RSA Academy

Transforming learning, transforming lives

<u>Assessment and reporting procedures</u>

Assessment

All pupils are assessed each year in a variety of ways. They will receive written and verbal feedback from their subject teachers. In addition, they will complete assessments in class and in formal exam conditions in preparation for terminal examinations.

Parents will receive interim data reports on their child's progress and attainment at key points throughout the year following assessments. A full report will be sent out to parents at least once a year coinciding parental consultation evenings.

Term	7	8	9	10	11	12	13
Autumn 1	GL assessment baseline Core assessments	Core assessments	Subject assessments	Subject assessments	Core baseline Pre-Public assessment	Subject assessments	Baseline Pre-Public assessment
Autumn 2	Core and foundation assessments	Core and foundation assessments	Subject assessments	Subject assessments	All subjects Pre-Public Examination	Subject assessments	Pre-Public Examination
Spring 1	Core assessments	Core assessments	Subject assessments	Core Pre Public Examination Subject assessments	BTEC external examinations Core Pre-Public Examination	Subject assessments	Pre-Public Examination
Spring 2	Core and foundation assessments	Core and foundation assessments	Subject assessments	Subject assessments	Pre-Public Examination	Subject assessments	
Summer 1					Final external examinations		Final external examinations
Summer 2	Core and foundation assessments End of Yr GL assessment	Core and foundation assessments	End of Key Stage GL assessment Pre-Public Examination	Pre Public Examination	Final external examinations	Pre Public Examination	

Pre-Public Examinations are marked internally, and samples moderated externally. These assessments are marked in line with published mark schemes and grading against national grade boundaries for the subject.

Key stage 3 assessments are created and moderated across the CRSAAT at key points in the year. Assessments can take a variety of forms including presentations, practical demonstrations, written pieces of work or more formal testing. The grading of these is explained further in the target setting rationale section.

GL assessment

Pupils will sit the GL Assessments tests in English and Maths: Progress in English and Progress in Maths. These tests will give us a robust and reliable grade because they have been standardised against a national sample of pupils. This test will give us a norm-referenced measure of our pupils. That is, it will tell us how they are doing compared to other pupils of the same age. The purpose of this assessment is to provide us with an accurate check against our own judgments and highlight areas that pupils need to improve at.

Pupil groups

Pupils are placed in groups based on their prior attainment and level of need to provide the necessary support. These groups are reviewed after each assessment point throughout the year.

Reports

Parental reports indicate pupil progress towards end of year targets, as per the target setting rationale below. The reports give a summary of the child's attendance, behaviour and give a short summary of content cover within the subject. The details of these reports are then discussed further at parental consultation evenings throughout the year.

Dates for 2018 -2019

Years	Dates
7	Settling in Evening – Thursday 15th November Progress review Evening – Thursday 9th May
8	Progress review Evening – Thursday 28th March
9	Progress review Evening – Thursday 23rd May
10	Progress review Evening – Thursday 7th February
11	Year ahead evening – Thursday 25th October Progress review Evening – Thursday 10th January Targeted Progress review Evening – Thursday 14th March
12	Progress review Evening – Thursday 29th November Targeted Progress review Evening – Thursday 11th April
13	Progress review Evening – Thursday 29th November Targeted Progress review Evening – Thursday 11th April

Target setting rationale

All targets within the academy are set based on the agreed CRSAAT flightpath. The targets that are set are aspirational and consider prior attainment at Key Stage 2. The targets are used to inform staff tracking of progress and are not to fix ability or set a limit to a pupil's achievement.

Key Stage 3

As a trust we are developing a new curriculum based on our KASE principles. Currently the curriculum is in its pilot phase and the assessment of the curriculum is part of ongoing developments across the year.

A new grading system has been introduced across the Central RSA Academy which indicates how well a pupil has understood a particular unit of work. This fits in with our aim to develop a **secure** understanding of the key ideas in KS3 needed for successful performance in KS4. The scale is:

Emerging	A pupil has an emerging understanding of the key concepts and is beginning to grasp some of the main ideas and skills in a sequence of learning.
Developing	A pupil is developing an understanding of the key concepts and is grasping some of the main ideas and skills in a sequence of learning; some aspects require further development.
Secure	A pupil has a secure understanding of the key concepts and skills in a sequence of learning.
Mastered	A pupil has a comprehensive understanding of the key concepts and skills in a sequence of learning. They can apply their skills and understanding across the subject.

