

Information for Parents relating to Assessment, Reporting and Monitoring of Student Progress in Years 7-11.

St Anthony's Steps

The St Anthony's levels can be appropriately mapped onto GCSE levels as shown in the diagram.

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|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| New GCSE 1 | | | | 2 | | | 3 | | | 4 | | 5 | | 6 | | | | |
| Old GCSE G | | | | F | | | E | | | D | | | C | | | B | | |
| SA Steps | S A 8 | S A 9 | SA 10 | SA 11 | SA 12 | SA 13 | SA 14 | SA 15 | SA 16 | SA 17 | SA 18 | SA 19 | SA 20 | SA 21 | SA 22 | SA 23 | SA 24 | SA 25 |

Key Assessments are regular tests that all students to show the knowledge and skills they have learned over a period of time under examination conditions. In Years 7, 8 and 9 there are 3 Key assessments. The final one of the year in the summer term assesses all the work from the whole year while the Autumn and Spring assessments test the work completed in the period of time since the start of term or the previous Key Assessment. In Year 10 & 11 the number of Key assessments increases. In Year 10 & 11 there are 4 (including the Mock examinations).

Key Assessments are an approximate measure of where the student is at that point in time.

A students **Target Grade** is the point we challenge the student to be at by the end of the academic year. These are set based upon performance in Year 6 SATs and are based on the average level of progress expected from pupils nationally who achieved a similar Key Stage 2 performance.

In Years 7&8 these are set as St Anthony's Steps.

In Years 9-11 target grades are set in the form of a GCSE grades, 9-1, and they represent the point we challenge the student to be at by the end of Year 11 if they are to fulfil their potential based on their performance in Key Stage 2 SATs.

In Years 9-11 alongside Key Assessments and Target Grades we also report **Teacher Assessed Grades**. Teacher Assessed Grades are a teachers' professional judgement as to what they think a student will achieve at GCSE based on all the current evidence available to them.

Attitudes to Learning

The attitude to learning measure is a teachers' professional view of how the student is working.

These are awarded based on the best fit to the criteria laid out in the table below.

| Grade | Descriptor |
|---|--|
| 1 = Outstanding | <ul style="list-style-type: none"> You show high levels of effort at all times both within and outside the classroom. You display a consistently positive, conscientious and committed attitude to your studies. You can work independently and take responsibility for your learning. You always complete tasks to a high standard relative to your ability. You respond to your own targets as well as those set by the teacher. You are always fully equipped so that you can participate in the lesson. You complete all homework tasks to a high standard and all deadlines are met. You may go beyond what was expected for the homework task. |
| 2 = Good | <ul style="list-style-type: none"> You show the effort required and at times considerable effort is shown. You complete most work to a high standard relative to your ability. At times you exceed the standard expected. You can work independently and have started to take responsibility for your own learning. You are conscientious and seek to improve. You respond to targets set by the teacher and have begun to respond to your own targets. You are usually fully equipped for the lesson. You complete all homework tasks and deadlines are met. Your completed homework is of a good standard. |
| 3 = Needs to Improve | <ul style="list-style-type: none"> You show effort that is below what is required to maximise performance; underachievement is likely as a result. You do not always complete work to your full potential. You do not take full responsibility for your learning. You need support to improve your focus when asked to work independently. You may become inattentive and may distract others at times. School sanctions may have been used with you. You frequently do not have the right equipment for the lesson. You have gaps in your homework record and/or your homework is sometimes submitted late. |
| 4 = Cause for Concern | <ul style="list-style-type: none"> You show a level of effort that is unacceptable resulting in you being a cause for concern. You often affect the progress of other students in the class. You complete tasks to a low standard relative to ability or these tasks are frequently incomplete. You cannot work independently and you do not take any responsibility for your own learning. You are unlikely to achieve your target grades. Attitude to learning issues have been logged about you and Year Teams are aware. You rarely have the right equipment for the lesson. Your homework is rarely attempted and as result there are significant gaps in your homework record. |
| N = Unable to comment due to long term absence from subject lessons | <ul style="list-style-type: none"> Only to be used when a pupil/student has had a long prolonged absence from a subjects lessons to the point where it is impossible to comment on attitude due to a lack of contact with the pupil/student It is expected that it is very rare that this grade will be used and those wanting to use it should consult their Subject Leader and the relevant Assistant Key Stage Lead to discuss the matter before doing so |

Academic Structure

Lessons in years 7-9 are taught in either mixed ability classes based on tutor groups (CIEAG, PE, ART, Food, Technology and Music) or in set classes (English, Mathematics, Science, Geography, History, French, Spanish and RE).

The teaching of the set classes is done by dividing the curriculum into 3 Teaching and Learning Tiers. These tiers allow the successful timetabling of lessons but more importantly they allow an appropriate curriculum to be taught to students based on prior attainment and current progress. The three tiers, called in order Walsingham, Fatima and Lourdes, are divided into a total of 8 sets. 3 in Walsingham and Fatima and 2 in Lourdes. Students are initially assigned to the appropriate class in Year 7 based upon SATs results, reading age and primary school data and recommendations.

In Years 10 & 11 the year group is divided into two half years in an approximate 2/3 to 1/3 split.

Lesson in English, Mathematics, Science, French, Spanish and RE are taught in set groups. All other option subjects are taught in mixed ability classes although since 2014 we have successfully set students in History and Geography when timetabling restrictions have allowed.

Monitoring Pupil Progress

Classroom teachers and Subject Leaders continually monitor pupil progress from lesson to lesson. Each term the leadership at St Anthony's monitors the progress of all students in Years 7-11 to ensure that they are placed in the correct class. A meeting, chaired by a Deputy Head Teacher, looks closely at classroom teacher comments and recommendations for student moves to a group or tier above or below their current group that will allow a student to be challenged or supported at a level more appropriate to their current level of progress.