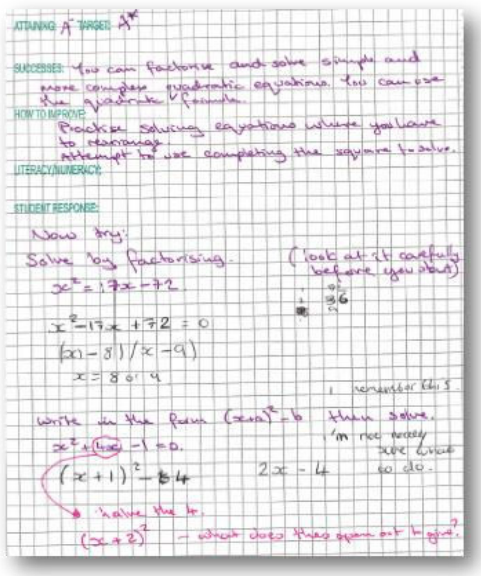
All Saints' Academy Cheltenham

ASSESSMENT, RECORDING AND REPORTING POLICY



2023 - 2024

All Saints' Academy, Vision and Ethos

Our Christian 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 Christian Purpose

Is 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.

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 Christian Ethos

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 end of a Cycle. This data will ensure that all students and parents have a clear knowl- edge of both current attainment and how they are performing in relation to our expectations.

Targets are set for all students when they arrive, and following the completion of baseline assessments in English and Maths. This has been carefully modelled (see appendices) 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 assessments 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 in Appendix 1, which would usually be electronic and based on the Class Map from SIMS). These records will be used by subject teach- ers (ST) to identify where interventions with individuals may be needed and to act accordingly.

In turn, assessment data will be reviewed in SMID by STs in order to track the progress of all students over time and to identify where interventions with groups may be needed. STs would plan interventions, accordingly, with the guidance from the HoF or HoD.

STs will be called upon 3 times per year (at times stated in the Assessment Calendar) to make a judgement of each student's current attainment grade during a data collection window. 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.

Cycle data should be entered in SIMS by STs in collaboration with the HoF/HoD or second in department. Cycle data should be able to provide subject leaders with clear information about the outcomes of assessments.

During each data collection window, STs are expected to have conversations with their students to inform them of their current judgement grades (Key Stage 3) attainment grade (Key 4 & 5) Students also need to know what to do next to improve.

At the end of each data capture HoF/HoD will check that the data collated for their department is complete and accurate. Analysis of this data will be carried out by HoF/HoD and their Seconds in Department. As part of review meetings and year group pastoral reviews HoF/HoD and PL will prepare an action plan that will outline what their focus needs to be to drive improvements going into the subsequent cycle.

SMID will be updated and collated by the Data Manager (DM) following the completion and checking of Cycle data entry. SMID updates will provide PL/AVPs an overview to analyse progress of individual students and student groups across subjects. This will also be used by PL/AVPs to identify where interventions may be needed and to act accordingly.

Key Stage 3

Assessment Overview

In order to assess our curriculum, each subject have devised success criteria which are assessed at the end of each learning cycle. Students' performance is assessed as Exceeding expected levels; Achieving expected levels and Developing expected levels. A student who is Achieving expected levels is able to meet the success criteria for the age-related curriculum (i.e. Year 7 National Curriculum). The curriculum is designed to provide opportunities to exceed expected levels at all stages to ensure that it provides challenge to all. In general, these will be focused on extending breadth or depth of learning and not on teaching content from the next year group. Each subject has applied this model to their curriculum and been standardised to ensure a consistent approach across the Academy.

Measuring Progress

Summative assessments are used following the completion of a learning cycle, as well as at mid-way points of a cycle, to review progress and inform lesson planning. Students are assessed against each of the success criteria according to their ability group. HoF/HoD should use the following table as a guide on how staff should arrive at a judgement for each student in preparation for a data capture. Students and parents are provided with a progress review document at the end of each cycle, via the parent portal, EduLink One. The judgment awarded for progress is cumulative.

	Assessing Skills			Assessing Knowledge		
	Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 2	Cycle 3
Progress Measure	Criteria achieved	Criteria achieved	Criteria achieved	Criteria achieved	Criteria achieved	Criteria achieved
Developing expected progress	1	2-3	4-5	1	2-3	4-5
Achieving expected progress	2	4-5	6-7	2	4-5	6-7
Exceeding expected progress	3	6-7	8-9	3	6-7	8-9

Reporting Progress

The progress review document given to students and parents/carers will also contain effort grades for attitude to learning, independent study tasks (homework) and being Ready to Learn in lessons. Criteria for awarding effort grades in these areas of focus are shared with staff before a data capture and are included in the Assessment Policy for reference.

Furthermore, students will also receive a comment(s) on how to accelerate to make more rapid progress to move from 'developing to achieving' or from 'achieving to exceeding' expected progress. Termly progress reports are shared with students and parents/carers via EduLink One. Student progress reports will contain the judgements awarded from the preceding cycles for each subject. This will highlight where progress is being made or where a student needs to improve if there are concerns.

Subject	Cycle	Teacher	Progress with Skills	Progress with Knowledge	Attitude to Learning	Independent Study	Ready to Learn	How to Improve
Geography	1		Achieving	Achieving				To…
Geography	2		Exceeding	Achieving				To…
Geography	3							

ARR Roles and responsibilities

Pastoral Teams

Year Tutor (YT)

- Review Cycle 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.
- Support students in their tutor groups to review their data and to summarise this in the Student Handbook.

