



# SIR THOMAS RICH'S

## Assessment, Recording and Reporting Policy

**Date Reviewed:** November 2023

**Responsibility:** The School's Senior Management Team (SMT) draws up and implements the Assessment, Recording and Reporting policy. The Trustees' Curriculum and Evaluation Committee reviews the policy and monitors its implementation.

### Contents:

1. Introduction
2. The Nature of Assessment
3. Feedback and Response to Feedback
4. Homework
5. Rewards
6. Record Keeping
7. Target Setting
8. Order Grades
9. Commendations
10. Extended Pupil Absence
11. Monitoring and Tracking
12. Reporting to Parents
13. Self-Evaluation and Quality Assurance
14. Appendices

## 1. Introduction

This policy aims to provide a framework for effective, accurate and informative assessment, recording and reporting in all Key Stages at Sir Thomas Rich's. The School recognises that a wide range of assessment strategies will be appropriate at different times of the school year and in different subjects. In essence, assessment, recording and reporting at Sir Thomas Rich's should:

- a) help pupils and teachers to understand pupils' abilities and achievements and how to improve their attainment;
- b) inform teachers' lesson planning and help them to adopt a personalised approach to pupils' learning;
- c) assist in setting targets for pupils;
- d) provide records to monitor and track attainment and progress, and
- e) provide relevant and accurate information for reporting to parents, teachers, governors and other stakeholders.

## 2. The Nature of Assessment

Each department should have written guidance on assessment, consistent with this whole-school policy, e.g. in medium term plans or schemes of work.

The nature of assessment may be regarded in two ways: summative (assessment **of** learning which summarises what learners know or can do at a particular time) and formative (assessment **for** learning involving the use of feedback on homework, classroom activities and formal and informal assessments to help learners to make progress). Some assessments may fulfil both of these aims.

## 2.1 Summative Assessment

Opportunities for summative assessment are included in the school calendar. There are scheduled examinations for all pupils:

|                         |                |   |                |
|-------------------------|----------------|---|----------------|
| Year 13 Autumn Test     | Year 12        | - | October        |
| Year 12 examinations    | Year 12        | - | November       |
| Trial GCSE examinations | Year 11        | - | January        |
| Trial A2 examinations   | Year 13        | - | February/March |
| Mid-GCSE examinations   | Year 10        | - | April          |
| End of Year examination | Year 7/Year 8  | - | May            |
|                         | Year 9/Year 12 | - | June           |

Other opportunities for summative assessment will be identified in subject schemes of work. The data that the assessment provides should be valid, precise and reliable.

Assessment should be consistent across the cohort. In order to ensure this, departmental guidelines on assessment should define:

- which pieces of work are to be formally assessed;
- when assessment is to take place;
- what skills or knowledge are to be assessed;
- arrangements for the moderation of marking; *and*
- arrangements for standardising work including access to a portfolio of work to ensure standards and rigour are maintained.

### Key Stage 3

Summative assessments should be marked according to the subject-specific criteria which inform the overall levels of attainment.

### Key Stage 4

Summative assessments will relate directly to the requirements and methodologies of the relevant awarding bodies and should be marked according to GCSE marking criteria. Grades will be awarded according to the descriptors in the relevant specifications.

### Key Stage 5

Summative assessments will relate directly to the requirements and methodologies of the relevant awarding bodies and should be marked according to A Level marking criteria. Grades will be awarded according to the descriptors in the relevant specifications.

Whenever possible, summative assessment is also used in a formative way to facilitate learning and progress.

## 2.2 Formative Assessment

Teachers can use formative assessment in lessons and facilitate opportunities for pupils to take ownership of their learning and progress in the following ways (this is not an exhaustive list):

- Routinely sharing learning objectives and expected learning outcomes.
- Helping pupils to understand what they have done well and what they can do to improve. This can be done orally and in written form.
- Sharing specific assessment criteria with pupils and, as appropriate, parents, and making sure these can easily be understood by all.
- Using examples of work to highlight how assessment criteria may be met.
- Showing pupils how to use assessment criteria to improve their own and other's understanding.
- Providing regular opportunities for self and peer assessment.

