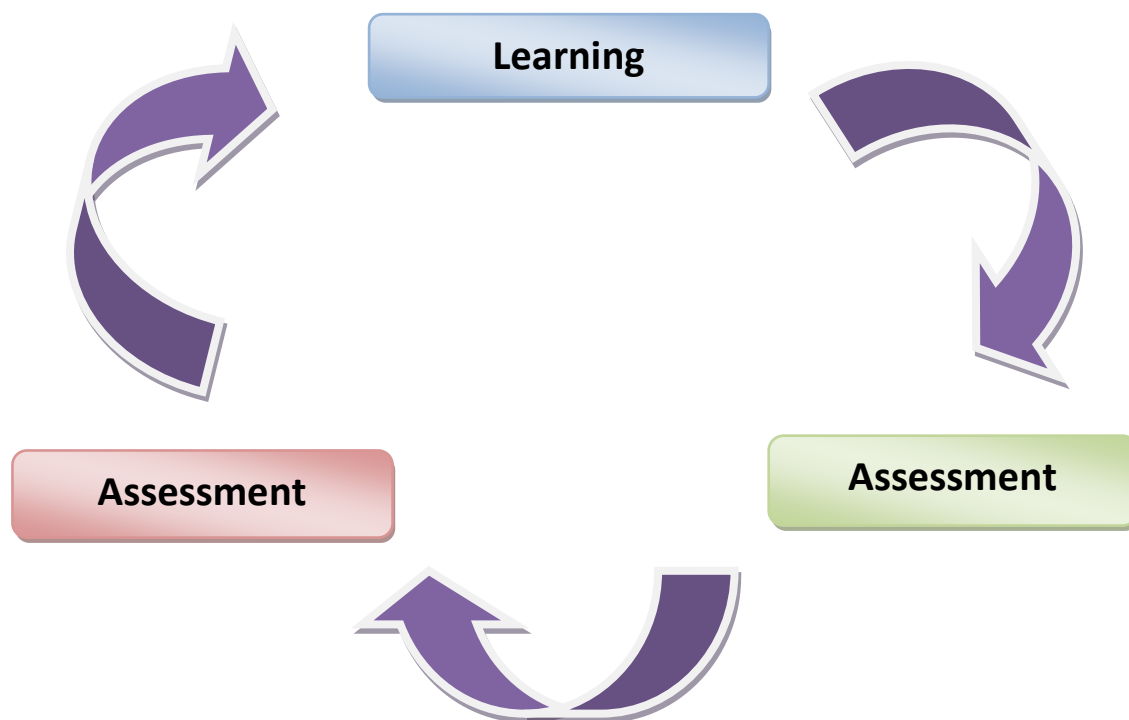


Madeley Academy



Assessment, Reporting & Feedback Parental Guide

Part 1: Assessment and Recording



At Madeley Academy, assessing students learning is a corner stone of every lesson and of every unit of work or probing question. The assessment cycle – shown above – exemplifies the fact that learning and assessment are a constant process.

On a day to day level, the assessment cycle involves checking how students are doing with each new concept/idea or skill introduced. If a teacher finds out a student has not 'got it', they will review how it is being taught. They might go back to approach the learning in a different way or give students more practice or use a different way of consolidating their learning. The assessment cycle happens on a larger scale each half term with more formal assessments. The result of the progress made is reported home regularly.

We use assessment data at Madeley Academy to improve what is happening in the classroom; to help teachers understand where their students are and where they need to be. This motivates students and allows them to make progress. By informing parents it assists them in supporting their child's education.

Key Terms Used in Assessment



Assessments

- Assessments are tests that students take at certain points during the academic year which indicate their performance in each subject
- There can be internal or external assessments



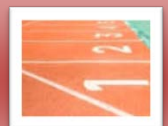
External assessments

- External assessments are normally national exams
- For secondary students these include GCSEs and BTECs - which are taken in Years 10 and 11 and A-Levels - which are taken in Year 13



Internal assessments

- Tests that the school design; these are often based on national exams, and help prepare students for them
- Students are internally assessed in core subjects English, Maths and Science every six weeks



Baseline

- The level or grade each student begins the academic year at
- Usually last years end of year level/grade
- If not, the baseline is set using a specific baseline test (this is particularly important in Years 7 and 10)



'Working At' level / grade

- A student's most recent level / grade from a summative assessment e.g. their autumn 2 exam
- This is the level / grade that is reported home to parents regularly and is shared with students during lessons



Target level/grade

- The level each student is expected to achieve by the end of the academic year
- It is usually 2 or 3 sub-levels (or sub grades) above a student's baseline
- Each target varies during the year according to the subject flight path.



