

ASSESSMENT AND REPORTING AT ECKINGTON SCHOOL (2016-2017)



Respect Progress **Succeed**




Parents/students will receive a report three times during the year

It will give you
an 'Attitude to Learning'
grade

a Target Grade

a 'working at'
GCSE grade

an
indicator

ECKINGTON SCHOOL – EXCELLENCE IN EDUCATION		
	Year 7 report - November 2016	
	Name:	John Smith
	Tutor group:	7AB

SUBJECT	ATTITUDE TO LEARNING	TARGET GRADE	CURRENT 'WORKING AT' GCSE GRADE	+/=/-
English	EL	6+	3-	=
Mathematics	AL	5+	3=	+
Science	EL	6+	1=	-
Geography	AL	6+	2=	=
History	AL	5=	1=	=
French	EL	6+	1=	-
German	EL	6+	3=	+
Art and design	EL	6+	3-	=
Catering	AL	6+	3-	=
Drama	EL	7=	3=	=
Graphic products	PL	5+	3-	+
Information and communication technology	EL	7=	1+	-
Music	AL	6+	3-	=
Physical education	EL	8+	3+	=
Resistant materials	PL	6=	2=	=
Textiles	EL	6=	1=	-
Tutorial	AL			



Respect Progress **Succeed**



Attitude to Learning codes

ATTITUDE TO LEARNING
EL
AL
EL
AL
AL
EL
EL
EL
AL
EL
PL
EL
AL
EL
PL
EL
AL

Eckington School

	LETTERS	EXCEPTIONAL LEARNER (EL)	ACTIVE LEARNER (AL)	PASSIVE LEARNER (PL)	DISENGAGED STUDENT (DS)
IN SCHOOL LEARNING	ATTENTIVENESS AND ENTHUSIASM	<ul style="list-style-type: none"> Fully engaged. Thirst for knowledge/learning. Actively listens. 	<ul style="list-style-type: none"> Engaged in learning. Shows an interest in furthering knowledge / learning. Listens throughout lesson. 	<ul style="list-style-type: none"> Not always engaged in learning. Lacks an interest in further knowledge / learning. 	<ul style="list-style-type: none"> Unwilling to engage/ participate fully in lesson. Shows poor listening skills. Easily distracted. Shows little or no interest in learning new skills/ideas.
	INDEPENDENCE, RESILIENCE AND PERSEVERANCE	<ul style="list-style-type: none"> Seeks challenge. Never gives up. Uses initiative to solve problems. 	<ul style="list-style-type: none"> Accepts challenge. Rarely gives up. Takes advice to solve problems. 	<ul style="list-style-type: none"> Reluctant to seek challenge. Lacks confidence to work independently. Seeks teacher's support too easily. 	<ul style="list-style-type: none"> Avoids starting tasks by themselves. Gives up too easily. Unwilling to learn/work without the teacher.
	COOPERATION AND COLLABORATION	<ul style="list-style-type: none"> Positive impact on the learning of others. Empathetic to the views of others. 	<ul style="list-style-type: none"> Supports the learning of others. Respectful of the views of others. 	<ul style="list-style-type: none"> Little/no impact on the learning of others. Tolerant of the views of others. 	<ul style="list-style-type: none"> Unwilling to contribute little to the group. Does not seek help/advice of others. Can have a negative impact on the learning of others.
	RESPONSE TO FEEDBACK	<ul style="list-style-type: none"> Responds positively to advice and applies to all future work. Independently advances skills/knowledge following advice. 	<ul style="list-style-type: none"> Responds to advice and applies to some future work. Independently seeks further advice to advance skills/knowledge. 	<ul style="list-style-type: none"> Responds to advice in the short term. Little interest in taking advice to improve further work. 	<ul style="list-style-type: none"> Fails to respond to advice/ feedback. Takes no interest in improving work. Shows lack of self respect.
	PUNCTUALITY AND READINESS TO LEARN	<ul style="list-style-type: none"> Always on time. Fully equipped. Immediately switched on to learning. 	<ul style="list-style-type: none"> Always on time. Fully equipped. Ready to learn. 	<ul style="list-style-type: none"> Usually on time. Usually equipped. Needs to be prompted to start work. 	<ul style="list-style-type: none"> Frequently late. Rarely fully equipped. Very slow to start learning.
	COMPLETION AND QUALITY OF HOMEWORK	<ul style="list-style-type: none"> Homework completed on time to a very high standard. Uses initiative when struggling. 	<ul style="list-style-type: none"> Homework completed on time to good standard. 	<ul style="list-style-type: none"> Homework attempted but not to the best of their ability. Little attempt made when struggling. 	<ul style="list-style-type: none"> Homework often late, incomplete, or not done. Homework poorly presented, showing minimum effort. Little/no attempt made when finds work difficult.
HOME LEARNING	OWNERSHIP OF FURTHER LEARNING	<ul style="list-style-type: none"> Enthusiastically seeks further learning opportunities. 	<ul style="list-style-type: none"> Actively seeks further learning opportunities 	<ul style="list-style-type: none"> Does not seek or recognise learning opportunities. 	<ul style="list-style-type: none"> Views learning as being forced upon them therefore shows no interest in further learning.