The table below shows the range in which targets will be set based on the agreed flighpath:

Key Stage 2 scaled score	KS3 targets in relation to curriculum key concepts	Likely GSCE grade
80-86	Emerging	1-2
87-98	Developing	3-4
99-107	Secure	5-6
108-120	Mastered	7-9

A pupil will be set a target that will look like 7M or 7D-, as we have developed a progressive curriculum (one that gets harder), we would expect their target in Y8 and 9 to be 8M or 8D- and 9M or 9D- respectively.

If a pupil has 'Mastered' every key concept across a subject curriculum this would imply they are 'working towards' the higher GCSE grades by the end of Key Stage 4. They are on the trajectory to the higher levels.

How progress will be judged

A pupil will be expected to maintain their trajectory on the flightpath based on their prior attainment, within the context of our progressive curriculum.

Attainment	Progress
2 or more sub stages above target	Well above target
1 sub stage above target	Above target
On target	On track
1 sub stage below target	Approaching target
2 or more sub stages below target	Below target

An overall judgement will be made for each key concept and subject curriculum which fine grades with +, =, - regarding how solidly the pupil is sitting within the band.

Key Stage 4

Pupils at Key Stage 4, currently Years 9 – 11, will be given numerical targets based on their continued trajectory along the flightpath.

The targets that are set will be both end of year and end of key stage, on exercise books it is the end of year target that is shared. However, in the MIS both end of year and end of key stage are available for staff.

Currently in the G4S system that is used progress against these targets is measured as a residual and can be tracked by teaching groups or cohort.

Key Stage 5

Pupils at Key Stage 5 have targets set based on prior attainment at Key Stage 4 based on the ready reckoner. The targets will be end of Key Stage targets only.

All pupils who study A level courses will have targets based just on the academic subjects studied at Key Stage 4 and those studying vocational will have a target set based on both academic and vocational performance at Key Stage 4 as to comply with National target setting.

