and skills that he has been taught and learned into other lessons and apply them there.								
Religious Studies	E	C	B	No				
Clear progress has been made up to the RE teacher becoming ill. Despite cover work being set that was appropriate and was part of the syllabus, class work has not been done or completed in a diligent fashion. This has resulted in a poor end of year exam result and no progress has been made in the last term. In Year 11 energies must be channelled into concentrating in class, completing class notes and revising topics that were not learnt towards the end of Year 10. To make expected progress, written work must include key vocabulary and GCSE answers should be extended by referring to Bible passages and Christian teachings.								
Sports Option	Merit	Merit	Merit	Yes	2	2	2	
X has completed his Leadership unit to distinction standard. He has continued to work well and has applied himself fully to the tasks set. He recorded a Level 1 Pass in the examination unit and is working hard to improve this for the second sitting. X must continue to approach all tasks with enthusiasm and apply as much detail as possible. He must read through his work and be confident that he has responded fully and correctly. X must look to practise examination questions and check through the mark scheme to ensure that he has accessed all the marks available.								

Attendance this academic year
99.50 %

Assessment Framework

The tables below show the expected progress pathways for our students at All Saints' Academy. This uses the new GCSE grade number which is the national measure used from 2017 in Maths and English and the majority of other subjects from 2018.

Reaching the targets shown will enable our students to achieve at a level which is higher than the national average. Therefore, ensuring that they are always well placed when compared to others when progressing in to selection for Higher Education, Apprenticeships or Employment. These targets are reviewed annually against the national benchmarks to ensure that we maintain our high standards.

Please be careful to refer to the correct table

There is a flight-path table for English, Maths, EBACC and the open bucket.

The scaled score provides a start point for a student starting in Year 7 or joining the academy mid-year with prior data.

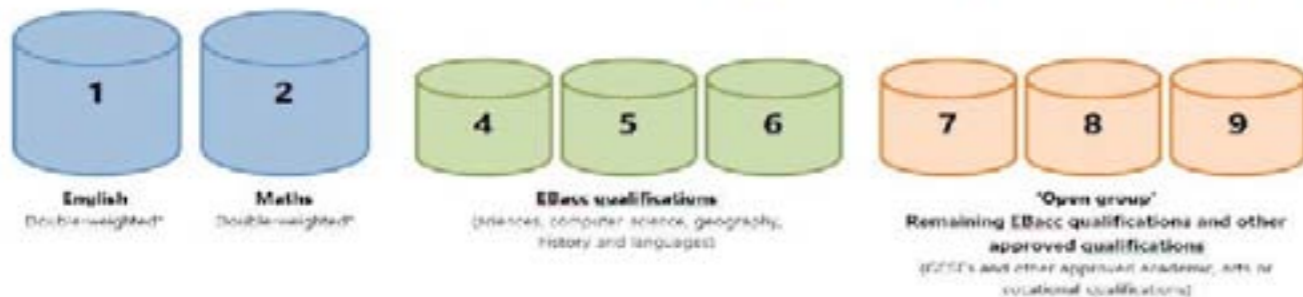
New grading condensed				English Flight path End of Year Targets				
Scaled Score	KS2 Levels	Year 7	Year 8	Year 9	Year 10	Year 11		
121	123	6c	5.0	6.0	7.0	8.0	9.0	
118	120	5a	4.3	5.3	6.0	7.0	7.7	
115	117	5a	3.7	4.7	5.7	6.3	6.7	
112	114	5b	3.0	4.0	5.0	5.7	6.7	
109	111	5b	2.7	3.3	4.3	5.3	6.0	
106	108	5c	2.3	3.0	4.0	4.7	5.7	
103	105	4a	2.0	2.7	3.3	4.3	5.0	
100	102	4b	1.7	2.3	3.0	3.7	4.7	
97	99	4c	1.7	2.3	3.0	3.7	4.3	
94	96	3a	1.3	2.0	2.7	3.3	3.7	
91	93	3c	1.0	1.7	2.3	2.7	3.3	
88	90	2a	0.7	1.3	1.7	2.3	2.7	
85	87	2b	0.3	1.0	1.3	1.7	2.3	
82	84	2c	0.0	1.0	1.3	1.7	2.0	
79	81	1b	-0.7	0.0	1.0	1.3	1.7	

