

ASSESSMENT RECORDING AND REPORTING ARRANGEMENTS



“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Begin Here Go Anywhere

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

ASSESSMENT RECORDING AND REPORTING ARRANGEMENTS

This policy has been written for the Senior School Only

Author: J Davis/ K Ryce	Receiver: Teaching staff
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Rationale

The purposes of assessment

- To give information
 - To the teacher and student about the student's performance.
 - To parents on a child's progress.
 - To the teachers about his/her teaching strategies and their effectiveness.
- To identify underachievement and improve standards.
- To recognise achievement and so motivate students and develop self-worth
- To inform personal targets.

Responsibilities

The following sets out the responsibilities of individuals to ensure successful implementation of the assessment policy.

• Subject Teacher

- To teach according to the scheme of work that will include formative and summative assessment opportunities.
- To ensure that a variety of assessment contexts are used and students are aware of the assessment criteria.
- To keep records of students' marks and summative assessments. (See Recording Policy)
- To apply assessment criteria consistently.
- To mark in accordance with the Departmental and/or School Marking Policy.
- To review assessments with students.
- To provide effective feedback to students on their progress.
- To review and set personal targets.

• Head of Department

The Head of Department, in consultation with members of the department should:

- Determine what is to be taught in each year group.

- Establish student performance criteria with reference to skills, knowledge and effort (what it is expected of students if they are to achieve a certain mark or grade), which is in line with School Policy.
 - Ensure a wide variety of contexts are used for assessment (as outlined above) e.g. essays, short and long answer written responses, tests, examinations, oral work, observations and practical work.
 - Award students' marks or grades in line with Departmental Policy.
 - Use assessment outcomes to evaluate the effectiveness of teaching and learning in order to plan future strategies.
 - Provide opportunities for student self and peer assessment.
 - To review assessments with students where appropriate.
 - To identify students working above or below target and use intervention strategies to support their progress.
- **Heads of Departments, Tutors, Heads of Year and Heads of Boarding**
 - To review studies grades and internal school examination results and to liaise with subject teachers with regard to follow up actions.
 - The Head of Year after consultation with the Head of Boarding produces an action plan of follow up needed, copies of which are to be given to the Deputy Heads (Pastoral/Curriculum) and Assistant Heads .

Assessment Contexts

Assessments should be based on objective evidence. The majority of these should be formative so that areas for development can be identified and students can be given guidance for improvement. As outlined above, there should be a variety of assessment opportunities, e.g. essays, short and long answer written responses, tests, school examinations, oral work, observations and practical work.

At specific times, there will be summative assessments to allow the recording and reporting of overall attainment. (Studies Grades, School Examinations, End of Year Review.)

School Examinations

Tests are routinely set in lessons during the year to assess knowledge and understanding. In Years 7 to 10, each Year group will have formal examinations towards the end of the academic year. In Year 11, students will have Mock GCSE examinations in November. Students in Years 12 will have Internal Assessments week commencing in October, January and June. Years 13 will have Mock examinations weeks in February.

School tests and examinations will be recorded as a percentage and given an attainment grade based on the categories as set out in Appendix 1.

Public Examinations

Key Stage 4 assessment is in the form of GCSE examinations, which are taken in May and June in Year 11. Students in Years 10 and 11 must complete coursework assignments/controlled assignments in some subjects, which are assessed as part of the requirement for some GCSE courses. The coursework is assessed according to the requirements specified by the Examination Boards. Details can be found in the 'GCSE Options' handbook.

A-level modules take place in May/June, for modular A-levels only. Decisions as to when students take module examinations are at the discretion of the Head of Department in consultation with the Senior Deputy Head if needed.

Studies Grades

- **These will be reported at appropriate times in the year as set out in the Reporting Policy.**
- **In Years 7 to 13 they will be recorded as:**

A number grade for each of the following categories:

- Attitude to Learning in class (see guidance notes)
- Attitude to Learning out of class (see guidance notes)

A letter denoting attainment grade (see guidance notes) for Years 7/8

A number denoting attainment grade on the 9-1 scale for Years 9/10/11

A number denoting attainment grade on the A level scale of U-A for Years 12

A number denoting attainment grade on the A level scale of U-A* for Year 13

- **Heads of Department will consult Studies Grades data provided by the Data Coordinator.**
- **Subject teachers, Heads of Department, Tutors and Heads of Year and Heads of Boarding will review Studies Grades assessment data.**

- Follow up action

- a) A letter/ email home:

- to students who have outstanding achievement.

