

## Assessment at Acle Academy

### Introduction

Attainment targets and levels have been used in Key Stage 3 (KS3) assessment since the introduction of the national curriculum in 1988. It has become evident that using these levels as a method of assessment had a negative impact on the quality of teaching. Areas of the curriculum where students' knowledge and understanding needed to improve were not being clearly identified. Therefore, the use of national curriculum levels as a form of progress assessment has ceased.

*For further details, please see the Commission on Assessment Without Levels report September 2015.*

### Why is assessment important?

Assessment plays a fundamental role in learning. It helps students and teachers identify what has been learnt, the skills that have been mastered and what needs to improve. Most importantly, it guides and supports students through the next steps of their learning. High-quality assessment can have a very positive impact on students' learning and progress.

### How will my child be assessed?

At Acle Academy, teaching schemes have been developed based on an analysis of the national curriculum content and the identification of GCSE knowledge and understanding. Each department are using assessment grids that have been designed to ensure that students have the key knowledge and understanding to be successful at KS4.

### What do the new number grades mean?

From 2015, the grade descriptors for GCSE changed from A\* - G to 9 - 1. To show how each of the new numerical grades compare to the old letter grades please see the table below.

NEW GCSE	1	2	3	4	5	6	7	8	9
Old GCSE grades	G	F	E	D	C	B	A	A <sup>u</sup>	

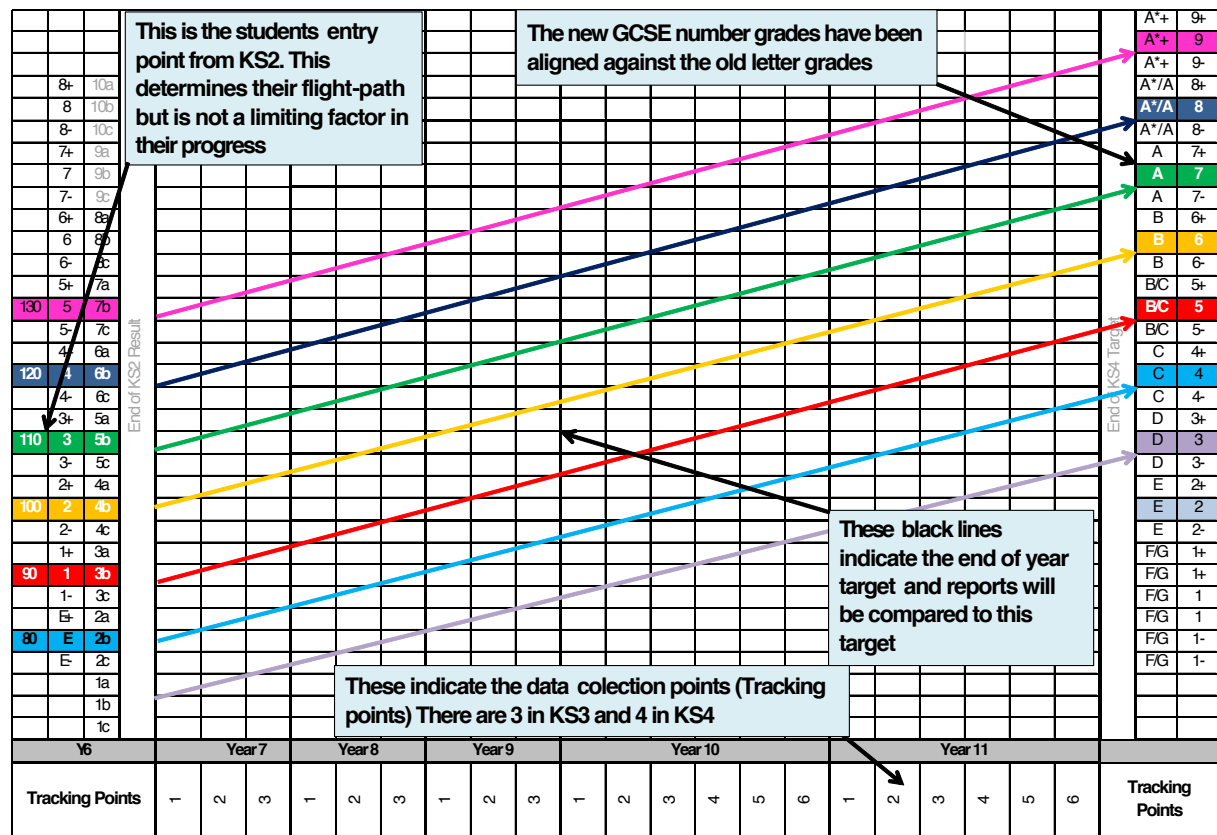
Prior to 2015, a 'C' was

considered a 'good' pass, however from 2015 this has changed so that a '5' becomes the new measure for a good pass.