TARGET GRADE
6+
5+
6+
6+
5=
6+
6+
6+
6+
7=
5+
7=
6+
8+
6=
6=

Target Grade

This is the grade your child has the potential to achieve in a particular subject in the final examinations at the end of year 11.

(But only if they work to the very best of their ability throughout the five years).



Working at Grade

CURRENT 'WORKING AT' GCSE GRADE
3-
3=
1=
2=
1=
1=
3=
3-
3-
3=
3-
1+
3-
3+
2=
1=

This is the GCSE grade they are working to at that moment in time.

The 'working at' GCSE grade will be based on everything a teacher knows about a student, including results in progress tests, and work produced in both class and at home.

This will be the GCSE grade that the student is currently working at and will be based on a full range of evidence



The indicator

The final column on the report tells you and your child whether the current 'working at' GCSE grade given means that the student is on course (if they keep working/learning as they have been) to achieve their target grade at the end of Year 11.

+/=/-
=
+
-
=
=
-
+
=
=
=
+
-
=
=
=
-

+

If progress continues at a similar rate, then the student is likely to exceed their target grade

=

If progress continues at a similar rate, then the student is likely to achieve their target grade.

-

If progress continues at a similar rate, then the student is unlikely to achieve their target grade.



ASSESSMENT THROUGH THE YEAR

- All students will have at least 3 progress tests through the year (5 in English, mathematics and science)
- They will also have ‘substantial’ pieces of work through the year in most subjects.

Substantial pieces of work and progress tests will all be awarded a ‘working at’ GCSE grade (after any follow up work is required).

NB. This ‘working at’ GCSE grade is specific to that piece of work/progress test.



Students will have a 'flightpath' sheet in the front of their book/progress file

TARGET GRADE	Working at Levels at each reporting point																PROJECTED END OF KS4 GRADE
	Y7 R1	Y7 R2	Y7 R3	Y8 R1	Y8 R2	Y8 R3	Y9 R1	Y9 R2	Y9 R3	Y10 R1	Y10 R2	Y10 R3	Y11 R1	Y11 R2	Y11 R3	Y11 R4	FINAL
9+/=	4+	5-	5+	6-	6-	6+	7-	7-	7+	8-	8-	8+	9-	9-	9+	9+	9+
9-	4-	4+	5-	5+	5+	6-	6+	6+	7-	7+	7+	8-	8+	8+	9-	9-	9-
8+/=	3+	4-	4+	5-	5-	5+	6-	6-	6+	7-	7-	7+	8-	8-	8+	8+	8+
8-	3=	3+	4-	4+	4+	5-	5+	5+	6-	6+	6+	7-	7+	7+	8-	8-	8-
7+/=	3-	3=	3+	4-	4-	4+	5-	5-	5+	6-	6-	6+	7-	7-	7+	7+	7+
7-	2+	3-	3=	3+	3+	4-	4+	4+	5-	5+	5+	6-	6+	6+	7-	7-	7-
6+/=	2=	2+	3-	3=	3=	3+	4-	4-	4+	5-	5-	5+	6-	6-	6+	6+	6+
6-	2-	2=	2+	3-	3-	3=	3+	3+	4-	4+	4+	5-	5+	5+	6-	6-	6-
5+/=	1+	2-	2=	2+	2+	3-	3=	3=	3+	4-	4-	4+	5-	5-	5+	5+	5+
5-	1=	1+	2-	2=	2=	2+	3-	3-	3=	3+	3+	4-	4+	4+	5-	5-	5-
4+/=	1-	1=	1+	2-	2-	2=	2+	2+	3-	3=	3=	3+	4-	4-	4+	4+	4+
4-	W5	1-	1=	1+	1+	2-	2=	2=	2+	3-	3-	3=	3+	3+	4-	4-	4-
3+	W4	W5	1-	1=	1=	1+	2-	2-	2=	2+	2+	3-	3=	3=	3+	3+	3+
3=	W3	W4	W5	1-	1-	1=	1+	1+	2-	2=	2=	2+	3-	3-	3=	3=	3=
3-	W2	W3	W4	W5	W5	1-	1=	1=	1+	2-	2-	2=	2+	2+	3-	3-	3-
2+	W1	W2	W3	W4	W4	W5	1-	1-	1=	1+	1+	2-	2=	2=	2+	2+	2+
2=	EL2	W1	W2	W3	W3	W4	W5	W5	1-	1=	1=	1+	2-	2-	2=	2=	2=
2-	EL1	EL2	W1	W2	W2	W3	W4	W4	W5	1-	1-	1=	1+	1+	2-	2-	2-
1+		EL1	EL2	W1	W1	W2	W3	W3	W4	W5	W5	1-	1=	1=	1+	1+	1+
1=			EL1	EL2	EL2	W1	W2	W2	W3	W4	W4	W5	1-	1-	1=	1=	1=
1-				EL1	EL1	EL2	W1	W1	W2	W3	W3	W4	W5	W5	1-	1-	1-
U						EL1	EL2	EL2	W1	W2	W2	W3	W4	W4	W5	U	U