- to students who have shown a significant improvement in their grades.

- b. Headmaster's Academic Lunches and Dinners that reward high achievers and those that made significant improvement.

- c. Students achieving poor grades or students who are underachieving will be interviewed by the Head of Year who will decide on the most appropriate strategy (with the involvement of a Deputy Head/ Assistant Head as necessary). Parents will be informed.

- d. Teachers awarding students a 1 or 2 for Attitude to Learning must inform the HoD and Form Tutor as explained in Appendix 2.

- **Rewards/Merits**

These will be awarded in accordance with the Positive Behaviour and Relationships Policy.

- **Monitoring of the Policy**

- The policy will be monitored by Heads of Department to ensure grades are being applied consistently. The Deputy and Assistant Heads will monitor the implementation of the policy by sampling students' work, analysing patterns of grade distribution across departments and monitoring the follow up actions of the Heads of Year/ Heads of Department.

- **Links to other policies**

- Recording and Reporting Policy
- Marking and Feedback Policy
- Positive Behaviour and Relationships Policy

Review

Policy reviewed annually by the Academic Assistant Head and Senior Deputy Head.
This policy was last reviewed in September 2024. Next review: September 2025.

Appendix 1

Categories for Attainment

Students are awarded attainment grades as outlined below:

Year 13

A letter grade (A* to E) is recorded which corresponds to the CURRENT standard of attainment in relation to the A-level – *split grades can also be awarded*. It is not a predicted grade and this should be made clear to students and parents.

Year 12

A letter grade (A to E) is recorded which corresponds to the CURRENT standard of attainment in relation to the A-level – *split grades can also be awarded*. It is not a predicted grade and this should be made clear to students and parents.

Key Stage 4 (Years 9, 10 and 11)

A number grade (9-1) is recorded.
Studies Grades indicate that a student is:

Currently working at the level required by a student who would be expected to achieve the GCSE grade shown, if continued progress is made.

It is not a predicted grade and this should be made clear to students and parents.

EAL and Games will use the following criteria:

Attainment Grades for EAL		Attainment Grades for Games	
C2	Proficient	A	Well above the expected standard
C1	Advanced	B	Above the expected standard
B2	Intermediate	C	Meeting the expected standard
B1	Pre-Intermediate	D	Below the expected standard
A2	Elementary	E	Well below the expected standard
A1	Beginner		
Pre A1	Pre-Beginner		

Studies grades for Non GCSE subjects at Key Stage 4, e.g. PE and Games are currently under review.

Key Stage 3 (Years 7 to 8)

- A Mastering their learning at year 7 (8) level
- B Extending their learning at year 7 (8) level
- C Securing their learning at Year 7 (8) level
- D Developing their learning at Year 7(8) level
- E Beginning to learn at Year 7(8) level

Mastering A	You display a deep understanding and expertise in the subject, demonstrating all of the key descriptors within the subject at Year 7/8 level. You can extend and apply your ideas effectively and demonstrate extended thinking beyond what is expected at this stage, mastering your learning.
Extending B	You demonstrate independently almost all of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject at Year 7/8 level. You link and relate ideas effectively and consistently employ independent strategies for thinking and reasoning, extending your learning.
Securing C	You are able to demonstrate independently many of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject at Year 7/8 level. You can link and relate ideas with increasing competence and demonstrate independence of thought, securing your learning.
Developing D	Your knowledge, understanding and skills are developing well within the subject at Year 7/8 level. You are demonstrating independently an increasing number of the key descriptors that reflect the expected standard at this stage. You are starting to link ideas and demonstrate increasing independence in your thinking.
Beginning E	You are beginning to demonstrate some of the key descriptors that reflect the expected standard for knowledge, understanding and skills within the subject at Year 7/8 level. You can recall and reproduce ideas.