### What is my child's starting point?

The academy uses KS2 prior attainment as the starting point for each student. This is based on how each student performed in English and maths at KS2 and forms the

starting point for progress at Acle Academy. Regardless of a student's starting point it is expected that every student makes then same rate of progress which is 4 grades of progress from the end of KS2 to the end of KS4. This can be illustrated using a flight-path, which is shown below. A larger version can be found on our website.



### How are the targets set?

The academy sets each student an end of KS4 target based on estimates from Fischer Family Trust (FFT), which takes into consideration how students with the same prior attainment have performed nationally. Students are then set an end of year target by tracking back from their KS4 FFT estimate.

We use these estimates together with regular assessments to monitor progress throughout KS3 and KS4. We aim to provide appropriate intervention for students who fall below their expected progress.

### What is an Attitude to Learning grade?

As well as receiving a monitoring grade, students will also get an Attitude to Learning (ATL) grade that will indicate how hard they are working and highlight if there are any causes for concern. Please see table below to see what each of the ATL grades mean.

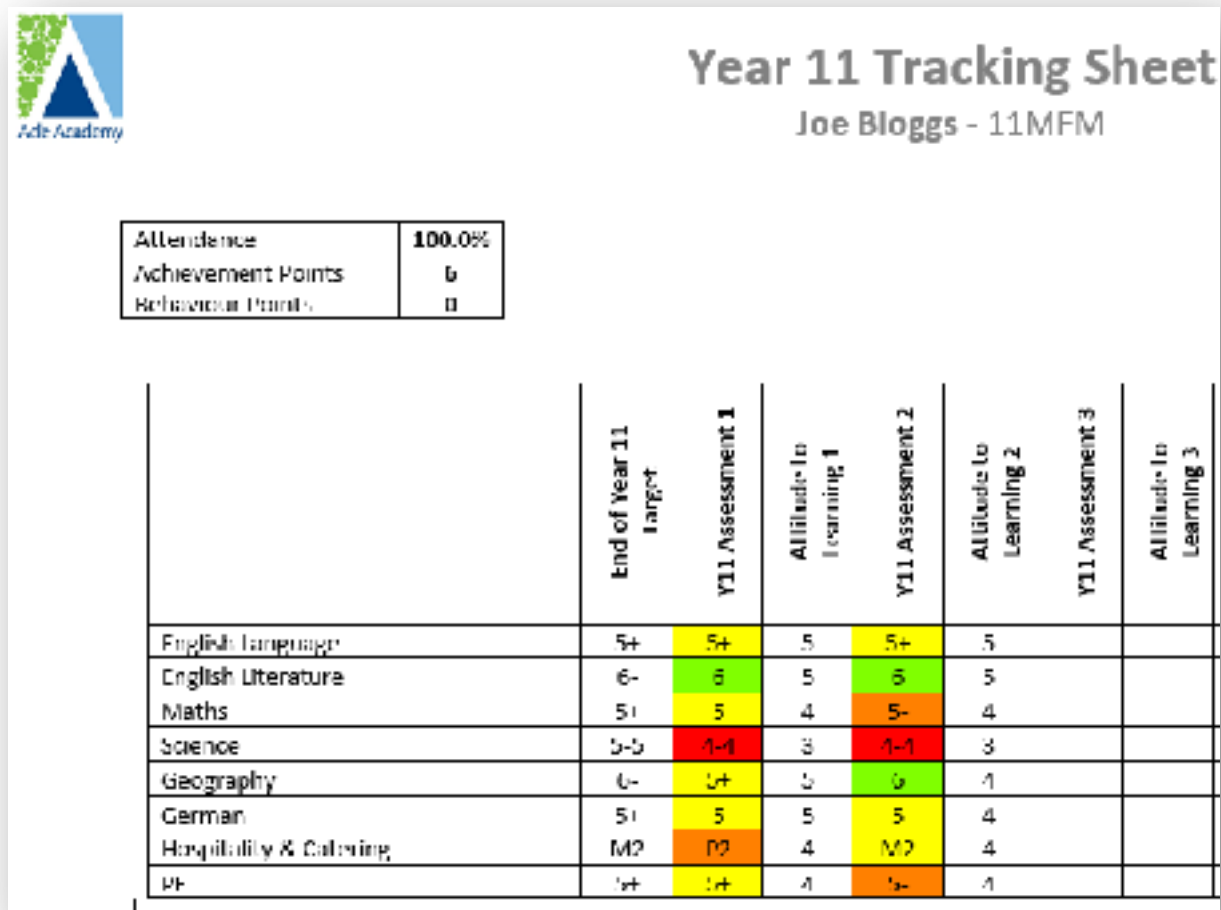
<b>ATL 1</b>	A student's attitude to learning is serious cause for concern and they demonstrate a severe lack of respect for their work. They often fail to actively engage with their own learning or have little or no aspiration to complete work, even with encouragement and support. Students may be fully dependent on staff and may resist support or create barriers to learning. They show no determination to overcome any level of challenge in the work set.
<b>ATL 2</b>	A student may not complete tasks fully unless prompted by a teacher. They can often be passive rather than pro-active in applying themselves to their own learning. Students may be slow to start tasks, and do not actively seek support if challenged. They demonstrate respect for some, but not all aspects of their work. Students may lack the determination to redraft and improve their work and aspire only to complete work to the minimum requirements.
<b>ATL 3</b>	A student's attitude to learning shows a willingness to learn, and respect for their work. Students can work independently to complete tasks to a good standard, but may sometimes rely upon a teacher to direct reflection and development. They make use of extension opportunities in lessons, often when prompted, and they undertake redrafts and improvements when directed. With encouragement, they show determination to overcome challenges in work and aspire to make progress in their learning.
<b>ATL 4</b>	A student's attitude to learning is pro-active. Their work consistently shows a high level of respect. Students are motivated individuals who complete tasks fully and independently in lessons, actively reviewing and improving their work before seeking support from a teacher. They consistently undertake extension activities and produce homework of an impressive standard. They are willing to redraft and improve work repeatedly and aspire to attain the highest standard of work possible. They show consistent determination, even when faced with difficult challenges in the work set.
<b>ATL 5</b>	A student's attitude to learning is conscientious and diligent. They are highly motivated and determined to overcome any challenge set, even if they may fail in the process. They use their initiative and take responsibility for their own learning. Students seek challenge and support as necessary, and they aspire to extend their studies by proactively seeking opportunities to develop their subject knowledge beyond the classroom. The high level of respect they show for their work means that they are keen to share it and discuss related topics with staff and peers.

