

THE ASSESSMENT AND REPORTING OF STUDENTS' PROGRESS



Reporting on progress

At Mullion School we will report to parents/carers on progress at certain points throughout the year. This will include a full written report, and progress updates.

In Year 7 teachers will use a combination of KS2 SATS data, CATS scores and FFT20 and FFT5 benchmarks to record an aspirational target that we might expect students to reach at the end of Year 11. This will be done at the end of the autumn term and is referred to as the CTM (Class teacher modified target). The vast majority of students will be set CTMs of FFT 20 or above. If the professional judgement of the teacher and the data suggests that this is unrealistic, there will be a discussion with the HoF and SLT. At each report/review stage, teachers will record what they would expect students to achieve at the end of Year 11 (CURRENT TARGET) if they continue to follow the rate of progress they are currently making.

At KS3, teachers will use a wide range of classroom assessments and activities to be able to report to parents/guardians on the progress their child is making against their end of Year 11 target (CTM). We do not share the specific target on reports, but rather report on the progress that is being made. This is designed to support students in working on their areas of improvement, rather than focusing on a number. The details of key assessments for Years 7-9 are available on our website. In addition to the report, the Progress Review is also a chance to share information on the rate of progress and effort and is sent home as a letter to parents.

In Years 7-9, students will be assessed in each subject area and will be awarded one of the following progress comments:

Exceptional Progress:

Your child is working significantly above what might be expected from their starting point in Year 7 as evidenced by their Key Stage 2 results, and their CAT scores in Year 7. We would like to congratulate your child on making such great progress and would encourage them to continue focusing on feedback in order to maintain this.

Excellent Progress:

Your child is working above what might be expected from their starting point in Year 7 as evidenced by their Key Stage 2 results, and their CAT scores in Year 7. Congratulations are in order and we would like to encourage your child to pay close attention to the feedback they are given in order for this excellent progress to continue.

Good Progress:

Your child is working in line with what might be expected from their starting point in Year 7 as evidenced by their Key Stage 2 results, and their CAT scores in Year 7. We are confident that all students at Mullion are capable of making exceptional and excellent progress and would urge your child to consider the feedback their teachers have provided in order to help them move forwards.

Working towards expected level of progress:

Your child is not yet making the level of progress that we believe they are capable of. Therefore it is particularly important that they pay close attention to the feedback from their teachers in order to support their learning journey.

In Year 10, teachers will review the original target that was given to students in Year 7, and in light of their progress throughout KS3, will change if appropriate. Each child will therefore have a GCSE (or equivalent) target grade in each subject. At this stage, GCSE marking criteria will be used to give students and parents/carers an accurate measure of the progress being made against GCSE expectations. When we report at KS4 the phrase Current Grade is used. This is the grade we would expect students to achieve if they continue to follow the rate of progress they are currently making.

Reporting on effort

Mullion School equally values the effort that students put into their learning and we will continue to grade effort on an A to E scale; by effort we mean a commitment to learning, producing quality work, staying on task and taking pride in homework. The grade incorporates the student's **attitude to learning** and their ability to **work independently**. The effort grades are outlined below.

MULLION SCHOOL EFFORT CRITERIA

	Attitudes to learning	Independent Study Profiles
A	<p>Student...</p> <ul style="list-style-type: none">-Consistently produces work that demonstrates they are on track to achieve or exceed their expected flightpath.-Shows enthusiasm to learn and is open to new challenges-Fully engages with all learning opportunities-Shows great resilience and challenges themselves to succeed when things are difficult-Manages their time and work effectively-Constantly looks for ways to improve	<p>Independent study...</p> <ul style="list-style-type: none">-Is completed to a high standard and deadlines met-Demonstrates that student has used high levels of independence and initiative-Has had an appropriate amount of time spent on it and the student has gone the 'extra mile' to achieve excellence-Shows that the student has thoroughly proof read work and checked for spelling, punctuation and grammar-Shows considerable effort put into presentation.
B	<p>Student...</p> <ul style="list-style-type: none">-Regularly produces work that demonstrates they are on track to achieve their expected flightpath-Regularly shows enthusiasm for learning and is focussed on their own progress-Shows resilience and is willing to persevere when things are difficult-Takes responsibility for their own work and is well organised-Responds well to marking and feedback	<p>Independent study...</p> <ul style="list-style-type: none">-Is completed and deadlines met-Is well researched and planned-Has had an appropriate amount of time spent on it-Shows that the student has checked work for spelling, punctuation and grammar-Shows considerable effort put into presentation