EAL will use the following criteria:

Attainment Grades for EAL	
C2	Proficient
C1	Advanced
B2	Intermediate
B1	Pre-Intermediate
A2	Elementary
A1	Beginner
Pre A1	Pre-Beginner

Criteria for Attitude to Learning in Class

- The starting point for all students should be the **Satisfactory** column

Then, to be awarded:

- ‘Consistently good’ or ‘Inconsistent’**, students must fulfil at least **three out of the five** respective criteria.
- ‘Outstanding’**, students must fulfil **all of the criteria for ‘Consistent’ plus at least three of the ‘Outstanding’ criteria.**
- ‘Cause for Concern’**, students must fulfil **all of the criteria for ‘Inconsistent’ plus at least three of the ‘Cause for Concern’ criteria.**

Outstanding = 5	Consistently Good = 4	Satisfactory = 3	Inconsistent = 2	Cause for Concern = 1
Behaviour in lessons is exemplary, generating an infectious enthusiasm for learning.	Behaviour in lessons is of a consistently high standard, enabling a purposeful working atmosphere.	Behaviour in lessons is usually of a good standard, contributing to a satisfactory working atmosphere.	Behaviour in lessons is inconsistent and can sometimes disturb the flow of the lesson.	Behaviour regularly interrupts the flow of the lesson, therefore impacting negatively on the learning of others.
The pupil is proactive in making positive contributions to lessons.	Always participates constructively in group work and class discussion.	Usually participates constructively in group work and class discussion, although may require prompting.	Makes little contribution to the lesson and/or contributions are not always constructive.	Contributions to lessons are often not appropriate.
High levels of commitment are shown to learning.	Set work is always completed to the best of their ability.	Set work is usually completed to the best of their ability.	Work is often not completed to the best of their ability.	Work is rarely completed to the best of their ability.

There is the ability to work independently, taking responsibility for their own learning.	Instructions are carefully followed and the pupil is fully engaged in lessons.	Usually follows instructions in lessons and remains on task.	Instructions are not always followed promptly and reminders are needed to stay on task.	Demonstrates little ability to work without supervision.
The presentation of work is always of a very high standard.	Care and pride are always taken in the presentation of work.	Care and pride are usually taken in the presentation of work.	Care and pride are often not shown in the presentation of work.	Care and pride are rarely shown in the presentation of work.

Criteria for Attitude to Learning Out of Class

- The starting point for all students should be the **Satisfactory** column

Then, to be awarded:

- ‘Consistently good’ or ‘Inconsistent’**, students must fulfil at least **three out of the five** respective criteria.
- ‘Outstanding’**, students must fulfil **all of the criteria for ‘Consistent’ plus at least three of the ‘Outstanding’ criteria.**
- ‘Cause for Concern’**, students must fulfil **all of the criteria for ‘Inconsistent’ plus at least three of the ‘Cause for Concern’ criteria.**

Outstanding = 5	Consistently Good = 4	Satisfactory = 3	Inconsistent = 2	Cause for Concern = 1
Will always ask for help <i>before the lesson</i> when completing prep, if in difficulty.	Generally asks for help <i>before the lesson</i> when completing prep, if in difficulty.	Seeks help, when necessary, to help complete prep to the best of their ability.	Very occasionally might ask for help with prep when in difficulty.	Never asks for help with prep when in difficulty and does not follow up work.
High levels of initiative are shown in responding to the tasks.	Prep tasks are always tackled thoroughly.	Usually attempts <i>all</i> of the tasks set for prep.	Often, prep handed in is incomplete.	Prep tasks are rarely tackled appropriately.
High levels of commitment are shown to completing tasks.	Prep is always completed to the best of their ability.	Prep is usually completed to the best of their ability.	Prep is not always completed to the best of their ability.	Prep is rarely completed to the best of their ability.

	Prep is always handed in on time.	Prep is usually handed in on time, unless there is a valid reason.	Prep is not always handed in on time, with no valid reason.	Prep is rarely handed in on time.
The presentation of work is always of a very high standard.	Care and pride are always taken in the presentation of work.	Care and pride are taken in the presentation of satisfactory work.	Care and pride are often not shown in the presentation of work.	Care and pride are rarely shown in the presentation of work.