- Using questioning techniques which encourage discussion, higher-order thinking and provide feedback on current level of understanding.
- Using mini-whiteboards to gain an understanding of pupils' progress and understanding.

It is important that emphasis is placed on the quality of written feedback pupils receive, rather than simply grading or awarding a numerical mark, written feedback should be specific in indicating:

- what is good, in relation to the assessment criteria: what went well (www);
- what needs correction or what aspects require improvement: even better if (ebi);
- briefly, how improvements can be made;
- if appropriate, one or two targets for next time.

Marking may be completed by teachers, pupils or peers; teachers will decide on the appropriate balance. All self and peer-assessment should be completed in green ink so that pupils may easily track where they have gaps in their knowledge or understanding.

Written comments must be legible and understandable to pupils. Pupils should be given opportunities to seek clarification, as necessary.

### **3. Feedback and Response to Feedback**

It is widely acknowledged that timely feedback that is diagnostic, understandable, and acted on provides students with the means to make rapid and sustained progress.

Pupils will regularly receive feedback on work they have completed; feedback may take the form of detailed teacher marking; structured peer and self-assessment; whole-class feedback utilising marking codes or grids. Zonal marking may also be used in which a section of a piece of work is closely marked. Where appropriate, grades are conveyed to pupils to ensure that they know how they are progressing in relation to the targets that they have been set. Research suggests that a mix of these feedback methods is most effective; however, pupils should expect to receive written feedback in exercise books or files at least once during every four weeks of teaching.

In the Sixth Form, all assessments are promptly marked and reviewed; files or exercise books are expected to be maintained diligently by students to support successful A Level preparation and should be available on request to be checked by teachers.

Teachers should encourage pupils to respond to marking and feedback whenever possible to consolidate learning. Opportunities for self-correction, extending and improving assessed work should be provided in lessons and/or set as homework. Discrete opportunities may also be provided during tutor time.

*All pupil responses, e.g. self-correction, peer response and RTF should be completed in green ink in order to signpost learning that has required further consolidation or clarification to pupils and teachers. Written teacher feedback should be completed in red or purple ink.*

After formative and summative assessments, pupils should also be given time to reflect on their progress. Use of pupil reflection sheets after assessments gives pupils opportunities to consider what they are doing well, what they need to do to improve and, most importantly, *how* they are going to improve. Where pupils respond in writing to correct their work or reflect on their progress, this should be completed in green ink.

## 4. Homework

Homework is set by teachers for the following purposes:

- to assess learning and progress;
- to inform lesson planning and teaching;
- to consolidate learning;
- to extend learning beyond the curriculum;
- to increase opportunities for challenge and adaptive learning;
- to improve independent learning skills;
- to develop aptitudes for successful learning e.g. perseverance, resilience, self-discipline, time management, a sense of accomplishment, etc.

Ultimately, the purpose of homework is to inform pupils and teachers of the pupils' next steps in their learning, raise attainment and to instil in pupils a sense of ownership of their learning and progress and pride in their achievements. ***Homework should never be used as a punishment.***

At the start of each academic year, all pupils in Key Stage 3 and Key Stage 4 are issued with a homework timetable that is shared with subject teachers and parents. When setting homework, teachers should adhere to the homework timetable. In Key Stage 5, there is no homework timetable as homework is routinely set.

Teachers should use Satchel One to inform pupils and parents about all homework set, including a description which has sufficient detail for the task to be fully understood. This may be reinforced and explained in lesson time. Discussion of homework does not have to be left to the end of the lesson. If homework is set at the start or elsewhere in a lesson, it will ensure sufficient time is available to answer questions and the homework is more likely to be seen as an important and integral part of the lesson.

### **Key Stage 3**

Pupils should complete approximately 1-1½ hours of homework per night (approximately one homework of 30 minutes per subject per week).

