

ASSESSMENT, RECORDING AND REPORTING AT MARRIOTT'S

Assessment System:

- Teachers formally assess learning every four weeks through class/assessment marking. Depending on the learning, and where in the academic year it is, this may be formative or summative.
- Part of the marking feedback is a closing-the-gap task focused on increasing student progress.
- Subject Specific Levelling Documents or Assessing Pupil Progress (APP Grids) for all subjects used to identify what students need to focus on to make progress.
- GCSE Grades or Numbers are used for year groups 9,10,11,12,13 (BTEC grades where appropriate).
- Progress grading + = or - used for KS3, year 7 & 8, this is a judgement against the target grade which is centrally set using FFT guidance.

Reporting System:

Parents will receive three reports on progress during each academic year.

	Year 7	Year 8	Year 9	Year 10+12	Year 11+13
Term 1	ATL, progress against targets	ATL, progress against targets	ATL, predicted grades	ATL, predicted grades	ATL, predicted grades
Term 2	ATL, progress against targets	ATL, progress against targets	ATL, predicted grades	ATL, predicted grades	ATL, predicted grades, mock results
Term 3	ATL, progress against targets	ATL, progress against targets	ATL, predicted grades	ATL, predicted grades	ATL, predicted grades

KS3 Progress:

Subject teachers make an assessment of progress against each child's target grade, this is done using regular assessments linked to the following progress descriptions:

Progress Assessment	Description
ABOVE	The Student is expected to <u>exceed</u> their target grade in this subject
ON TRACK	The Student is expected to <u>achieve</u> their target grade in this subject
BELOW	The Student is expected to <u>fail</u> to achieve their target grade in this subject

KS4+5 Predictions:

Included in each of the KS4+5 reports is an 'End of Course' predicted grade (EoCP) completed by each subject teacher. This predicted grade can be compared to parents' and carers' expectations and compared to the target grade. The predicted grade is the grade that the teacher feels the student will achieve. Teacher's predicted grades are based on a student's performance in assessments, examinations, homework and classwork.

- GCSE Numbers are sublevelled into a, b, and c, similar to the old National Curriculum levels; therefore, a GCSE 5a is higher than a GCSE 5c. Similarly GCSE Letters and BTEC Grades are sublevelled into 1, 2 and 3; with B1 being higher than B3.

Approach to Learning (ATL):

Students are given an approach to learning and homework grade for each subject every term based on the following criteria:

ATL Concern Codes	
A = Attendance (below 90% in lessons)	L = Lateness to lessons
B = Books/Equipment	P = Participation



C = Coursework	Q = Quality of work
D = Disruption	R = Lack of respect
E = Effort	T = Talking inappropriately

Grading <small>2020-21</small>	Criteria for guidance	Homework
5 OUTSTANDING	<ul style="list-style-type: none"> • Excellent class contribution and organisation. • Drives own learning working towards their target grade. • Consistently demonstrates high level Character Education Values. • Demonstrates enthusiasm with reading, CTG and everybody writes. • Takes pride in work. • Always on time, with equipment. 	<ul style="list-style-type: none"> • Always completed and submitted on time. • Homework goes beyond what is expected to further learning
4 GOOD	<ul style="list-style-type: none"> • Fully engaged in class through questioning and during lesson activities. • Consistently engaged with learning, working towards target level. • Regularly demonstrates Character Education Values. • Demonstrates a good attitude to reading, CTG and everybody writes. • Rarely disorganised with books and equipment. • Students must have a Homework grade of 'Good' to achieve an ATL grade of 'Good' or above. 	<ul style="list-style-type: none"> • Consistently completed and submitted on time (no more than three late/missed submissions). • Homework is at the expected level to further learning
3 COASTING	<ul style="list-style-type: none"> • Sometimes engages independently with tasks and questioning in lessons. • Does not always engage with learning at target level. • Does not always demonstrate Character Education Values. • Has to be prompted with reading, CTG and everybody writes. 	<ul style="list-style-type: none"> • Inconsistently completed and/or submitted on time. • Homework is below what is expected (bare minimum)
2 DISENGAGED	<ul style="list-style-type: none"> • Often needs re-focusing from teacher through warnings or prompts. • Does not engage with learning at target level. • Character Education Values are seldom used. • Has been removed from subject lesson during the Module. • Does not try their best on tasks, reading CTG and everybody writes. 	<ul style="list-style-type: none"> • Seldom completed and/or submitted on time.
1 UNSATISFACTORY	<ul style="list-style-type: none"> • Often receives warnings and detentions as a result of own behaviour. • Is often removed from subject lessons for disruption. • Little engagement with learning. • Lacks Character Education in the classroom. 	<ul style="list-style-type: none"> • No HW completed or submitted

‘Marriotts Way’ Learning zone

Every term, and included in every report is an overall summary judgement of each students general approach to our systems and structures at Marriotts School. This gives an indication of the student as a learner at Marriotts. This overall judgment is made by the Head of Year and the Raising Standards Leader for the year group. These colleagues take into account a student’s Progress, ATL per subject, Behaviour and achievement points, attendance and any school sanctions and rewards that a student may have had in that term. KS3 Students must have completed their Modular Book Reports to be eligible for a ‘Good’ zone.

These zones will link to subsequent rewards and actions across the school.