Appendix 2 Guidance for Teachers on Follow up to Studies Grades (Assessment Policy)

Studies Grades – Analysis Requirements and Guidance

The purpose of this document is to provide guidance to Heads of Year, Heads of Department, tutors and subject teachers on how best to utilise Studies Grades data to ensure an informed programme of support for students.

Teachers

Teachers award Studies Grades using whole school criteria and make students aware of their attainment through formative and summative assessment in class and feedback on Prep. Parents' Evenings provide opportunities for teachers to discuss Studies Grades with parents and students whilst setting short term targets.

Students and Parents

A hard copy of the published Studies Grades is given to each student during tutor time. Parents have access to their son/daughter's Studies Grades via the Parent app. The Studies Grades contain evidence of a student's attainment and effort in all subjects. Boarding staff acting in a 'loco parentis', discuss Studies Grades with boarders as part of their tutoring role.

Studies Grades Spreadsheets and Analysis Documents

1. Studies Grades Spreadsheets are made available to Heads of Year (HoY) and Heads of Department (HoD) by Stephen Jones, Academic Data Coordinator and Sue Clarke, Assessment Manager, before students and parents see them via a spreadsheet. This spreadsheet enables the HoY/HoD to look at the data for patterns and identify trends. For ease of analysis, selected data is filtered on a separate word document which identifies the top and bottom 15% in each category.
2. All spreadsheets and word documents are located in T: \Read Staff \ASSESSMENTS \Senior School \Studies Grades\.
3. HoY analyses the data to identify the areas where praise and intervention is required across the Year Group and focuses their analysis on both academic achievement and Attitude to Learning in and out of class.
4. The **categories for analysis** are as follows: *See Appendix 1 for detailed information*

1.Highest average Attitude to Learning scores
2. Students Greatest Improvement in Attitude to Learning (<i>n/a first set of SG</i>)
3.Highest scores by attainment
4.Improved attainment - Greatest Gain in Value Added (<i>n/a first set of SG</i>)

5.Lowest Average Attitude to Learning Scores
6. Attitude to Learning Grades 2 or lower in and out of class (in any subject)
7.Students with the Greatest Decline in Attitude to Learning (<i>n/a first set of SG</i>)
8 .Lowest Scores by Attainment
9.Highest Value Added Scores V Baseline Data
10. Highest Value Added Scores V Targets 10b Highest Value Added Scores V UCAS prediction (Year 13 only)
11. Lowest Value Added Scores V Baseline Data
12.Lowest Value Added Scores V Targets 12b Highest Value Added Scores V UCAS prediction (Year 13 only)
13.Students with the Greatest Decline in Value Added V Baseline (<i>n/a first set of SG</i>)
14.Students with Attainment Grades 2 or more below their targets in any subject
15. Students with Attainment Grades E in any subject
16. Summary of Studies Grades By Subject
17. EAL/ SEND/ AG&T groups
18. Comparison Tables: from the second set of Studies Grades onwards. Whole Year Group: Attitude to Learning (Average in/ average out) Total /Total Average/ Difference Attainment Grades (%9-8 , 9-8-7, 9-6, 9-5, 9-4, 3-1) (A, A-B, A-C, D-E) Key Stage appropriate.

5. HoY compiles an Action Plan using the data analysis document and the agreed template provided. The initial report with the HoY intervention table will then be shared with HoDs, available in on the One Drive/ Google Drive, so relevant information can be added from a departmental perspective to the working document. This will inform the HoD what and how intervention is taking place by the HoY/Tutors.

6. HoD will review the Studies Grades Analysis document, particularly the 'Summary of Studies Grades' by subject and the scores V Targets data. They will identify the key students who require further discussion and possible intervention, discussing with the relevant teachers and minute the action plan in department meetings.

7. HoD and class teachers will add relevant information to the Studies Grades HoY report and Action plan available in on the One Drive/Google Drive. This will inform the HoY what and how intervention is taking place within departments.

8. HoY will discuss Studies Grades information with Tutors and in the Year Group Pastoral Meetings. HoY should also then plan to dedicate time in tutor periods to enable tutors to discuss the Studies Grades with their tutees. Tutors will add targets /intervention to the working document.