### **Key Stage 4**

Pupils should complete approximately 1½-2 hours of homework per night (1 substantial piece per subject per week).

### **Key Stage 5**

Pupils are expected to complete not less than 3 hours per night or 15 hours per week (at least 45 minutes of homework, per subject, per night).

## 4.1 Coursework

Coursework is a component of some GCSE and A Level specifications. When monitoring pupils' progress and providing feedback, teachers will adhere to the regulations set out by the Joint Council for Qualifications (JCQ) and the relevant examination board.

It is important that pupils' progress towards the completion of coursework is checked at regular intervals. This may require interim deadlines to be set. If a teacher has concerns about a pupil's coursework, they should refer to the Form Tutor and Head of Year at the earliest opportunity (please see paragraphs 4.2 and 4.3).

Teachers should aim to complete all coursework well in advance of the deadlines published by Examination Boards (and usually by the end of the Spring Term) so that pupils have adequate time to prepare for the synoptic examinations and appeal marks given (see [Examinations Suite - Non-Examination Assessment Policy](#) and [Examinations Suite - Internal and External Appeals Procedure Policy \(Examinations\)](#) )

## 4.2 Non-completion of homework

Failure to hand in homework, homework that is persistently handed in after the deadline, is unfinished or falls below the minimum standard expected by the teacher should always be dealt with. Teachers must support pupils by:

- adhering to the homework timetable and using Satchel One to set all homework; setting clear and consistent expectations from the start, i.e. from September;
- informing the Form Tutor and Head of Department if homework is persistently late, incomplete or falls below the minimum standard expected by the teacher;
- facilitating individual support to consolidate understanding e.g. allocation of a peer coach, help from the teacher, attendance at subject-specific consolidation sessions, e.g. Chemistry club;
- placing the pupil in Supervised Homework;
- ensuring the Order grade, especially the Approach to Learning grade, reflects a persistent problem.
- noting additional interventions in Cyclone Concerns

If a pupil is causing problems with completion or handing in of homework, subject teachers can communicate their concerns to the pupils' parents. This can be done by emailing or writing a letter to parents or telephoning home (this should be discussed with the Form Tutor and Head of Year beforehand).

It is helpful if a copy of the email, letter, or a note of the telephone conversation, can be circulated to the pupil's Form Tutor, Head of Year and the relevant member of SLT. The copy will then be placed in the pupil's file in CPOMS for future reference.

## 4.3 Supervised Homework

Each day from 3.30 to 4.15 p.m. Supervised Homework is held in the Learning Resource Centre. A teacher or other adult supervisor is present throughout. Pupils may attend voluntarily or may be directed to attend.

If a student fails to complete and hand in a piece of homework by the deadline or the homework that is produced is persistently late, incomplete or falls below the minimum standard expected by the teacher, their teacher may place the student in Supervised Homework.

The teacher should enter the pupil using the 'Thunder' system. This will automatically send an email/text informing parents. If the work is completed in the interim, the pupil will still be required to attend. This is to emphasise to the pupil the importance of adhering to deadlines and promote effective organisation and time management. Non-attendance at Supervised Homework is followed up by the Form Tutor and Head of Year and is likely to result in further sanctions.

## 5. Rewards

The School recognises the importance that formative and summative assessment has on motivation, perseverance, resilience and independent learning. Teachers can encourage and reward outstanding attainment, progress and effort in the following ways (this is not an exhaustive list):

- Written praise
- Verbal praise
- Merits (using the School's merit system)
- Stickers
- Stamps
- Postcards sent home
- Certificates
- Commendations
- Tommy's Award

## 6. Record keeping

Records of assessments are kept in mark books (electronic or paper). An important purpose of these records is to support the planning of future learning by individual teachers and across the subject. Summative assessments and written reports are recorded in Aim High software. Intervention strategies are recorded in Cyclone Concerns.

Pupils' public examination results are stored automatically in SIMS.

Teachers should ensure that notes of meetings or discussions with pupils/parents are recorded and kept in pupils' school record files (e.g. CPOMS).