Progress Leader

- Ensure students are informed of progress followingg each data capture.
- Liaise with HoF/HoD, and YTs to support students who are not making expected progress and make contact with home to gain parental support as needed.
- Plan and deliver pastoral interventions for groups of students who are not making the expected progress
- Celebrate and recognise those who are making or exceeding expected progress.

Vice Principal (VP Pastoral)

- Ensure interventions, as necessary, happens at appropriate times of the year.
- Ensure student progress is celebrated at appropriate times of the year.
- Ensure Trustees are provided with timely and accurate Pastoral Review data.

ARR Roles & responsibilities

Subject Teams

Subject Teacher (ST)

- Record and maintain accurate Class Record Sheets in line with department expectations.
- Use Class Record Sheet to inform planning and future assessment.
- Accurately complete data entry for each class in line with the assessment calendar.
- Write annual 'Academic Focus and Academic Review' comments for classes directed by the HoF/HoD.
- Review progress with each student following each Cycle, 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.

HoF/HoD
(supported by Assistant HoD)

- To quality control Cycle data ensuring there is a clear justification for the awarding of grades in all year groups.
- To check the quality of written reports.
- To analyse Cycle data and mock exam data in SMID inorder 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 HoF/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 year team meetings.
- Quality control subject comments on full reports.

AVP for Assessment 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 year.
- To provide support and guidance to HoF/HoD and ST as necessary during and after data collections.
- To maintain an overview of the whole academy assessment profile.
- To report on progress, as needed, to SLT and Trustees.

Marking & Feedback

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. Exercise books and assessment folders will be monitored according to the Academy's monitoring and evaluation calendar. Students should be proud of the work and feedback they contain. SLT/HoF will carry out work scrutiny to ensure the following are adhered to:

- Students should write a title and date each lesson and these should be underlined
- Students should record the learning objective for the lesson
- There should be a range of activities in student books
- There should be no graffiti on the front of books
- Target grades and current attainment should be written clearly on the Progress Sticker

There should be a range of marking and assessment including:

- Marking commentary with How to improve (HTI) comments
- Peer assessment
- Self-assessment
- Marking stamp
- Pink/Yellow highlighter for 'Correct It – Perfect It' marking

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

End-of-Cycle assessments should be securely attached to students' exercise book or assessment folders.

There should be evidence that students have engaged with written feedback 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

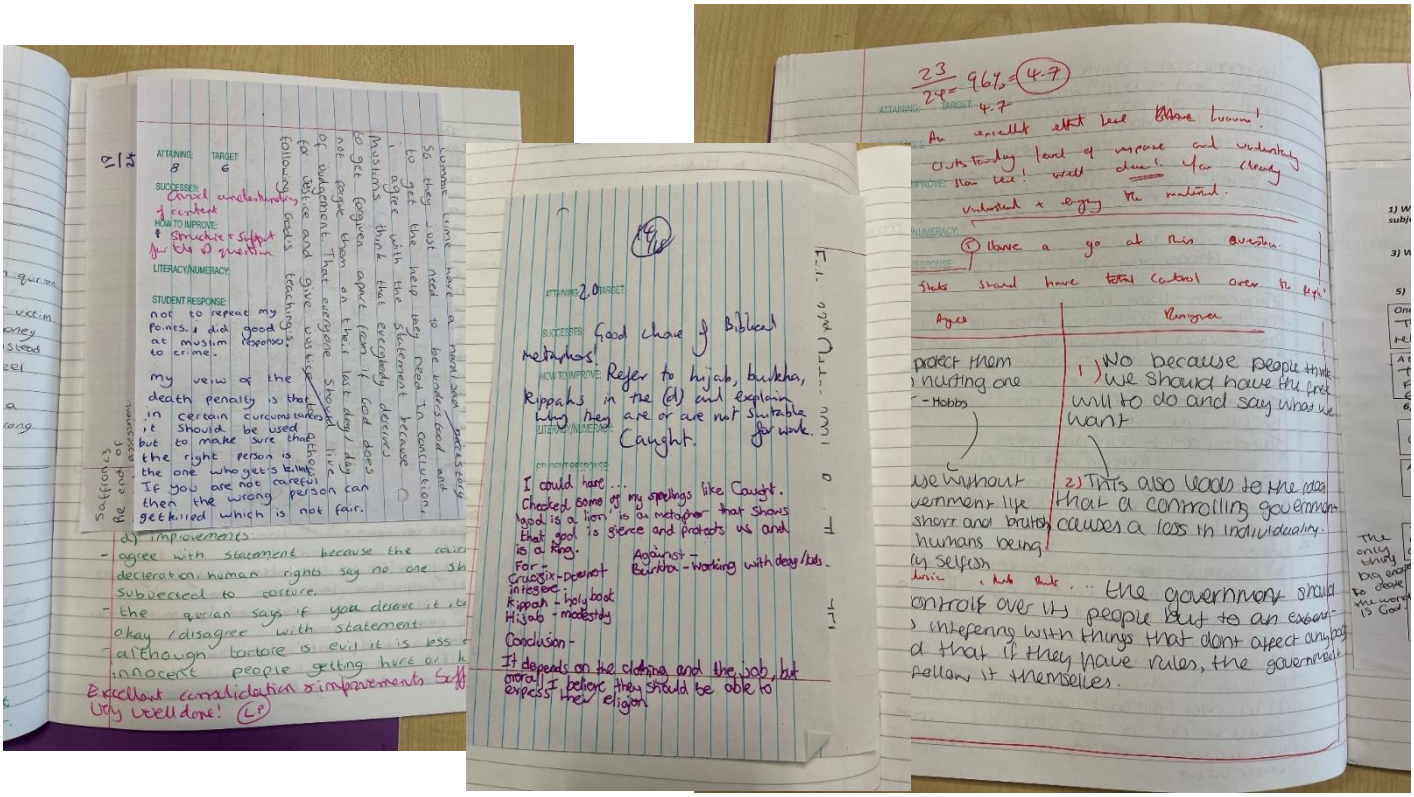
The marking stamp is designed to give students clear information on the level at which they are achieving and specific guidance on how to improve. It should be used at a mid-way point and at the end of each cycle.