New grading condensed				Maths Flight path End of Year Targets				
Scaled Score	KS2 Levels	Year 7	Year 8	Year 9	Year 10	Year 11		
121	123	6c	5.0	6.0	7.0	8.0	9.0	
118	120	5a	4.7	5.7	6.3	7.3	8.0	
115	117	5a	4.0	4.7	5.7	6.7	7.7	
112	114	5b	3.3	4.0	5.0	5.7	6.7	
109	111	5b	2.7	3.3	4.3	5.0	5.7	
106	108	5c	2.3	3.0	3.7	4.3	5.3	
103	105	4a	2.0	2.7	3.3	3.7	4.7	
100	102	4b	1.7	2.3	2.7	3.3	4.0	
97	99	4c	1.3	2.0	2.3	2.7	3.3	
94	96	3a	1.3	1.7	2.0	2.3	2.7	
91	93	3c	1.0	1.3	1.7	2.0	2.3	
88	90	2a	0.7	1.0	1.3	1.7	2.0	
85	87	2b	0.3	0.7	1.0	1.3	1.7	
82	84	2c	0.0	0.7	1.0	1.3	1.7	
79	81	1b	-0.7	0.0	0.7	1.0	1.3	

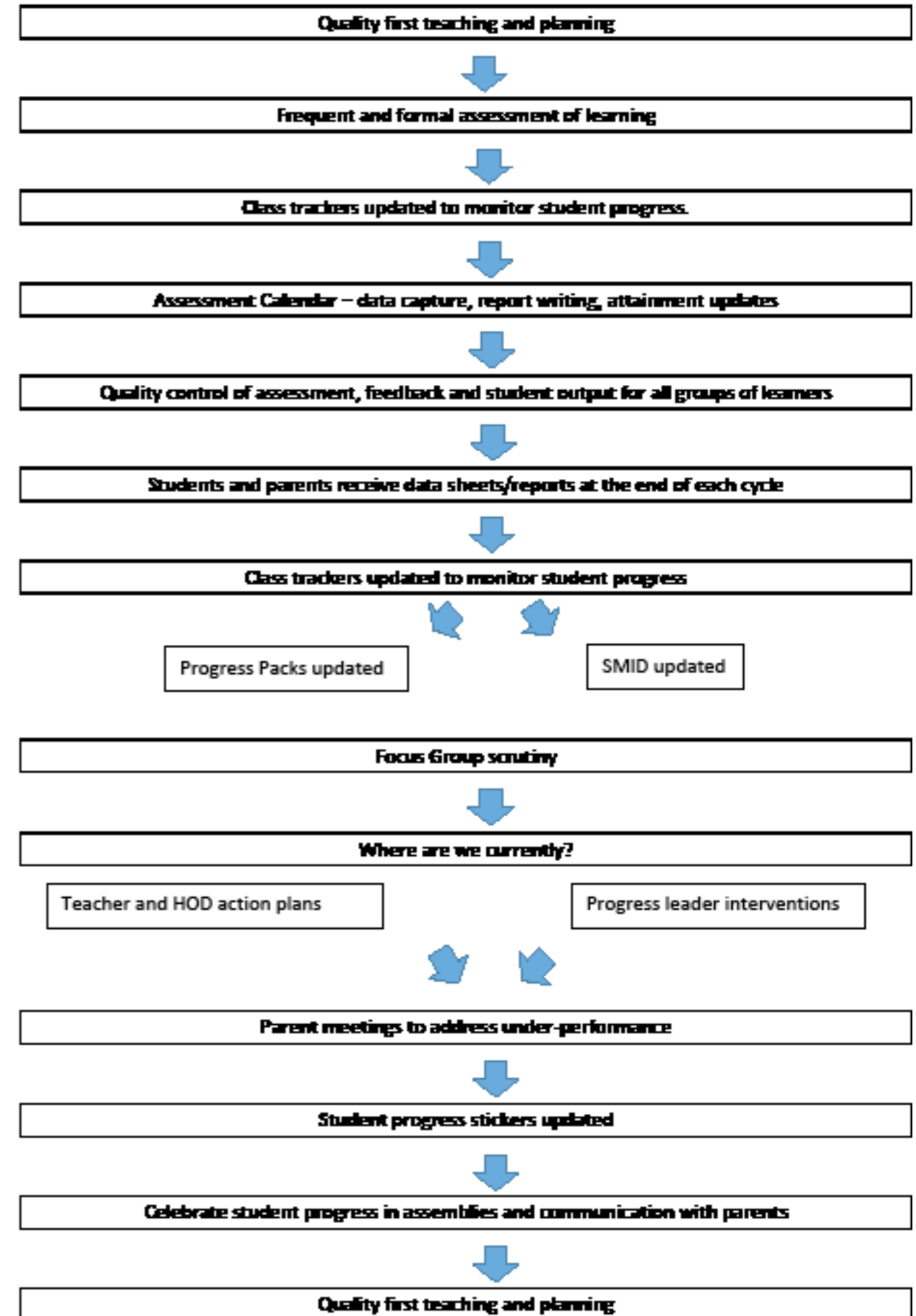
New grading condensed				EBacc Flight path End of Year Targets				
Scaled Score	KS2 Levels	Year 7	Year 8	Year 9	Year 10	Year 11		
121	123	6c	5.0	6.0	7.0	8.0	9.0	
118	120	5a	4.7	5.3	6.3	7.0	8.0	
115	117	5a	4.0	5.0	5.7	6.7	7.3	
112	114	5b	3.3	4.0	4.7	5.7	6.7	
109	111	5b	2.7	3.3	4.0	5.0	5.7	
106	108	5c	2.0	3.0	3.7	4.3	5.0	
103	105	4a	2.0	2.7	3.3	4.0	4.7	
100	102	4b	1.7	2.3	2.7	3.3	4.0	
97	99	4c	1.3	1.7	2.3	2.7	3.3	
94	96	3a	1.3	1.7	2.0	2.3	2.7	
91	93	3c	1.0	1.3	1.7	2.0	2.3	
88	90	2a	0.7	1.0	1.3	1.7	2.0	
85	87	2b	0.3	0.7	1.0	1.3	1.7	
82	84	2c	0.0	0.7	1.0	1.3	1.7	
79	81	1b	-0.7	0.0	0.7	1.0	1.3	