## 7. Target Setting

### Key Stage 3

Targets are issued with the publication of the first Order grades in November of Year 7. Pupils are given their end-of-Year Target Levels and these are also reported to parents.

Pupils' Target Levels are based upon Key Stage 2 entry data when available using a similar algorithm to that used by DfE accountability measures. In the absence of these data grammar school test data and/or baseline assessments sat in each subject will be used to estimate an equivalent. The School may also use other baseline tests on occasions Key Stage 2 data is not available (e.g. for cohorts where the Key Stage 2 SATs were cancelled).

Heads of Department, in consultation with colleagues within their Department, use their professional judgment to modify Target Levels based on assessment in the first term.

Parents of Year 7 pupils will receive an explanation of the School's target setting system with the first Order, including the codes for Attainment and Approach to Learning grades and highlighting on reports. Target grades appear on Progress Reports from the Second Order period onwards.

End of year target levels are set at start of Year 8 and Year 9. For most subjects these will be one grade higher than the end of year target for the previous year but there will have been an opportunity for departments to make any necessary adjustments at the end of each year. Flight paths are used for 'traffic light' highlighting. Targets appear on every progress report published in Years 8 and 9.

### Key Stage 4

GCSE Target Grades are issued with the publication of the first Order grades in Year 10. Pupils are given their Target Grade in each subject and these are also reported to parents. Pupils' targets are based upon challenging SMID\* estimates based on a similar methodology to that used in the DfE accountability measures. Heads of Department may amend individual targets, based upon knowledge of pupils through Years 7 to 9, provided there is no overall lowering of the cohort's targets.

## Key Stage 5

Year 12 Target Grades are set based on SMID\* estimates (which use prior attainment at GCSE) along with the judgement of subject teachers who have taught pupils during the early part of the A Level course. Teachers have the opportunity to adjust targets based on assessments sat early in Year 12. A Level Target Grades are set in time for the publication of the November examination results in November.

A Level Target Grades are adjusted upwards in Year 13 if progress in Year 12 justifies this. This will be informed by Year 12 examination results and should correspond closely with the UCAS prediction made in that subject.

\* SMID is a data analysis service used by the School.

## 8. Order Grades

Approximately every nine weeks each pupil is awarded an 'Order' grade for Approach to Learning and attainment in each subject that they study. This is a system internal to the School, designed to be of benefit to staff, pupils and parents. Its purpose is to indicate progress during the Order period hence, for example, highlighting pupils whose standard of work is slipping or whose work has improved.

The grades have the following meanings:-

### 8.1 Approach to Learning:

This covers effort, engagement attitude and behaviour, in homework and in lessons.

The grades are based on what the school believes to be the ten most important elements of behaviour for learning. The grade awarded will be based upon how often a teacher perceives that a pupil has exhibited these behaviours during the Order period.

The qualifiers: Always, Mostly, Sometimes and Rarely are used to complete the following ten statements to describe how the pupil routinely approaches his/her learning:

- ... reflects on and takes responsibility for their progress; actively involved in their learning.
- ... responds to verbal and written feedback from teachers and peers.
- ... experiments with knowledge and skills, understands the value of learning from mistakes.
- ... perseveres with tasks regardless of difficulty.
- ... takes opportunities to deepen learning, e.g. through independent research or questioning.
- ... uses homework as an opportunity to consolidate understanding and apply new and existing knowledge and skills
- ... works productively on their own and with peers.
- ... organised and ready to learn, arriving to lessons on time and with the correct equipment.
- ... has a conscientious approach to meeting deadlines and catches up any work missed due to absence from lessons.
- ... aware of the impact of behaviour on their own learning and that of others, respecting the Classroom Code of Conduct.

Pupils will be awarded codes AI (Always); Mo (Mostly); So (Sometimes) and Ra (Rarely) on their Progress Reports for the AtL grade.