Therefore, this would mean that we would expect to see a marking stamp twice during an assessment cycle.

It should be completed fully and students should be given specific areas to work on to ensure progress. There should be evidence that students have actioned these. Students should make informed comments in the 'Student Response' section. Good practice will indicate a current Attitude to Learning (ATL) score alongside target grade and current grade.

Marking & Feedback

Outstanding examples of Marking and Feedback

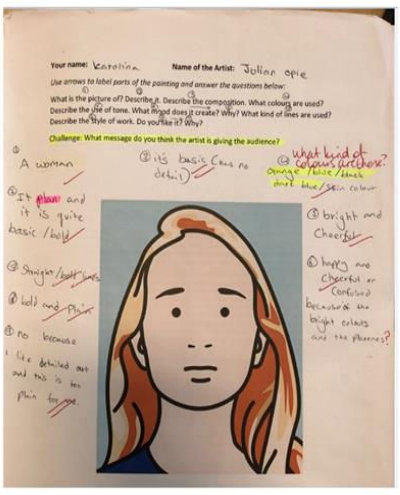


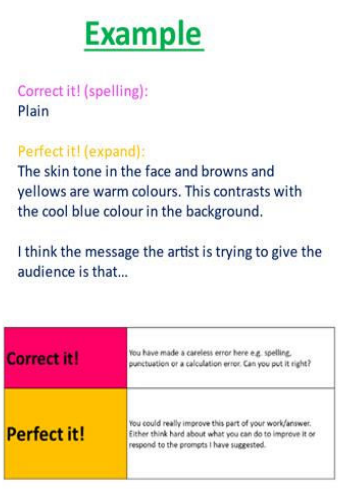
These examples demonstrate effective markingand feedback using the All Saints' Academy marking stamp. These examples clearly show that the assessment process is complete with students engaging with the feedback and writing a 'Student Response 'that develops and improves the assessed piece of work.

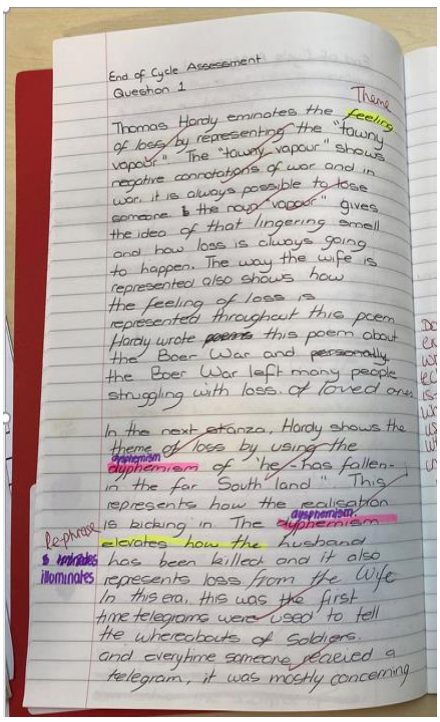
Regular and consistently high quality marking, along with constructive feedback from teaching staff, ensures will ensure that all students will make the very best progress.

Outstanding examples of 'Correct It – Perfect It'

To empower students to correct and improve their work, staff are to use the 'Correct it – Perfect It' highlighter approach to provide quick feedback during lessons or when reviewing a class set of books. This quick feedback will also reduce marking workload. Our consistent approach, across subjects, will ensure that students know how to respond to this.







Home Learning

Homework

Homework away from the classroom is an essential component of the learning journey of our stu- dents. 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.

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.

Homework 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 One and exercise books to ensure that independent study tasks are being set and completed in accordance to the independent study schedule. Monitoring takes place during learning conversations, lesson observations and through work scrutiny.
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.

Cycle Dates and Data Deadlines

Cycle 1 (13 weeks)	
Teaching (11 weeks)	Mon 11th Sept - Fri 1st Dec
Revision and Assessment	Mon 4th Dec - Fri 8th Dec
Consolidate & Extend	Mon 11th Dec - Fri 15th Dec
Cycle Data Entry	Mon 11th Dec - Wed 13th Dec
Data checking (HoF)	Thu 14th Dec - Fri 15th Dec

Cycle 2 (12 weeks)	
Teaching (10 weeks)	Mon 18th Dec - Fri 15th Mar
Revision and Assessment	Mon 18th Mar - Fri 22nd Mar
Consolidate & Extend	Mon 8th Apr - Fri 12th Apr
Cycle Data Entry	Mon 8th Apr - Wed 10th Apr
Data checking (HoF)	Thu 11th Apr - Fri 12th Apr

Cycle 3 (12 weeks)	
Teaching (9 weeks)	Mon 15th Apr - Fri 21st Jun
Revision and Assessment (KS3)	Mon 24th June - Fri 5th July
Consolidate & Extend	Mon 8th July - Fri 19th July
Cycle Data Entry	Mon 8th July - Wed 10th July
Data checking (HoF)	Thu 11th July - Fri 12th July

Cycle 3 (KS3)

KS3 Cycle 3 assessments should include two sections:

Section A
Cycle 3 content (25%)

Section B
Cycles 1 – 2 content (75%)

Cycle 3 (Year 10)

Year 10 Cycle 3 assessments should include either:

- **A whole past exam paper covering all of the Year 10 content**
- **A bespoke exam paper with separate sections linked to Cycles 1 - 3**

Calendar Dates 2023-24

Parents' Evenings	
Year 7	Tue 16th Jan
Year 8	Tue 6th Feb
Year 9	Tue 19th Mar
Year 10	Tue 16th Apr
Year 11	Tue 12th Dec
Year 12 and 13	Tue 27th Feb

Reports	
Year 7	Mon 4th Mar - Fri 15th Mar
Year 8	Mon 22nd Apr - Fri 3rd May
Year 9	Mon 20th May - Fri 7th Jun
Year 10	Mon 29th Jan - Fri 9th Feb
Year 11	Mon 4th Dec - Fri 15th Dec
Year 12 and 13	Mon 8th Jan - Fri 19th Jan
Year 12 UCAS References	Mon 10th Jun - Fri 28th Jun

Mock and EOY Exams	
TERM 1 - Year 11 Mocks E/M/S/RE	Mon 2nd Oct - Wed 4th Oct
TERM 2 - Year 11 Full Mocks 1	Mon 13th Nov - Tue 28th Nov
TERM 2 - Year 13 Full Mocks 1	Mon 20th Nov - Fri 1st Dec
TERM 3 - Year 12 Mocks	Mon 15th Jan - Fri 26th Jan
TERM 4 - Year 11 Full Mocks 2	Mon 4th Mar - Tue 19th Mar
TERM 4 - Year 13 Full Mocks 2	Mon 11th Mar - Fri 22nd Mar
TERM 6 - Year 10 & 12 EOY	Mon 24th Jun - Fri 5th July

Appendices

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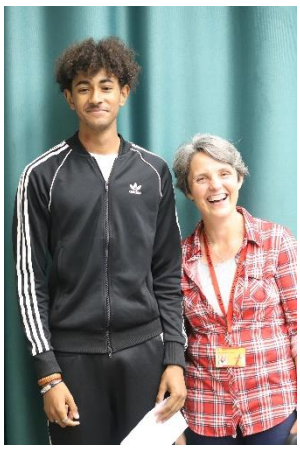
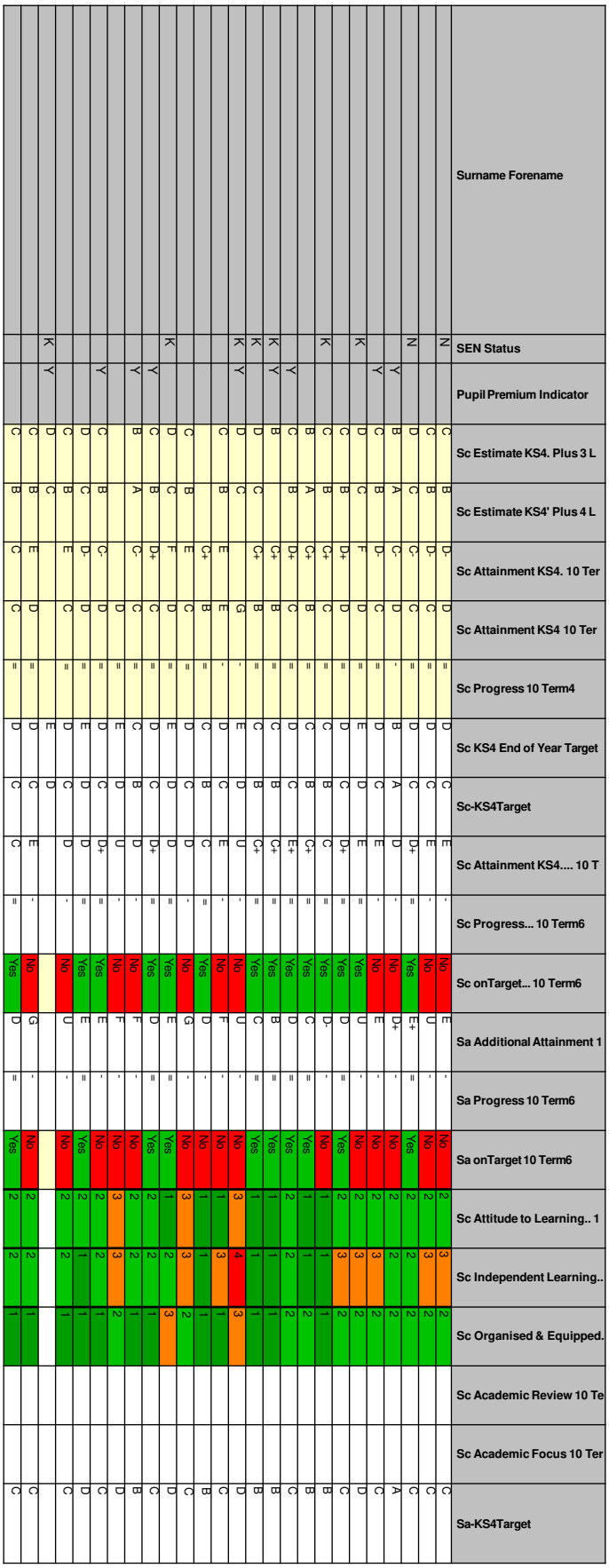


Class Trackers

This spreadsheet is an example of a class record sheet which includes information such as key groups (SEN and PP) as well as assessment data. A class record sheet should be exported from SIMS following the completion of a cycle and added to a teacher class tracker folder.
Following a cycle assessment, it is good practise to annotate a class record sheet to identify any progress concerns and the interventions/actions you will follow-up to address these concerns.