Flight Path

Scaled scores	KS2	Year 7			Year 8			Year 9 (KS3)			Year 9 (KS4)			Year 10			Year 11		
		Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
119-120		7M+	7M+	7M+	8M+	8M+	8M+	9M+	9M+	9M+	5+	5+	6	6+	7	7+	8	8+	9
117-118		7M	7M	7M	8M	8M	8M	9M	9M	9M	5	5+	6-	6+	7	7+	8-	8	8+
116-115		7M	7M	7M	8M	8M	8M	9M	9M	9M	5	5+	6-	6	7-	7	7+	8-	8
113-114	5.8	7M	7M	7M	8M	8M	8M	9M	9M	9M	5-	5	5+	6	7-	7	7+	8-	8
112	5.7	7M-	7M-	7M-	8M-	8M-	8M-	9M-	9M-	9M-	5-	5	5+	6-	6	6+	7-	7	8
111	5.6	7M-	7M-	7M-	8M-	8M-	8M-	9M-	9M-	9M-	4+	5-	5	5+	6-	6	6+	7-	7+
110	5.5	7M-	7M-	7M-	8M-	8M-	8M-	9M-	9M-	9M-	4+	5-	5	5+	6-	6	6+	7-	7+
109	5.4	7M-	7M-	7M-	8M-	8M-	8M-	9M-	9M-	9M-	4+	5-	5	5+	6-	6	6+	7-	7
108	5.3	7M-	7M-	7M-	8M-	8M-	8M-	9M-	9M-	9M-	4	4+	5-	5-	5	5+	6-	6	7
107	5.2	7S+	7S+	7S+	8S+	8S+	8S+	9S+	9S+	9S+	4-	4	4+	4+	5-	5	5+	6-	6+
106	5.1	7S+	7S+	7S+	8S+	8S+	8S+	9S+	9S+	9S+	4-	4	4+	4+	5-	5	5+	6-	6+
105	5.0	7S	7S	7S	8S	8S	8S	9S	9S	9S	3+	4-	4	4	4+	5-	5	5+	6-
104	4.9	7S	7S	7S	8S	8S	8S	9S	9S	9S	3+	4-	4	4	4+	5-	5	5+	6-
103	4.8	7S	7S	7S	8S	8S	8S	9S	9S	9S	3	3+	4-	4-	4	4+	5-	5	5+
102	4.7	7S	7S	7S	8S	8S	8S	9S	9S	9S	3	3+	4-	4-	4	4+	5-	5	5+
101	4.6	7S-	7S-	7S-	8S-	8S-	8S-	9S-	9S-	9S-	3-	3	3+	3+	4-	4	4	4+	5-
100	4.5	7S-	7S-	7S-	8S-	8S-	8S-	9S-	9S-	9S-	3-	3	3+	3+	4-	4	4	4+	5-
99	4.4	7S-	7S-	7S-	8S-	8S-	8S-	9S-	9S-	9S-	3-	3	3+	3+	4-	4	4	4+	5-
98	4.3	7D+	7D+	7D+	8D+	8D+	8D+	9D+	9D+	9D+	2	2+	3-	3-	3	3+	4-	4	4+
97	4.2	7D+	7D+	7D+	8D+	8D+	8D+	9D+	9D+	9D+	2	2+	3-	3-	3	3+	3+	4-	4
96	4.1	7D+	7D+	7D+	8D+	8D+	8D+	9D+	9D+	9D+	2	2+	3-	3-	3	3+	3+	4-	4
95	4.0	7D	7D	7D	8D	8D	8D	9D	9D	9D	2-	2	2+	2+	3-	3	3	3+	4-
94	3.9	7D	7D	7D	8D	8D	8D	9D	9D	9D	2-	2	2+	2+	3-	3	3	3+	4-
93	3.8	7D	7D	7D	8D	8D	8D	9D	9D	9D	2-	2	2+	2+	3-	3	3	3+	4-
92	3.7	7D	7D	7D	8D	8D	8D	9D	9D	9D	1+	2-	2	2	2+	3-	3-	3	3+
91	3.6	7D-	7D-	7D-	8D-	8D-	8D-	9D-	9D-	9D-	1+	1+	2-	2-	2	2+	2+	3-	3
90	3.5	7D-	7D-	7D-	8D-	8D-	8D-	9D-	9D-	9D-	1+	1+	2-	2-	2	2+	2+	3-	3
88	3.4	7D-	7D-	7D-	8D-	8D-	8D-	9D-	9D-	9D-	1	1	1+	1+	2-	2	2	2+	3-
88	3.3	7D-	7D-	7D-	8D-	8D-	8D-	9D-	9D-	9D-	1	1	1+	1+	2-	2	2	2+	3-
87	3.2	7D-	7D-	7D-	8D-	8D-	8D-	9D-	9D-	9D-	1	1	1+	1+	2-	2	2	2+	3-
86	3.1	7E+	7E+	7E+	8E+	8E+	8E+	9E+	9E+	9E+	1	1	1+	1+	2-	2	2	2+	3-
85	3.0	7E+	7E+	7E+	8E+	8E+	8E+	9E+	9E+	9E+	1	1-	1	1	1+	2-	2-	2	2+
84	2.9	7E	7E	7E	8E	8E	8E	9E	9E	9E	1-	1-	1	1	1+	2-	2-	2	2+
83	2.8	7E	7E	7E	8E	8E	8E	9E	9E	9E	1-	1-	1-	1	1	1+	1+	2-	2
82	2.5	7E-	7E-	7E-	8E-	8E-	8E-	9E-	9E-	9E-	1-	1-	1-	1	1	1+	1+	2-	2
81	2.0	7E-	7E-	7E-	8E-	8E-	8E-	9E-	9E-	9E-	1-	1-	1-	1	1	1	1+	1+	2-
80	1.5	7E-	7E-	7E-	8E-	8E-	8E-	9E-	9E-	9E-	1-	1-	1-	1	1	1	1+	1+	1+