9. After the first set of Studies Grades, HoY and HoD will review the progress of those students who required intervention during the last set of Studies Grades, identifying those who are new, or no longer a concern or still on the list of concerns.

10. **EAL/ SEND/ AG&T** groups will be analysed to ensure that progress is in line with baseline data by HoY and HoD. Information on further intervention will be also be

communicated by Mrs Reeves (EAL), Ms Johanson (SENDCo) Ms Davis (AGT Years 7-11) and Mr Harrison (Sixth Form students).

11. A link to the Final Working Document will be sent to all SLT for QA purposes.
SLT will look at a sample of key year groups/ subjects and discuss progress made and issues arising with the relevant HoY/HoD where necessary.

Tutors:

1. Studies Grades hard copies will be placed in the tutor pigeon holes to be handed out in tutor time. This will either be the day before or the day Studies Grades are released to parents. (One copy for the student and photocopy one set for the tutor)
2. During the two tutor times following the release of Studies Grades:
 - a) Students are instructed to look through their Studies Grades in tutor time and set themselves targets. There is a section in their homework planner (page 8) to do this. (This can be supplemented with additional/ different sheets to suit Key Stages - Sixth Form Year 13, for example, Appendix 3).
 - b) Using the Studies Grades Action Plan, as discussed at the Year Group Pastoral Meeting, the tutor will discuss with identified students: attainment/effort/target grades/positive praise and feedback. The spreadsheet can be filtered for additional information for all students.
 - c) The tutor reviews the homework planners and the targets set by students.
3. **Intervention conversations** and resulting targets are then noted on the Studies Grades working document on One Drive/Google Drive.

All spreadsheets and word documents are currently located in One Drive \ASSESSMENTS \Senior School \Studies Grades\. These are accessible for staff to filter the data to focus on their Tutor Group.

Heads of Department and Class Teachers

1. Time will be set aside in departmental meetings to discuss subject specific intervention. Staff will consider: Is the target correct? Could effort be improved? Is it time to contact home? Could a Pep talk help? Discussion at parents evening? In terms of T&L, identify what individual learning need is to be addressed and how? Refer to the 'Intervention Strategies' document for T&L strategies to use within the classroom.
2. Departments can keep a record of intervention strategies a subject template or use the core One Drive documents and share within their departments (see Appendix 2).
3. If progress does NOT improve from one set of Studies Grades to another, HoDs move through the levels of intervention which can include a Departmental Academic Progress card.

Stephen Jones, Academic Data Coordinator is available to support HoY, HoDs and staff with their analysis.

<h3>Action Plan HoY /Tutor</h3>
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1. All students record Studies Grades into planner and set themselves SMART targets and record targets in planner or additional target sheet.

2. Discuss outcome of the studies grades with your tutor group (see spreadsheet for details of all tutees scores). Congratulate the students in your tutor group who have the following (Appendix 1); i) Top Attitude to Learning grades (see section 1.)ii) Most improved Attitude to Learning (section 2/4) and iii) Top attainment grades (section 3). iv) Value Added (section 9/10)

3. Contact the parents of any students in your tutor group who have the following; i) Top Attitude to Learning grades (see section 1), ii) Most improved (section 2/4) and iii) Top attainment grades (section 3). iv) Value Added (section 9/10)

4. Discuss and set targets with students who form part of the **Action Plan** as detailed in the action plan below.

- **Lowest Attitude to Learning and decline in Attitude to Learning** – supported target setting with tutor /Academic Progress Card (HoY)
- **Attainment relative to CAT4 baseline** – ‘Pep’ talk tutor. Academic Progress Report (HoY)

5. Student to record targets in planner. Tutor to record target ON **Action Plan** WORKING DOCUMENT in the One Drive

Note: Please do not use category names, such as ‘bottom 10’, when discussing the studies grades with students. This can cause some of the students, and parents, to become disheartened.