Class trackers should include the following information: seating plans, full SEN information, students who are PP, class record sheets and records of assessments including homework. In addition, there should be a summary of both the short and long-term plans for your classes. This would include schemes of learning and evidence of planning for each cycle.



Reporting Exemplars: Cycle Grade Sheet

Year 10 Student Review

All Saints' Academy Cheltenham

Student Name

Attendance 100.0%

Subject	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Attitude to Learning	Homework Tasks	Organised Equipped	Teacher
English	8.3	9.0			1	2	1	
Mathematics	6.0	7.7			1	1	1	
Biology	6.7	5.0			1	1	1	
Chemistry	7.3	6.3			1	1	1	
Physics	5.7	5.0			1	1	1	
Drama	6.7	6.0			1	1	1	
French	3.0	3.3			1	1	1	
History	6.3	9.0			1			
PE Sport	Merit	Merit			1	1	1	
Religion and Ethics	7.0	7.0			1	1	1	

The section below provides information on the GCSE grading structure, attendance categories and the criteria used for awarding effort grades.

Attainment: ASA grading for national curriculum subjects

GCSE standard														Entry Level								
5.3	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	E3.7	E3.3	E3.0	E2.7	E2.3	E2.0	E1.7	E1.3	E1.0

Students working at GCSE standard will be graded with number grades from 1.0 to 9.0. Students who are working below GCSE standard will be graded as Entry Level with grades from E1.0 to E3.7.

Attendance: The new attendance criteria below is a change from previous years to take into account the current pandemic. It should also be noted that any student who needs to go into isolation will be coded on our attendance registers with the letter X. The X-code does not have any direct negative impact on a student's overall attendance.

Outstanding	96% or above
Good	94% up to 96%
Needs improving	92% up to 94%
Inadequate	Less than 92%

Effort: Attitude to Learning, Homework and private study, Organisation and Equipment

1: Outstanding	Dark Green
2: Good	Green
3: Needs improving	Amber
4: Inadequate	Red

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	B	B	B	Yes	1	1	1	
English Literature	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 %

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
  - The new assessment framework will be used to grade these students (see page 5)
  - E.g. using the new framework 5.0 = low C grade, 5.3 = secure C grade, 5.7 = high C grade
  - 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

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.

Progress Stickers

Progress Stickers are designed to keep students informed of their current grade so that they can then review their progress against their end-of-year target grade or the academic focus target.

These stickers should be stuck on the inside of exercise books and assessment folders. Staff are required to update these stickers at the end of each cycle.

KS3 Progress Sticker

Name

Class

Subject

	Cycle 1	Cycle 2	Cycle 3
KS3 Level			
ATL			
Homework			

KS4 Progress Sticker

Name

Class

Subject

Target grade this year =

	Cycle 1	Cycle 2	Cycle 3
Grade			
Average grade			
ATL			

KS3 – Curriculum Assessment

KEY STAGE 3 GEOGRAPHY - YEAR 7											
Skills											
				When is this taught?			Judgement				
	National Curriculum	Success Criteria		Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Developing	Achieving	Exceeding		
				✓	✓	✓	✓	✓	✓		
	collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes		D								
			A					✓	✓		
			E						✓		
	interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)		D				✓				
			A					✓	✓		
			E						✓		
	communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.		D				✓				
			A					✓	✓		
			E						✓		
Knowledge											
				When is this taught?			Judgement				
	National Curriculum	Success Criteria		Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Developing	Achieving	Exceeding		
				✓	✓	✓	✓	✓	✓		
	extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East		D								
			A					✓	✓		
			E						✓		
	understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia		D				✓				
			A					✓	✓		
			E						✓		
	physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts		D				✓				
			A					✓	✓		
			E						✓		
	human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources		D				✓				
			A					✓	✓		
			E						✓		
	understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems		D				✓				
			A					✓	✓		
			E						✓		
	build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field		D				✓				
			A					✓	✓		
			E						✓		
	interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs		D				✓				
			A					✓	✓		
			E						✓		
	use Geographical Information Systems (GIS) to view, analyse and interpret places and data		D				✓				
			A					✓	✓		
			E						✓		
	use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.		D				✓				
			A					✓	✓		
			E						✓		

The following table provides an example, from Geography, showing how the curriculum is assessed in Year 7. This is a typical model/template that all subjects adopt.

Year 8 and Year 9 follow with the same template to identify where specific skills and knowledge are taught during each cycle at Key Stage 3. The criteria will form the learning objectives linked to the Programme of Study for each subject at Key Stage 3.

Assessment Framework

The tables below shows the expected progress pathways at GCSE for our students at All Saints' Academy. 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.

The pathways here are reviewed annually against the national benchmarks to ensure that we maintain our high standards.

These targets are available to staff in SIMS so that staff they have this information in their class mark sheets. and class maps. At the end of a teaching cycle, and when cycle data is inputted into SIMS, teaching staff will review the end-of-year targets for their Key Stage 4 classes. Target grades should be increased when a student has achieved, or exceeded, their target following a formal assessment. End-of-Year target grades in SIMS should never be lowered.

The KS2 scaled score provides a start point for a student starting in Year 7 or joining the academy mid-year with prior data.