*Teachers must be clear and consistent about the criteria which inform their judgements. Approach to Learning grades should be an accurate reflection of the pupil's engagement and not inflated. It sends mixed messages e.g. telling parents that their child is working well when that is not the case, and proves embarrassing for the teacher later.*

## **8.2 Attainment**

### **Key Stage 3**

At Sir Thomas Rich's we use our own system of Attainment Grades in order to measure the progress and performance of pupils in Key Stage 3. These have been carefully devised by the School and are based on academic research, with input from staff, pupils and parents.

For each year group, there is an ascending scale of grades which are associated with descriptors of a pupil's knowledge and skills of the curriculum in that year. Each descriptor represents a level of knowledge and understanding which is broader and deeper than the descriptor below it. The grades available in Year 7, for example, range from 1 to 5 and the associated generic descriptors for Year 7 can be seen in this table:

*Example - Year 7 Attainment Grades:*

#### **Grade 5 - Mastered**

Pupils demonstrate a deep understanding of the work taught and are able to select from a range of different approaches. They are able to generalise their knowledge and apply it to new areas. They demonstrate a mastery of all skills taught.

#### **Grade 4 - Confident**

Pupils demonstrate a deepening understanding of the work taught and are able to combine different strands of the curriculum. They can select and apply skills and apply most skills correctly.

#### **Grade 3 - Secure**

Pupils demonstrate a secure knowledge and understanding of the work taught and can identify connections between different areas. They can apply most of the skills covered.

#### **Grade 2 - Developing**

Pupils have a basic knowledge and understanding of the work taught and are starting to make simple links. They can apply some skills independently.

#### **Grade 1 - Emerging**

Pupils can recall basic facts from the work taught. They are aware of the skills needed and are beginning to use these in some areas with support.

Grades awarded before the end of the year are only judged against content covered up to that point so a grade 5 could still be awarded in Order 1. However, for most pupils, the expectation would be that there would be some improvement over the year as ideas and metacognitive techniques are reinforced (even in topic based subjects).

The changes to the numbers used in Year 8 and Year 9 reflect the increasing demand of the curricula content. So in Year 8, the range of grades awarded will be 2 to 6 and, in Year 9, the range of grades awarded will be 3 to 7.

Targets in Years 8 and 9 will usually be one grade above that of the previous year but these can be adjusted by subject teachers following the final Order grade during the previous year (i.e. by the previous year's subject teacher). Some departments may choose to use GCSE grades from either the start or part way through Year 9 to measure attainment.

### **Key Stage 4**

In Years 10 and 11, the Attainment grades indicate the standard of work over that Order period related to GCSE grades. Common sense is necessary, e.g. extrapolation where a topic currently being studied is fairly rudimentary. This is not a prediction; it is a professional judgement of the standard of the previous weeks' work. The aim is to give pupils and parents an objective view of progress which will help them to appreciate and understand the current standard of their work.



The grade, therefore, will be informed by evidence accrued from a mixture of formative assessment, e.g. homework, and summative assessment e.g. class tests. Therefore, from the start of Year 10, grades 9, 8, 7, 6 etc. can be awarded for attainment in GCSE subjects.

### **Key Stage 5**

In Years 12 and 13, the attainment grades equate to the A Level grade to which each pupil's work corresponds over that Order period. As with Years 10 and 11, professional judgement is necessary as the grade is not a prediction, it merely reflects the quality of work over that Order period and the grade will be informed by evidence accrued from a mixture of formative assessment, e.g. homework, and summative assessment, e.g. class tests. Therefore, from the start of Year 12, grades A\*, A, B, C, D, E can be awarded for attainment.

## **9. Commendations**

Certificates for commendations are awarded, with Reports, at the end of each Order period (usually at the end of each half and full term). These are also recorded on full written reports to parents. For further details, see the *Rewards Policy*

## **10. Extended Pupil Absence**

If a pupil has been absent for a significant length of time (normally 50% or more of an Order period), the Form Tutor will discuss with the relevant senior member of staff (Key Stage 3 and Key Stage 4: Mr P. Daniell, Key Stage 5: Mr A. Williams) whether it is appropriate for Order grades to be given.