Name and Tutor Group SEND/EAL /AGT			Prior Action Code *new # existing	Details- Attitude to Learning /Attainment Subjects	Proposed Action/ New Action	Details of Targets and Intervention		OUTCOME Follow up /success? Y N
Name	Tutor group	SEND /EAL /AGT	Not for first set of SG	Concerns	HoY suggest actions	HoY/Tutor notes	HoD/Class teacher notes	Review next SG

Outcome of previous studies grades analysis follow-up action

- A. Students who have improved following target setting – no longer form part of the action plan.
- See code on Action Plan Y
- B. Students who have not improved following target setting – still form part of the action plan.
- See code on Action Plan #

Appendix 1: Studies Grades Analysis

Sample prompts to help analysis and intervention

KEY: **RED** and **GREEN** represents the lowest 15% and highest 15% of all scores entered.

1.Highest average Attitude to Learning scores

These students are the highest scorers for effort: celebrate, reward, praise.

What is done to celebrate these students (Certificates, Year Group assembly etc)?

'Average Effort' score is the average of all IN/OUT effort grades for all subjects, ranging between 5 (highest effort) and 1 (least effort).

2. Students Greatest Improvement in Attitude to Learning

N/A for first studies grades.

These students have improved their effort: encourage them to 'keep up the good work', celebrate, reward, praise. Some of the students may still be in the red; it is up to you to use your judgment whether they should be recognised for the improvement. What is done to celebrate these students (Certificates, Year Group assembly etc)?

3.Highest scores by attainment

Looking at the average attainment, these students are the highest attaining. These may be our 'whole school' AGT (see G&T column) as defined by CAT4 and, therefore, are expected to perform at the top. Look for students who are not CAT4 AGT but are clearly performing well. Look also for students who are AGT and are performing lower in terms of value added. Are they coasting? What is done to celebrate these students (Certificates, Year Group assembly etc)? What is being done to support those students who you think are coasting?

'Average Attainment' is the average of all studies grades for all subjects: Using a numerical value ranging between 3 (E) and 7 (A) for years 7,8 and 9. An average of the actual numbered grades for Years 10 and 11. Or using a numerical value ranging between A=8, A=7, B=6, C=5, D=4, E=3, U=0 for Years 12 and 13.*

4.Improved attainment - Greatest Gain in Value Added

N/A for first studies grades. Since the last Studies Grades, attainment for these students has gone up. Improved attainment will also show the same improvement in Value Added so only one table is needed. They are the most improved students so celebrate, reward and praise. Look at students who are SEND, where effort is high even if attainment is low. Students may have improved but because of anomalies in calculating value added, the value added data is itself still below what was expected. This may not be an issue. What is done to celebrate these students (Certificates, Year Group assembly etc)?

5.Lowest Average Attitude to Learning Scores

Look at the current average effort column. Students with the lowest average effort often have the greatest potential to improve on their attainment. The ranking compares their effort to the rest of the group. They may be performing satisfactorily compared to the rest of a very