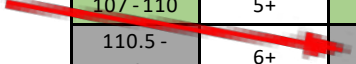
	English	
	End-of-Year Targets	
KS2 Scaled Score	Year 10	Year 11
80 - 80.5	1+	2+
81 - 90.5	2+	3+
91 - 98.5	3+	4+
99 - 104.5	4+	5+
105 - 110	5+	6+
110.5 - 115.5	6+	7+
116 - 120.5	7+	8+

	Maths	
	End-of-Year Targets	
KS2 Scaled Score	Year 10	Year 11
80 - 87.5	1+	2+
88 - 95.5	2+	3+
96 - 101.5	3+	4+
102 - 106.5	4+	5+
107 - 110	5+	6+
110.5 - 113.5	6+	7+
114 - 120.5	7+	8+

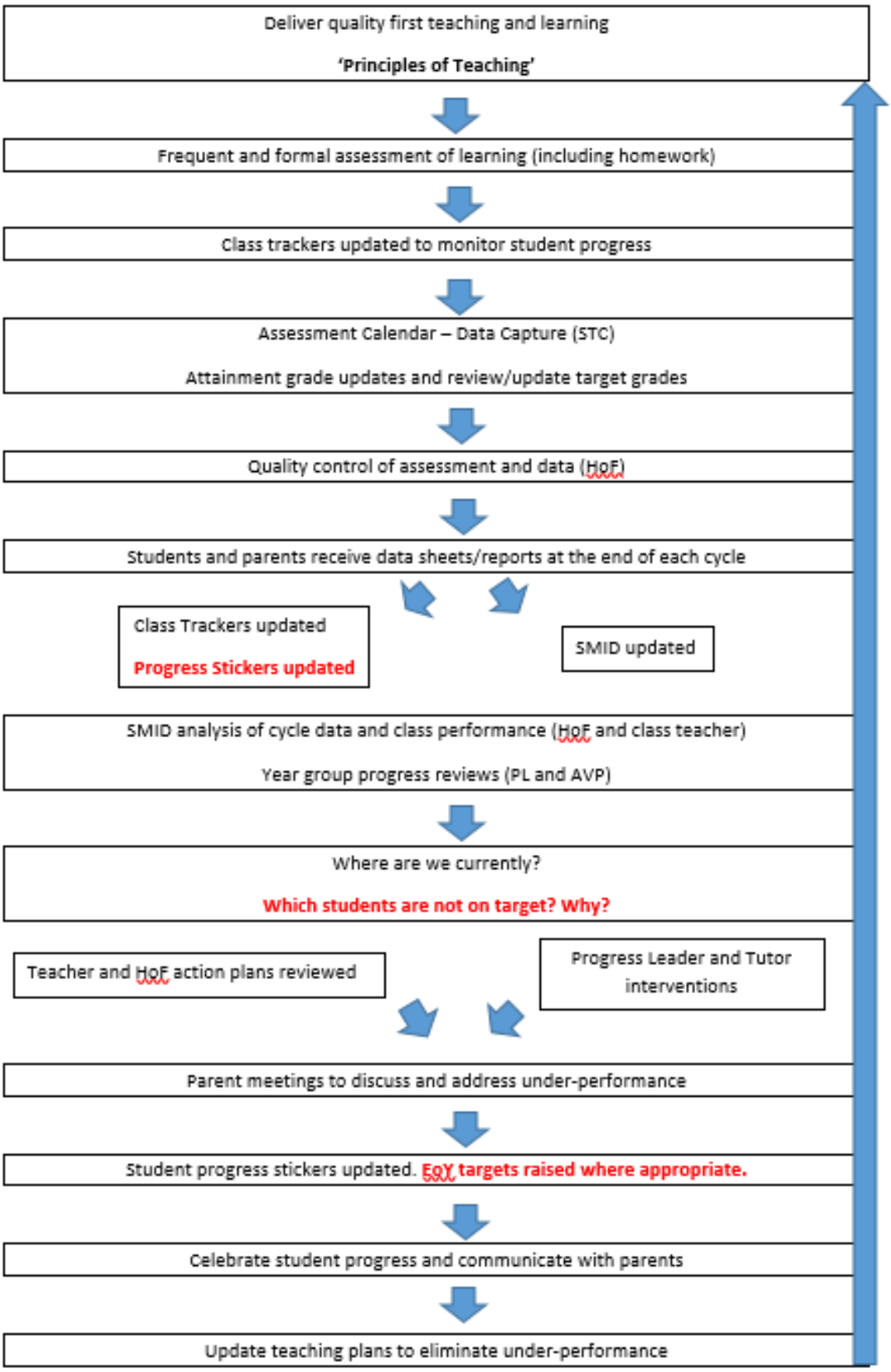
	EBACC	
	End-of-Year Targets	
KS2 Scaled Score	Year 10	Year 11
80 - 87	1+	2+
87.5 - 96.5	2+	3+
97 - 101.5	3+	4+
102 - 106.5	4+	5+
107 - 110	5+	6+
110.5 - 113.5	6+	7+
114 - 120.5	7+	8+

	Open Bucket	
	End-of-Year Targets	
KS2 Scaled Score	Year 10	Year 11
80 - 87.5	1+	2+
88-91.5	2+	3+
92-97.5	3+	4+
100-106.5	4+	5+
107-112.5	5+	6+
113-115.5	6+	7+
116-120.5	7+	8+

The end-of-year expected grade is not capped. The + is used to highlight that this grade is the minimum expected grade.