C	<p>Student...</p> <ul style="list-style-type: none"> -Sometimes produces work that demonstrates they are on track to achieve their expected flightpath -Is fairly well motivated but sometimes needs adult direction to work effectively -Is well behaved and often participates in lessons but may show inconsistent levels of concentration -May not try hard enough to improve their work after feedback -Sometimes gives up when tasks are challenging 	<p>Independent study...</p> <ul style="list-style-type: none"> -Is completed but in some cases deadlines are missed -Is sometimes acceptable standard but is sometimes too brief or undeveloped -Has not had a sufficient amount of time spent on it -Shows some effort has been made to check work for spelling, punctuation and grammar -Shows reasonable effort put into presentation
D	<p>Student...</p> <ul style="list-style-type: none"> -Rarely produces work that demonstrates they are on track to achieve their expected flightpath -Is not well motivated and needs adult direction to work effectively and make progress -Sometimes makes poor choices regarding behaviour, may disrupt learning of others -Not open to challenge and too frequently gives up without really trying -Spends an inadequate amount of time on tasks and takes little pride in their work 	<p>Independent study...</p> <ul style="list-style-type: none"> -Is sometimes not completed and deadlines frequently missed -Is well below the standard expected -Lacks sufficient detail -Has not been checked for spelling, punctuation and grammar -Shows little effort put into presentation
E	<p>Teacher is unable to comment due to extended student absence</p>	<p>Teacher is unable to comment due to independent study project/task schedule or extended student absence</p>

Assessment and Feedback

Through careful assessment and feedback, students should have a clear picture about what they have done well and where they need to improve. It is important that the process of feedback at Mullion School acts to offer clear, direct and regular guidance for our learners, making them feel valued and ensuring we are supporting each student progress.

Feedback will take many forms – verbal comments, written comments, peer and self-assessment. There should be evidence that feedback leads to students’ work improving in response.

In order for feedback to have a significant impact on learning, it must be an integral part of our teaching, ensuring students, as successful reflective learners, know how to ‘close the gap’ between where they are and where they need to be.

Students must respond appropriately to the feedback given using their Purple Pen of Progress to enhance and improve their performance. It is essential that this 'Purple for Progress' work is then revisited by the teacher to enhance the impact on learning.

Regular assessment of learning also provides teachers with invaluable feedback in order to support them to adapt their teaching as necessary.

The regularity of written feedback

The expectation is that learners' work in all key stages is marked regularly and up to date, in green pen. In addition it must be marked more thoroughly at least three times per academic term. Feedback is an integral part of teaching that facilitates learners' progress. In order to maximise the impact on learning of the marking process, students must have responded to the feedback (DIT) using their Purple Pen of Progress to help demonstrate their progress, knowledge and understanding.

When work is marked more thoroughly, there will always be a: success (what went well?) and a target (even better if?)

This will take the form of either a **challenge:** (improve the work, extend learning, enhance wider thinking) or a **tip:** (focus on the basics) or a **think:** (application; develop wider thinking).

Your comments should be as positive as possible and should be relevant to the success criteria identified.

Remember to mark in green as students will respond in purple using their Purple Pen of Progress.

Effective feedback should:

- Be specific to the success criteria, in both the positive and the critical;
- Seek to rectify misconceptions;
- Focus on progress in relation to the learning aim/ success criteria, rather than the person;
- Be offered as soon as possible after the event to which it refers;
- Look forward to the specific next steps to improve performance;
- Involve the learner wherever possible to improve the chance of it being understood and acted upon.