New grading condensed				Open Flight path End of Year Targets				
Scaled Score	KS2 Levels	Year 7	Year 8	Year 9	Year 10	Year 11		
121	123	6c	5.0	6.0	7.0	8.0	9.0	
118	120	5a	4.7	5.3	6.0	6.7	7.7	
115	117	5a	4.0	4.7	5.3	6.3	7.0	
112	114	5b	3.0	4.0	4.7	5.7	6.3	
109	111	5b	2.7	3.3	4.0	5.0	5.7	
106	108	5c	2.0	3.0	3.7	4.7	5.3	
103	105	4a	2.0	2.7	3.3	4.0	4.7	
100	102	4b	1.7	2.3	3.0	3.7	4.3	
97	99	4c	1.3	2.0	2.7	3.3	3.7	
94	96	3a	1.3	1.7	2.3	3.0	3.3	
91	93	3c	1.0	1.7	2.0	2.3	3.0	
88	90	2a	0.7	1.3	2.0	2.3	2.7	
85	87	2b	0.3	1.0	1.3	1.7	2.3	
82	84	2c	0.0	1.0	1.3	1.7	2.0	
79	81	1b	-0.7	0.0	0.7	1.0	1.3	

The 'buckets' diagram below provides a reminder of which qualifications link to these flight paths.



Raising attainment at All Saints' Academy



Independent Study Tasks Timetable

Year 7

Week 1								
Subject	7 e1	7 e2	7 e3	7 c1	7 c2	7 c3	7 c4	7 f
English	Wednes-day	Tuesday	Monday	Monday	Tuesday	Monday	Tuesday	Tuesday
Maths	Tuesday	Monday	Wednes-day	Tuesday	Tuesday	Tuesday	Monday	Tuesday
Science	Friday	Thursday	Friday	Friday	Friday	Friday	Friday	Wednes-day
RE			Tuesday	Friday	Wed	Monday		Monday
Geography	Tuesday	Thursday	Tuesday	Tuesday	Tuesday	Friday	Friday	Only week 2
History	Monday	Friday	Tuesday	Monday	Friday	Friday	Friday	Monday
Art		Wednes-day		Thursday	Monday			
French	Friday	Tuesday	Friday	Thursday	Friday	Wednes-day	Monday	
Drama	Friday	Friday	Friday	Friday	Friday	Friday	Friday	Friday
Music	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday
DT				Thursday	Thursday	Thursday	Thursday	