Raising attainment at All Saints' Academy



Homework Timetable

Year 7

Week 1								
Subject	7C	7D	7G	7S	7T	7W	7Y	
English	Friday	Friday	Thursday	Friday	Friday	Monday	Friday	
Maths	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	
Science	Monday	Monday	Monday	Thursday	Monday	Wednesday	Monday	
RE	Friday	Friday	Friday	Monday	Monday	Wednesday	Thursday	
Geography	Friday	Monday	Monday	Wednesday	Friday	Tuesday	Monday	
History	Thursday	Monday	Monday	Friday	Wednesday	Tuesday	Tuesday	
Art		Monday		Monday		Monday		
MFL	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	
PA			Friday		Tuesday	Wednesday		
Computing	Thursday		Thursday	Wednesday		Thursday		
	7sy/DT1	7sy/DT2	7sy/DT3	7sy/DT4	7cg/DT1	7cg/DT2	7cg/DT3	7cg/DT4
DT		Thursday	Tuesday	Monday		Wenesday	Wednesday	
FOOD	Thursday		Monday	Tuesday	Wednesday			Wednesday

Week 2								
Subject	7C	7D	7G	7S	7T	7W	7Y	
English	Friday	Friday	Thursday	Friday	Friday	Monday	Friday	
Maths	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	
Science	Monday	Monday	Monday	Thursday	Monday	Wednesday	Monday	
RE	Wednesday	Friday	Friday	Monday	N/A	Wednesday	Thursday	
Geography	Friday	Monday	Wednesday	Wednesday	Thursday	Tuesday	Tuesday	
History	Wednesday	Tuesday	Tuesday	Wednesday	Wednesday	Wednesday	Wednesday	
Art	Friday		Friday		Wednesday		Thursday	
MFL	Friday	Friday	Friday	Thursday	Thursday	Thursday	Thursday	
PA	Tuesday	Wednesdsay		Thursday			Wednesday	
Computing		Thursday			Thursday		Friday	
	7sy/DT1	7sy/DT2	7sy/DT3	7sy/DT4	7cg/DT1	7cg/DT2	7cg/DT3	7cg/DT4
DT	Friday				Thursday			Thursday
FOOD		Friday				Thursday	Thursday	

Homework Timetable

Year 8

Week 1								
Subject	8C	8D	8G	8S	8T	8W	8Y	
English	Monday	Thursday	Tuesday	Thursday	Monday	Monday	Monday	
Maths	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	
Science	Tuesday	Wednesday	Thursday	Tuesday	Tuesday	Tuesday	Tuesday	
RE	Friday	N/A	Wednesday	Tuesday	Friday	Wednesday	Monday	
Geography	Thursday	Wednesday	Monday	Monday	Wednesday	Thursday	Friday	
History	Friday	Friday	Wednesday	Thursday	Thursday	Wednesday	Tuesday	
Art		Tuesday	Thursday		Monday			
MFL	Monday	Monday	Monday	Tuesday	Tuesday	Tuesday	Tuesday	
PA		Monday	Monday	Thursday	Wednesday	Tuesday	Wednesday	
Computing	Wednesday	Friday	Tuesday		Wednesday			
	8sy/DT1	8sy/DT2	8sy/DT3	8sy/DT4	8cg/DT1	8cg/DT2	8cg/DT3	8cg/DT4
DT				Thursday	Wednesday	Thursday		
FOOD		Thursday					Wednesday	Thursday

Week 2								
Subject	8C	8D	8G	8S	8T	8W	8Y	
English	Monday	Thursday	Tuesday	Thursday	Monday	Monday	Monday	
Maths	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	
Science	Tuesday	Wednesday	Thursday	Tuesday	Tuesday	Tuesday	Tuesday	
RE	Friday	Tuesday	Wednesday	Monday	Wednesday	Thursday	N/A	
Geography	Friday	Wednesday	Monday	Monday	Monday	Thursday	Friday	
History	Wednesday	Wednesday	Tuesday	Friday	Tuesday	Thursday	Tuesday	
Art	Monday			Tuesday		Tuesday	Friday	
MFL	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	
PA	Tuesday and Wednesday		Wednesday	Wednesday	Wednesday	Monday	Wednesday	
Computing				Wednesday		Friday	Friday	
	8sy/DT1	8sy/DT2	8sy/DT3	8sy/DT4	8cg/DT1	8cg/DT2	8cg/DT3	8cg/DT4
DT	Wednesday	Thursday	Thursday				Wednesday	Thursday
FOOD	Thursday		Wednesday	Thursday	Wednesday	Thursday		

Homework Timetable

Year 9

Week 1								
Subject	9C	9D	9G	9S	9T	9W	9Y	
English	Monday	Monday	Wednesday	Monday	Monday	Monday	Monday	
Maths	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	
Science	Monday	Monday	Monday	Wednesday	Tuesday	Monday	Monday	
RE	Thursday			Monday	Monday	Thursday	Friday	
Geography	Thursday	Friday	Tuesday	Tuesday	Thursday	Monday	Friday	
History	Friday	Thursday	Thursday	Thursday	Tuesday	Wednesday	Wednesday	
Art		Wednesday	Friday	Thursday	Tuesday			
MFL	Tuesday	Tuesday	Tuesday	Wednesday	Wednesday	Wednesday	Wednesday	
PA	Wednesday	Thursday	Monday	Tuesday		Wednesday	Monday	
Computing	Monday	Monday		Wednesday		Monday		
	9cg/DT1	9cg/DT2	9cg/DT3	9cg/DT4	9sy/DT1	9sy/DT2	9sy/DT3	9sy/DT4
DT	Wednesday		Friday		Tuesday			Thursday
FOOD		Friday		Wednesday		Tuesday	Thursday	