Subject teachers are expected to give Order grades to all pupils unless extended absence has led to a contrary decision being made by the Form Tutor with senior staff.

## **11. Monitoring and Tracking**

Order grades are completed by subject teachers by the deadline published on the school calendar. Subsequently, each Department will hold a meeting to:

- review actions taken in the previous Order periods to raise pupils' engagement and attainment;
- discuss pupils causing concern and devise intervention strategies to raise engagement and attainment e.g. attendance at focus group, extra tuition, use of supervised homework, assignment of a peer coach;
- record these in a database (Cyclone Concerns).

After each Order, Form Tutors and Heads of Year will analyse grades, talk to individual pupils, commend those who have done well and take appropriate action where a pupil's grades cause concern.

After a sufficient amount of time for this review process, pastoral meetings are held. The dates for these will appear in the calendar. At these meetings, Form Tutors and Heads of Year:

- review actions taken in the previous Order period to raise pupils' engagement and attainment;
- review the current concerns of subject teachers;
- discuss and review pupils causing concern on a pastoral level and agree action points, e.g. discussion with the pupil and the relevant teacher(s), placing pupil on daily report meet with or write to parents, involvement of other agencies.

## 12. Reporting to Parents

Order grade reports are made available to all parents through Parent Gateway on the School's website at the end of each Order period.

In addition, full reports that include comments from each subject teacher are made available to parents through Parent Gateway for Years 7-10. For Years 11-13, there is an extra Parents' Consultation Evening instead of a Full Report although Year 11 also receive an Examination Report following the Trial Examinations which include a summary comment from their Form Teacher. The schedule for the publication of reports is as follows:

|                 |                                                                                                                                                                                                                                                                          |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AUTUMN 1</b> | <ul style="list-style-type: none"> <li>Years 8, 9, 11 and 13 receive a First Order progress report.</li> </ul>                                                                                                                                                           |
| <b>AUTUMN 2</b> | <ul style="list-style-type: none"> <li>Years 7 and 10 receive First Order progress reports.</li> <li>Years 8, 9, 11 and 13 receive Second Order progress reports.</li> <li>Year 12 receive a First Order and Examination summary after November Examinations.</li> </ul> |
| <b>SPRING 1</b> | <ul style="list-style-type: none"> <li>Year 11 receive examination grades (Order 3) in an Examination Report.</li> <li>Years 7 and 12 receive Second Order progress reports.</li> <li>Year 13 receive Third Order progress reports.</li> </ul>                           |
| <b>SPRING 2</b> | <ul style="list-style-type: none"> <li>Years 8 and 9 receive Third Order progress reports.</li> <li>Years 11 receive Fourth Order progress reports.</li> <li>Year 13 receive an examination summary after the A Level Trial Examinations.</li> </ul>                     |
| <b>SUMMER 1</b> | <ul style="list-style-type: none"> <li>Year 12 receive Third Order progress reports.</li> <li>Year 7 receive Full Reports.</li> <li>Year 10 receive an examination summary (Order 3) after the Year 10 Examinations.</li> </ul>                                          |
| <b>SUMMER 2</b> | <ul style="list-style-type: none"> <li>Years 7, 9 and 10 receive Fourth Order progress reports.</li> <li>Year 12 receive an examination summary after the End of Year 12 Examinations.</li> <li>Years 8 receive Full Reports including Order 4.</li> </ul>               |

Reports are an important means of communicating pupils' progress to parents and these are all published on Parent Gateway. Two-way communication is sustained by email, Parent Gateway and through parents' consultation evenings. These are held in:

|           |   |                                                     |
|-----------|---|-----------------------------------------------------|
| September | - | Informal Year 7                                     |
| November  | - | Year 11 and Year 12 first consultation evening      |
| December  | - | Year 13 first consultation                          |
| January   | - | Year 7 consultation                                 |
| February  | - | Year 9 consultation and Year 11 second consultation |
| March     | - | Year 8 and Year 13 second consultation              |
| May       | - | Year 10 consultation                                |
| June      | - | Year 9 focused consultation                         |
| July      | - | Year 12 second consultation                         |

An online appointment system is used for parents' evenings and parents' evenings may take place virtually through video meetings. Pupils in all Years are invited to attend the evenings with their parents.

