**Assessment and Reports**

The word ‘assessment’ comes from the Latin meaning ‘to sit alongside’ and Dylan Wiliam states, ‘the most effective way to consider progress is to look at pupils’ work and have discussions with them over time’. We have reviewed our assessment and reporting systems and have now designed a system which is meaningful for all our stakeholders, links to our curriculum design and where assessment truly ‘sits alongside’ what we are doing in the classroom.

Core knowledge is at the heart of our curriculum. It includes the best of what has been thought and said and our starting point was *what would we be embarrassed if our students did not know*. It is essential that we check our students have grasped this core knowledge and can retain it so that they have a rich background knowledge. However, we also need to check that they have the skills to apply this knowledge. By designing an assessment system where these two dovetail, we will ensure that our students are prepared for their next steps. It is a system which allows our teachers to gain insight into what students know, understand and can do as a result of what they have been taught.

**Assessment**

There are a number of ways in which our students are assessed:

Do Now: every lesson starts with a Do Now which tests the retrieval of the core knowledge that they are learning in class and at home through their Knowledge Organiser.

Targeted questions: questioning is a key part of every lesson and allows the teacher to quickly identify gaps in knowledge and re-teach.

Green sheets and purple sheets: teachers will look at students’ work on a regular basis and will give feedback using green and purple sheets. Green sheets will be used during the teaching of a topic and purple sheets will be used at the end of a topic. The purpose of the green sheet is for teacher to gauge the students’ understanding of the topic and to re-teach any misconceptions. The purple sheets are specific feedback to individual students and are usually completed at the end of a unit of work.

Assessment weeks: there will be two assessment weeks for years 7 – 10 (Feb and June). There will be two PPEs for year 11 (Nov and Feb).

For years 7 – 9: the assessment weeks will test the retention of core knowledge. Each assessment will incorporate the core knowledge that students will have learnt. Therefore the February assessment will contain questions from core knowledge learnt in September to January. In June the assessment will cover Sept to May.

For years 10 -11: the assessment weeks will be linked to GCSE papers.

There will be a mastery week built into the school calendar following these assessment weeks where students will have the opportunity to fill any gaps in their knowledge.

**Reporting to Parents:**

Student reports are sent out via SIMS parent. We strongly encourage you to download this app and register so that you can access the reports. If you experience any problems, please do contact the school office.

Report 1:

We feel that it is important for you to know how your child has settled back into school life, to understand their work ethic and motivation to learn. Therefore, our first set of reports for all students will go live before the October half term. This report is for all year groups and will give you the *Attitude to Learning* grades for each subject that your child studies.

The criteria for each *Attitude to Learning* is as follows:

1. Highly

Your child is highly motivated to succeed; attends well, is punctual, organised and extremely focussed in lessons. They take responsibility for their own learning; always meet deadlines and consistently go above and beyond what is expected when completing independent work. They are a reflective learner who responds positively to feedback and acts on advice in order to make progress.

2. Engaged

Your child is motivated to succeed; attends well, is punctual, organised and focussed in lessons. With instruction and guidance, they complete tasks and meet all deadlines. They act on feedback to make progress and show a desire to improve.

3. Passive

Your child is sometimes motivated to succeed and occasionally shows interest towards their learning. Their classwork/homework may be incomplete or lack detail. They listen to teachers and other students, but don't always volunteer answers unless directly asked. They sometimes act on feedback to learn from their mistakes but may not ask for help when they don't understand.

4. Disengaged

Your child is rarely motivated to succeed; their progress may be affected by poor attendance, punctuality and lack of equipment. They are unable to work independently and easily distracted when learning. They do not meet deadlines and fail to hand in homework. They often lack resilience; not acting on feedback or trying to improve their work.

The report will also give you their most up to date reading age. Reading is incredibly important and we will be testing all students on a termly basis to monitor their reading age

Reports 2 and 3

These will come after the assessment weeks and will report on the progress students are making as the year progresses.

**Parents’ Evenings**

Every parent will be invited to a parents’ evening during the academic year. These meetings are full of useful information about student progress and aid communication between teachers and parents to ensure that we are working together to support progress.