Week 2								
Subject	7 e1	7 e2	7 e3	7 c1	7 c2	7 c3	7 c4	7 f
English	Tuesday	Tuesday	Monday	Monday	Wedday	Monday	Tuesday	Tuesday
Maths	Tuesday	Tuesday	Wednes-day	Tuesday	Monday	Thursday	Tuesday	Tues
Science	Friday	Thursday	Friday	Friday	Friday	Friday	Friday	Wednes-day
RE	Wednes-day	Wed	Wed	Thursday	Wed	Wed	Tues	Thursday
Geography	Only week 1	Thursday	Tuesday	Monday	Tuesday	Friday	Thursday	Tuesday
History	Monday	Monday	Monday	Wednes-day	Tuesday	Friday	Friday	Wednes-day
Art	Friday		Thursday			Monday	Wednes-day	Monday
French	Monday	Tuesday	Tuesday	Tuesday	Wednes-day	Thursday	Thursday	
Drama	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
Music	Thurday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday
DT	Friday	Friday	Friday					Friday

Independent Study Tasks Timetable

Year 8

Week 1								
Subject	8 e1	8 e2	8 e3	8 c1	8 c2	8 c3	8 c4	8 f
English	Mon	Mon	Tues	Tues	Tues	Tues	Fri	Fri
Maths	Tuesday	Monday	Tuesday	Thursday	Tuesday	Monday	Wednes-day	Wednes-day
Science	Tuesday	Tuesday	Thursday	Weds	Monday	Monday	Monday	Monday
RE	Wednes-day	Friday		Friday	Friday	Tuesday	Thursday	Tuesday
Geography	Friday	Tuesday	Monday	Monday	Thursday	Friday	Wednes-day	Wednes-day
History	Monday			Monday		Friday		Monday
Art			Wednes-day	Thursday	Friday	Wednes-day		
French	Wednes-day	Monday	Thursday	Friday	Monday	Tuesday	Monday	
Drama	Monday	Monday	Monday	Monday	Monday	Monday	Monday	Monday
Music	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
DT				Friday	Friday	Friday	Friday	

Week 2								
Subject	8 e1	8 e2	8 e3	8 c1	8 c2	8 c3	8 c4	8 f
English	Monday	Monday	Tuesday	Tuesday	Monday	Monday	Friday	Friday
Maths	Tuesday	Monday	Monday	Monday	Tuesday	Tuesday	Wednes-day	Wednes-day
Science	Tuesday	Tuesday	Thursday	Weds	Monday	Monday	Monday	Monday
RE	Wednes-day	Wednes-day	Tuesday	Friday	Friday	Monday	Thursday	Tuesday
Geography	No week 2	Tuesday	No week 2	Friday	Monday	Friday	Thursday	Wednes-day
History	Friday	Wednes-day	Wednes-day	Monday	Monday	Friday	Friday	Friday
Art	Friday	Thursday					Tuesday	Friday
French	Tuesday	Friday	Tuesday	Thursday	Friday	Friday	Wednes-day	
Drama	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
Music	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
DT	Wedday	Wedday	Wednes-day					Wednes-day

Independent Study Tasks Timetable

Year 9

Week 1							
Subject	9 E1	9 E2	9 E3	9 E4	9 E5	9 E6	9 E7
English	Tuesday						
Maths	Friday						
Science	Tuesday						
RE	Tuesday						
	9A		9B		9C		
Geography	Friday		Thursday		Friday		
History			Thursday		Wed		
PE							
DT							
Construction			Thursday				
Food							
Art			Thursday				
Business	Monday						
French	Friday		Thursday				
Spanish	Friday		Friday				
Hair & Beauty			Tuesday				
Drama			Monday				
H&S					Wednesday		
Computing			Wednes- day				
Film Studies					Mon		

Independent Study Tasks Timetable

Year 9

Week 2							
Subject	9 E1	9 E2	9 E3	9 E4	9 E5	9 E6	9 E7
English	Tuesday						
Maths	Friday						
Science	Tuesday						
RE	Monday						
	9A		9B		9C		
Geography	Friday		Thursday		Friday		
History			Thursday		Wednesday		
PE							
DT	Friday						
Construction							
Food			Thursday				
Art	Friday						
Business	Monday						
French	Friday		Thursday				
Spanish	Friday		Friday				
Hair & Beauty			Tuesday				
Drama			Friday				
H&S					Wednesday		
Computing			Wednes- day				
Film Studies					Monday		