Week 2								
Subject	9C	9D	9G	9S	9T	9W	9Y	
English	Monday	Monday	Wednesday	Monday	Monday	Monday	Monday	
Maths	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	
Science	Monday	Monday	Monday	Wednesday	Tuesday	Monday	Monday	
RE	Thursday	Monday	Wednesday	Wednesday	Tuesday	Wednesday	N/A	
Geography	Thursday	Wednesday	Monday	Tuesday	Thursday	Monday	Friday	
History	Friday	Friday	Friday	Thursday	Monday	Monday	Thursday	
Art	Monday					Tuesday	Wednesday	
MFL	Tuesday	Tuesday	Tuesday	Thursday	Thursday	Thursday	Thursday	
PA	Friday	Thursday	Wednesday	Monday	Wednesday	Thursday		
Computing			Tuesday		Friday		Friday	
	9cg/DT1	9cg/DT2	9cg/DT3	9cg/DT4	9sy/DT1	9sy/DT2	9sy/DT3	9sy/DT4
DT		Monday		Tuesday		Tuesday	Wednesday	
FOOD	Tuesday		Monday		Tuesday			Wednesday

Homework Timetable

Year 10

Week 1			
Subject			
English	Tuesday		
Maths	Tuesday		
Science	Monday		
RE	monday		
	10A	10B	10C
Geography	Thursday		Thursday
History	Thursday		Thursday
PE	Monday	Tuesday	
DT	Friday		
Construction		Monday	
Food			Friday
Art	Thursday		
Business		Tuesday	Friday
Spanish		Wednesday	Thursday
Hair & Beauty	Friday		
Drama	Friday		
H&S		Tuesday	
Comp Sci	Thursday		
Film Studies		Monday	
French		Tuesday	
Music	Thursday		

Week 2			
Subject			
English	Tuesday		
Maths	Tuesday		
Science	Monday		
RE	Monday		
	10A	10B	10C
Geography	Thursday		Thursday
History	Thursday		Thursday
PE	Monday	Tuesday	
DT	Friday		
Construction		Monday	
Food			Friday
Art		Monday	
Business		Tuesday	Friday
Spanish		Tuesday	Thursday
Hair & Beauty	Friday		
Drama	Friday		
H&S		Tuesday	
Comp Sci	Friday		
Film Studies		Monday	
French		Thuesday	
Music	Thursday		

Homework Timetable

Year 11

Week 1			
Subject			
English	Friday		
Maths	Wednesday		
Science	Monday		
RE	Tuesday		
	11A	11B	11C
Geography	Tuesday	Thursday	Thursday
History	Tuesday	Thursday	Wednesday
PE	Thursday	Monday	
DT		Thursday	
Construction	Monday		
Food	Monday		
Art			Wednesday
Business			Wednesday
French			
Spanish		Thursday	Friday
Hair & Beauty		Friday	
Drama	Monday	Thursday	Friday
H&S	Tuesday		
Comp Sci	Tuesday		Wednesday
Film	Monday	Friday	
Music		Thursday	

Week 2			
Subject			
English	Friday		
Maths	Wednesday		
Science	Monday		
RE	Monday		
	11A	11B	11C
Geography	Tuesday	Thursday	Thursday
History	Tuesday	Thursday	Wednesday
PE	Friday	Monday	
DT		Thursday	
Construction	Monday		
Food	Monday		
Art	Tuesday		
Business			Wednesday
French			
Spanish		Thursday	Thursday
Hair & Beauty		Friday	
Drama	Monday	Thursday	Friday
H&S	Tuesday		
Comp Sci	Tuesday		Thursday
Film	Monday	Friday	
Music		Thursday	

Homework Timetable

Year 12

Subject	Week 1	Week 2
Biology	Tuesday	Tuesday
Business	Wednesday	Monday
Business (Vocational)	Monday	Monday
Computer Science	Friday	Thursday
Creative Media	Thursday	Thursday
Criminology	Wednesday	Wednesday
Criminology	Friday	Friday
Drama	Monday	Monday
English Lang	Mon/	Mon/
English Lit	Tues/Fri	Tues/Fri
Film Studies	Wednesday	Mon
Fine Art	Friday	Friday
Geography	Wednesday	Wednesday
Health & Social	Wednesday	Wednesday
History	Monday	Monday
Maths	Wednesday	Wednesday
Philosophy & Ethics	Friday	Monday
Photography	Friday	Friday
Physics	Wednesday	Wednesday
Politics	Friday	Friday
Psychology	Monday	Monday
Sociology	Wednesday	Wednesday
Sport BTEC	Tuesday	Tuesday
Travel & Tourism	Tuesday	Wednesday

Year 13

Subject	Week 1	Week 2
Biology	Tuesday	Tuesday
Business (A-Level)	Wednesday	Friday
Chemistry	Monday	Monday
Computer Science	Friday	Friday
Creative Media	Tuesday	Tuesday
Drama	Tuesday	Tuesday
English Language	Fri/Tues	Fri/Tues
English Lit	Mon/ Thurs	Mon/Thurs
Film Studies	Wed/Fri	Wed/ Fri
Fine Art	Monday	Monday
Geography	Monday	Monday
Health & Social	Thursday	Thursday
History	Tuesday	Tuesday
Hosp and Catering	Monday	Monday
Law	Wednesday	Wednesday
Maths	Monday	Monday
Philosophy & Ethics	Wednesday	Wednesday
Photography	Friday	Friday
Physics	Thursday	Thursday
Product Design	Monday	Monday
Psychology	Monday	Monday
Sociology	Thursday	Thursday
Sport BTEC	Tuesday	Friday
Travel & Tourism	Wednesday	Thursday