## 13. Self-Evaluation and Quality Assurance

It is the responsibility of Heads of Departments to ensure that their departmental assessment procedures are kept up-to-date and are fit for purpose. This includes maintaining an overview of assessment and feedback within their department to ensure consistency of approach, in line with this policy.

Heads of Department, Heads of Year and the SLT monitor Order grades and internal and external examination results and follow up any problems, both in terms of pupils' progress and inconsistent results.

The School has calendared *work sampling* days during which a random sample of books from a designated Year Group are collected. Senior Leaders, Heads of Department and respective Heads of Year are invited to review these and the process is also open to all staff. In addition, Senior Leaders will conduct pupil focus groups during some of these events to capture information about work which is completed but not recorded in exercise books or files e.g. work completed through online platforms.

Following the *work sampling* events, identified strengths, areas requiring development and action points are summarised by the Assistant Headteacher with responsibility for Learning and Teaching and shared with teaching staff. CPD needs are identified, where relevant, and may be included in future INSET planning.

Senior Leaders and Heads of Department will conduct learning walks to check on the implementation of the recommendations identified in the *work sampling*.

A system of lesson observations, whereby all teachers are observed during the school year, includes judgements on the quality and frequency of formative and summative assessment.

## 14. Appendices

### Appendix 1 – Approach to Learning

|                     |                                                                                                                          |
|---------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Always...</b>    | ... reflects on and takes responsibility for their progress; actively involved in their learning.                        |
| <b>Mostly...</b>    | ... responds to verbal and written feedback from teachers and peers.                                                     |
|                     | ... experiments with new and existing knowledge and skills, understands the value of learning from mistakes.             |
| <b>Sometimes...</b> | ... perseveres with tasks regardless of difficulty.                                                                      |
| <b>Rarely...</b>    | ... takes opportunities to deepen learning, e.g. through independent research or questioning.                            |
|                     | ... uses homework as an opportunity to consolidate understanding and apply new and existing knowledge and skills.        |
|                     | ... works productively on their own and with peers.                                                                      |
|                     | ... organised and ready to learn, arriving to lessons on time and with the correct equipment.                            |
|                     | ... has a conscientious approach to meeting deadlines and catches up any work missed due to absence from lessons.        |
|                     | ... aware of the impact of behaviour on their own learning and that of others, respecting the Classroom Code of Conduct. |

### Appendix 2 – Approach to Learning

| Y7<br>Grade | Y8<br>Grade | Y9<br>Grade | Descriptor                                                                                                                                                                                                                                                       |
|-------------|-------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5           | 6           | 7           | <b>Mastered:</b> Pupils demonstrate a deep understanding of the work taught and are able to select from a range of different approaches. They are able to generalise their knowledge and apply it to new areas. They demonstrate a mastery of all skills taught. |
| 4           | 5           | 6           | <b>Confident:</b> Pupils demonstrate a deepening understanding of the work taught and are able to combine different strands of the curriculum. They can select and apply skills and apply most skills correctly.                                                 |
| 3           | 4           | 5           | <b>Secure:</b> Pupils demonstrate a secure knowledge and understanding of the work taught and can identify connections between different areas. They can apply most of the skills covered.                                                                       |
| 2           | 3           | 4           | <b>Developing:</b> Pupils have a basic knowledge and understanding of the work taught and are starting to make simple links. They can apply some skills independently.                                                                                           |
| 1           | 2           | 3           | <b>Emerging:</b> Pupils can recall basic facts from the work taught. They are aware of the skills needed and are beginning to use these in some areas with support.                                                                                              |