<p>good cohort! Do they need a 'pep talk' and encouragement? Or further support? Look at SEND students. What, if anything, should be done to support these students?</p> <p><i>'Average Effort' score is the average of all IN/OUT effort grades for all subjects, ranging between 5 (highest effort) and 1 (least effort).</i></p>
<p>6. Attitude to Learning Grades 2 or lower in and out of class (in any subject)</p> <p>Look at students listed. Does the HoD need to have a discussion with the student? Has there been a phone call home? Would a Subject Progress report be appropriate? What, if anything, should be done to support these students?</p>
<p>7.Students with the Greatest Decline in Attitude to Learning</p> <p>N/A for first studies grades. The decline in effort may be significant or not – look at the difference column in the average effort section to see if it really is an issue. If it indicates that there is a marked difference, talking to the student or a phone call home may be sufficient. Use your knowledge of the student and professional judgement to consider the level of intervention required. What, if anything, should be done to support these students?</p>
<p>8.Lowest Scores by Attainment</p> <p>Our lowest students by attainment may be performing well relative to their target, so they may need encouragement, praise and rewards. Can the lowest students by attainment improve their effort? Are there any issues affecting their effort? Consider intervention required to improve their effort in class or support with Prep out of class. Again, please use your professional judgement. What, if anything, should be done to support these students?</p> <p><i>'Average Attainment' is the average of all studies grades for all subjects: Using a numerical value ranging between 3 (E) and 7 (A) for years 7,8 and 9. An average of the actual numbered grades for Years 10 and 11. Or using a numerical value ranging between A*=8, A=7, B=6, C=5, D=4, E=3, U=0 for Years 12 and 13.</i></p>
<p>9.Highest Value Added Scores V Baseline Data (CAT4 or ALPS)</p> <p>10. Highest Value Added Scores V Targets</p> <p>10(b) Highest Value Added Scores V UCAS prediction (Y13 only)</p> <p>Look at the Value Added "currently" columns. This shows the students who are achieving the highest relative to their Target and Baseline Data (CAT4 and ALPS as applicable) or UCAS prediction (Year 13 only) expectations. These students are performing well, so reward, praise and celebrate, assuming their effort is high. If their effort is low, maybe their targets is too low? Look at students who are SEND, where effort is high even if attainment is low. What is done to celebrate these students (Certificates, Year Group assembly etc)?</p> <p><i>'Value Added' represents the average number of whole grades a student is above or below their CAT4 or Target grade across all subjects.</i></p> <p><i>'Difference' shows how much their average scores have differed since the last data collection. This is N/A for the first studies grades.</i></p>
<p>11. Lowest Value Added Scores V Baseline Data (CAT4 or ALPS)</p> <p>12.Lowest Value Added Scores V Targets</p> <p>12(b). Lowest Value Added Scores V UCAS prediction (Y13 only)</p> <p>Look at the red value added column which shows how many grades students are below expectation. Relative to their target and CAT4 (ability), this chart shows how they are performing overall. These students are performing below expectations. Look at the effort scores too. Is the effort low? Do they need to be considered for an Academic Progress Report? Look at subject specific detail to help you decide if a Progress card is appropriate. Is the Target and CAT4 correct? The target may need amending, which is why we need to look at the effort and the value added. What, if anything, should be done to support these students?</p>
<p>13.Students with the Greatest Decline in Attainment or Value Added</p>

<p>N/A for first studies grades. Since the last studies grades, these students' Attainment has declined the most. A decline in attainment will also show the same decline in Value Added so only one table is needed. Are they having difficulties? Do they need a 'pep' talk? Or a Phone call home? Do they need to be considered for an Academic Progress Report? Look at subject specific detail to help you decide if a Progress card is appropriate, again please use your professional judgement. What, if anything, should be done to support these students?</p>
<p>14. Students with Attainment Grades 2 or more below their targets in any subject. If the effort of the student is high, what difficulties are they finding in their learning? Consider what in-class intervention may help. Has effort gone down? Will the student need a 'pep talk'? A phone call home? Would a subject academic progress report be appropriate? Is their target or CAT4 realistic? Please use your professional judgement. What, if anything, should be done to support these students?</p>
<p>15. Students receiving an attainment grade E or below in any subject Look at students listed in your subject area. Is effort impacting upon attainment and value added? Should there be a discussion with the student? Has there been a phone call home? Would a Subject Progress report be appropriate? What, if anything, should be done to support these students?</p>
<p>16. SUMMARY OF STUDY GRADES BY SUBJECT Looking at the data, what, if any, actions are required in departments to address issues with the effort and studies grades relative to other departments. Before answering the above question you might want to consider: Is your department significantly 'in the red' on Effort? Value added? Investigate possible reasons for the differences: interpreting the criteria for awarding effort grades? Size and make up of groups? Staffing?</p>
<p>17. EAL/ SEND/ AG&T groups Consider overall quality of academic achievement on the performance of different groups: those with learning needs, academically more able, and students with English as an additional language. Are they making above expected, expected or below expected progress? Are additional needs impacting upon their learning? Are more able students sufficiently motivated or coasting? What, if anything, should be done to support these students?</p>
<p>18. Comparison Tables: from the second set of Studies Grades onwards. Effort Grades (Average in/ average out) Total /Total Average/ Difference Attainment Grades (%9-8 , 9-8-7, 9-6, 9-5, 9-4, 3-1) (A, A-B, A-C, D-E)</p>

<p>1. <i>NB: This system does not preclude the Subject Teacher from taking action which they feel will help the student address the area(s) of concern.</i></p>