Independent Study Tasks Timetable

Year 10

Week 1						
Subject	10 M1	10 M2	10 M3	10 M4	10 M5	10 M6
English	Thursday					
Maths	Thursday					
Science	Wednesday					
RE	Monday					
	10A		10B		10C	
Geography	Tuesday				Wednesday	
History	Tuesday				Wednesday	
PE	Monday		Tuesday			
Music	Friday					
DT			Friday			
Construction						
Food						
Art			Friday		Wednesday	
Business	Tuesday					
French			Friday			
Spanish			Friday		Friday	
Hair & Beauty	Tuesday					
Drama			Wednesday			
H&S					Friday	
Film Studies					Monday	

Independent Study Tasks Timetable

Year 10

Week 2						
Subject	10 M1	10 M2	10 M3	10 M4	10 M5	10 M6
English	Thursday					
Maths	Thursday					
Science	Wednesday					
RE	Monday A band Tuesday B band					
	10A		10B		10C	
Geography	Tuesday				Wednesday	
History	Tuesday				Wednesday	
PE	Monday		Tuesday			
Music	Friday					
DT						
Construction	Thursday					
Food			Wednesday			
Art						
Business	Tuesday					
French			Friday			
Spanish			Friday		Friday	
Hair & Beauty	Tuesday					
Drama	Friday		Wednesday			
H&S					Friday	
Computing			Wednesday			
Film Studies					Monday	

Independent Study Tasks Timetable

Year 11

Week 1						
Subject	11 S1	11 S2	11 S3	11 S4	11 S5	11 S6
English	Monday					
Maths	Friday					
Science	Thursday					
RE	Friday					
	11A		11B		11C	
Geography			Wednesday		Tuesday	
History			Monday		Tuesday	
PE	Wednes- day		Monday			
Music	Monday		Wednesday			
DT			Monday			
Construction						
Food					Tuesday	
Art	Thursday					
Business	Tuesday		Monday		Tuesday	
French	Thursday					
Spanish	Thursday				Tuesday	
Hair & Beauty	Tuesday					
Drama			Tuesday			
H&S					Monday	
Computing			Tuesday			
Film Studies					Tuesday	

Independent Study Tasks Timetable

Year 11

Week 2						
Subject	11 S1	11 S2	11 S3	11 S4	11 S5	11 S6
English	Monday					
Maths	Friday					
Science	Thursday					
RE	Tuesday					
	11A		11B		11C	
Geography			Wednesday		Tuesday	
History			Wednesday		Tuesday	
PE	Wednesday		Monday			
Music	Wednesday		Wednesday			
DT						
Construction	Friday					
Food					Tuesday	
Art			Wednesday			
Business	Tuesday		Monday		Tuesday	
French	Thursday					
Spanish	Thursday				Friday	
Hair & Beauty	Tuesday					
Drama	Thursday		Friday			
H&S					Monday	
Computing			Tuesday			
Film Studies					Thursday	

Independent Study Tasks Timetable

Year 12

Subject	Week 1	Week 2
Af	Monday	Tuesday
Ap	Tuesday	Tuesday
Bi	Weds	Weds
Bs/Bu	Wed	Wed
Ch	Friday	Friday
Dr	Mon/Wed/Fri	Mon/Wed/Fri
Ms	Wed	Wed
Gg	Wednesday	Wednesday
Hi	Wed/Thu	Wed/Thu
Hs	Monday	Monday
LI	Mon/Fri	Tues/Fri
Lw	Monday	Monday
Ma	Monday	Tuesday
Ph	Monday	Monday
Ps	Thursday	Thursday
Sb - sport	Wed	Tuesday
So	Wednesday	Wednesday
Tt	Monday	Monday
It	Wed	Wed
Cp	Wed	Wed
PhE	Wed/Thurs	Thurs/Fri
PD	Wed	Wed
FS	Thuday	Tuesday

Year 13

Subject	Week 1	Week 2
Af	Tuesday	Tuesday
Ap	Friday	Friday
Bi	Wed	Wed
Bs/Bu	Monday	Monday
Ch	Wed	Wed
Dr	Mon/Wed/Fri	Mon/Wed/Fri
Fn	Monday	Monday
Ms	Friday	Friday
Gg	Monday	Monday
Hi	Tue/Fri	Wed/Fri
Hs	Monday	Monday
LI	Tues/Wed	Tues/Wed
Lw	Wednesday	Wednesday
Ma	Tuesday	Tuesday
Ph	Wed	Wed
Ps	Thursday	Thursday
Sb - sport	Tuesday	Tuesday
So	Monday	Monday
Tt	Tuesday	Tuesday
Cp	Wed	Wed
PhE	Wed/Thurs	Thurs/Fri
PD	Wed	Wed
FS	Thursday	Tuesday

nan- guy sampson