Flight path

- A subject flight path sets a target for progress expected at each assessment point in a year or key stage
- Expected progress can vary due to areas of difficulty in the curriculum, the structure of the exam or controlled assessments taking place.

Internal assessments run on a regular cycle at Madeley Academy. These assessments are key points in each term.

- They give teachers a clear picture about the progress their students have made, helping to inform their forward planning
- They motivate students, helping them to understand what they have learnt and what they still need to cover
- They teach students revision skills and exam techniques, in preparation for GCSE, A-Level and University exams
- They are the end-point for the different units students are studying in their subjects; they provide status and importance to the work that leads up to them and draw ideas and concepts studied through the half term together
- They provide the details for the reports the Academy sends to parents at the end of each term

Assessments are marked using GCSE grades across both Key Stage 3 and 4.

Reporting

From September 2014, National Curriculum levels will no longer be used in the Academy. When reporting and working with students (including marking and on Learning Objective boards), GCSE grades will be used, using the following grid to convert National Curriculum levels to GCSE grades.

NC Level	10	9a	9b	9c	8a	8b	8c	7a	7b	7c	6a	6b	6c	5a	5b	5c	4a	4b	4c	3a	3b	3c
GCSE Grade	A*	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	F+	F	F-	G+	G	G-

The Government has asked schools and academies to explore possible alternatives to reporting assessment grades and levels. Discussions relating to the structure of these are being undertaken and we will implement any changes after consultation has been completed.

The sub grades or levels for each whole level or grade can be described as:

D Grade GCSE / Level 6	D+ / 6a	Secure subject knowledge
	D / 6b	Developing subject knowledge
	D- / 6c	Entering subject knowledge

This table gives the equivalence of National Curriculum Levels, GCSE grades and awards for vocational qualifications:

Old National Curriculum Level	2	3	4	5	6	7	8		
GCSE grade		G	F	E	D	C	B	A	A*
Vocational qualifications Equivalence						Pass	Merit	Dist	Dist*

Post 16 Qualifications							
A Level Grade	E	D	C	B	A	A*	
Vocational qualifications Equivalence	Pass		Merit	Dist	Dist*		

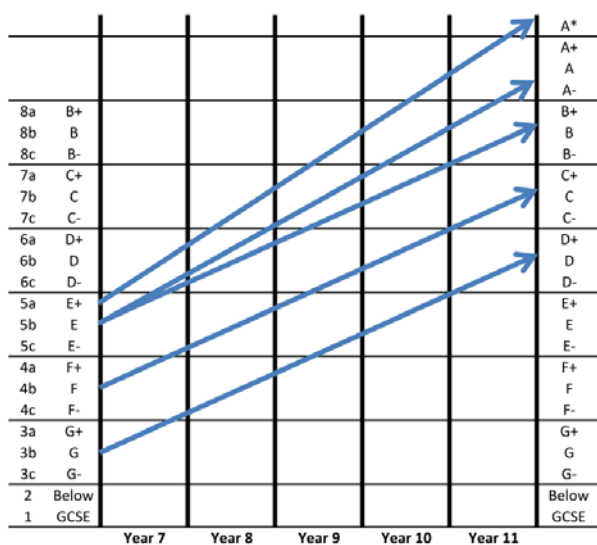
Flight Path

Students should expect to make a minimum of two sub grades per year if they are working as well as they can. This is a minimum expectation of the progress a student might make. In reality many students achieve more progress than this, and so students should aspire to achieve beyond this minimum expectation.

The graph below gives a general indication of the rate of progress students should expect to make. It gives an illustration of what level/grade a student might get if they are making the expected progress based on their Key Stage 2 level.

For example, a student who achieved a Level 4 at the end of Key Stage 2 should expect to achieve at least a GCSE grade C at the end of Year 11, but many students will achieve higher than this.