**What reports will I get?**

Tracking sheets on your child's progress will be sent home three times each academic year for KS3 students and six times for KS4 students. The report will include a summary showing how your child is currently performing against their end of year target.

The tracking sheet will also include their latest attendance figure, any achievement points (positive) they have earned as well as any behaviour points (negative) they have received.

An example of a tracking can be found below.



**Year 11 Tracking Sheet**  
Joe Bloggs - 11MFM

Attendance	100.0%
Achievement Points	6
Behaviour Points	0

	End of Year 11 Target	Y11 Assessment 1	Attitude to Learning 1	Y11 Assessment 2	Attitude to Learning 2	Y11 Assessment 3	Attitude to Learning 3
English Language	5+	5+	5	5+	5		
English Literature	6-	6	5	6	5		
Maths	5+	5	4	5-	4		
Science	5-5	4-4	6	4-4	6		
Geography	6-	5+	6	6	4		
German	5+	5	5	5	4		
Hospitality & Catering	M2	M2	4	M2	4		
WT	5+	5+	4	5-	4		

The colours on the tracking sheet refer to how secure they are against their end of year target:

- **Green** - Above target
- **Yellow** - On target
- **Orange** - Two sub-grades below target
- **Red** - One or more whole grades below target

## Marking and feedback

Students will undertake formative assessments that show what they have done well and highlight areas they still need to work on. Students are given appropriate feedback via the academy's 'Feedback4' marking policy. This involves:

- Highlighting what has gone well
- A target to work on
- A next step activity to develop students' knowledge or skill
- A literacy aspect to work on where applicable

Some examples of this can be found below.

★+ Jake, your notes are of an exceptional quality. You are hugely detailed and it is clear that your understanding of the novel, and its characters, is developing beautifully.

T: From now on, if you see a theme emerging at a point in a chapter you could make a note of this in the margin (ie. nature vs nurture).

📖 How is Golding presenting the theme of nature vs nurture?

He is steadily showing the transition between nature and nurture through many means. A prominent example is the boys' innocence being replaced by savagery. Another example is the island beginning pure and untouched, and after the plane crash and the fire it is forever changed.

📖 Could you use a thesaurus to look up three new words to describe Jack?

Oppressive, obstinate and condescending.

I would give myself a grade 4-5 grade because I included 3 quotations and a basic explanation ✓

+ Your answer is currently on a Grade 4+.  
You start to make several great points and you select evidence well.

T Your explanations need to be clearer.

👉 Explain (as simply as you can) why Romeo says "Juliet is the sun." Give me 2 different reasons for this metaphor:

→ The sun is always there like Juliet is for Romeo ✓  
The sun is out of reach, which is how Juliet makes Romeo feel.

I love this  
second idea - I  
guess she's out of  
reach because she's  
a Capulet...



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