Graph Showing Minimum Expected Rate of Progress*



Levels/Grades at the end of each year if minimum expected progress is being made:

Key Stage 2	End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11
6a	D+	C	B-	B+	A*
6b	D	C-	C+	B	A*
6c	D-	D+	C	B-	A*
5a	E+	D	C-	C+	A-
5b	E	D-	D+	C	B+
5c	E-	E+	D	C-	B
4a	F+	E	D-	D+	C+
4b	F	E-	E+	D	C+
4c	F-	F+	E	D-	C
3a	G+	F	E-	E+	D+
3b	G	F-	F+	E	D+
3c	G-	G+	F	E-	D
2a	H+	G	F-	F+	E+
2b	H	G-	G+	F	E+
2c	H-	H+	G	F-	E

*The bottom three arrows illustrate a minimum expected rate of progress, however this should not be seen as the highest grade a student could achieve. Many students will achieve more than this typical rate of progress and should be encouraged to aim high.

Reporting

It is our duty to regularly update you on how your child is performing in his/her different subjects. The timetable and structure of these reports are set out below.

	Years													
	7		8		9		10		11		12		13	
Term	Mod	Rep	Mod	Rep	Mod	Rep	Mod	Rep	Mod	Rep	Mod	Rep	Mod	Rep
Autumn 1			✓		✓		✓			✓	✓			✓
Autumn 2			✓		✓		✓		✓		✓		✓	
Spring 1	✓			✓		✓		✓	✓			✓	✓	
Spring 2	✓		✓		✓		✓		✓		✓		✓	
Summer 1	✓		✓		✓		✓		✓		✓		✓	
Summer 2		✓		✓		✓		✓				✓		

These reports are designed to be as simple and clear as possible.

Each Mod (Module) report includes:

- Baseline level/grade for the year for each subject
- Current/most recent assessment level/grade (“Working at”)
- The end of year target for each subject (see below for more detail on how targets are set)
- Each student’s attendance data
- Whether there is a concern raised by a subject teacher
- Tutor comments and targets for improvement

Each Rep (Full Report) includes:

- Baseline level/grade for the year for each subject
- Current/most recent assessment level/grade (“Working at”)
- The end of year target for each subject (see below for more detail on how targets are set)
- Each student’s attendance data
- Whether there is a concern raised by a subject teacher
- Comments made by the teacher on progress and learning within the subject
- Tutor comments and targets for improvement

The key terms have been explained in the glossary above.

It is important to also mention that your child’s assessment results are recorded in their workbooks – you do not have to wait for the first report home to see how they are doing. In fact, by the end of the first term at Madeley Academy, every student should:

- Know their baseline (starting point) in every subject
- Know their target in every subject
- Have recorded these along with their working at grades for autumn 1 & 2 in workbooks

The Academy welcomes parents and carers to take an interest and support their child's progress during their time at the Academy and welcomes questions at any time. In the first instance any communications should be made through the child's tutor who can address any concerns and co-ordinate issues with subject teachers.

Parent/Consultation Meetings

The Academy runs a program of events where parents and carers are invited to attend meetings to discuss the progress and learning of the students. The schedules for these are shown below:

Term	Year						
	7	8	9	10	11	12	13
Autumn 1							
Autumn 2	Tutor				Subject	Subject	Subject
Spring 1							
Spring 2	Consultation	Consultation	Consultation	Consultation		Consultation	Consultation
Summer 1							
Summer 2							

Tutor Evening

For the new intake, Tutor Evening is a chance to meet with tutors and discuss how the student has settled into the Academy life. The tutor is seen as the main point of contact and looks after the student pastorally on a daily basis. Any concerns can be raised at this point and actions considered.

Subject Evening

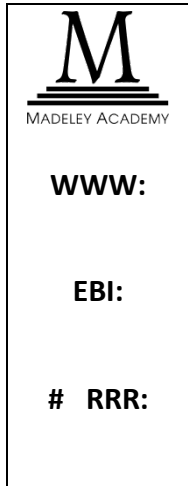
At the key times for exams in Years 11 to 13, there is an opportunity to gain feedback and discuss learning with the subject teachers. The dates for these are scheduled to be in the first term and following the student's first report for the year. This will provide time for the maximum impact on the student's expected outcomes to be implemented.

Consultation

Students are invited to have an extended meeting with their tutor to discuss progress and learning to date. During the meeting the academic and pastoral life of the student will be discussed and targets set for progression. Subject information will also be available.

Academy Marking Stamp

It is Academy policy to use the marking stamp when giving feedback to students.



What Went Well:

Has the last target been hit? What else went well?



Even Better If:

Give a subject specific target- this could link to the LOs. Ask student a question/set an improvement task to move learning forward.



Read Reflect Reply:

Students to answer question or acknowledge target. Return to this next time you mark to check understanding. Students to independently # their work where they have achieved a target.