Students will have circled or highlighted their target grade

NB. a W grade means 'working towards' GCSE grade 1, EL = Entry Level



- If the grade for the work/progress test is on or above their target line they are making appropriate or better progress towards their target grade.

TARGET GRADE	Working at Levels at each reporting point																PROJECTED END OF KS4 GRADE
	Y7 R1	Y7 R2	Y7 R3	Y8 R1	Y8 R2	Y8 R3	Y9 R1	Y9 R2	Y9 R3	Y10 R1	Y10 R2	Y10 R3	Y11 R1	Y11 R2	Y11 R3	Y11 R4	FINAL
9+/=	4+	5-	5+	6-	6-	6+	7-	7-	7+	8-	8-	8+	9-	9-	9+	9+	9+
9-	4-	4+	5-	5+	5+	6-	6+	6+	7-	7+	7+	8-	8+	8+	9-	9-	9-
8+/=	3+	4-	4+	5-	5-	5+	6-	6-	6+	7-	7-	7+	8-	8-	8+	8+	8+
8-	3=	3+	4-	4+	4+	5-	5+	5+	6-	6+	6+	7-	7+	7+	8-	8-	8-
7+/=	3-	3=	3+	4-	4-	4+	5-	5-	5+	6-	6-	6+	7-	7-	7+	7+	7+
7-	2+	3-	3=	3+	3+	4-	4+	4+	5-	5+	5+	6-	6+	6+	7-	7-	7-
6+/=	2=	2+	3-	3=	3=	3+	4-	4-	4+	5-	5-	5+	6-	6-	6+	6+	6+
6-	2-	2=	2+	3-	3-	3=	3+	3+	4-	4+	4+	5-	5+	5+	6-	6-	6-
5+/=	1+	2-	2=	2+	2+	3-	3=	3=	3+	4-	4-	4+	5-	5-	5+	5+	5+
5-	1=	1+	2-	2=	2=	2+	3=	3-	3=	3+	3+	4-	4+	4+	5-	5-	5-
4+/=	1-	1=	1+	2-	2-	2=	2+	2+	3-	3=	3=	3+	4-	4-	4+	4+	4+
4-	W5	1-	1=	1+	1+	2-	2=	2=	2+	3-	3-	3=	3+	3+	4-	4-	4-
3+	W4	W5	1-	1=	1=	1+	2-	2-	2=	2+	2+	3-	3=	3=	3+	3+	3+
3=	W3	W4	W5	1-	1-	1=	1+	1+	2-	2=	2=	2+	3-	3-	3=	3=	3=
3-	W2	W3	W4	W5	W5	1-	1=	1=	1+	2-	2-	2=	2+	2+	3-	3-	3-
2+	W1	W2	W3	W4	W4	W5	1-	1-	1=	1+	1+	2-	2=	2=	2+	2+	2+
2=	EL2	W1	W2	W3	W3	W4	W5	W5	1-	1=	1=	1+	2-	2-	2=	2=	2=
2-	EL1	EL2	W1	W2	W2	W3	W4	W4	W5	1-	1-	1=	1+	1+	2-	2-	2-
1+		EL1	EL2	W1	W1	W2	W3	W3	W4	W5	W5	1-	1=	1=	1+	1+	1+
1=			EL1	EL2	EL2	W1	W2	W2	W3	W4	W4	W5	1-	1-	1=	1=	1=
1-				EL1	EL1	EL2	W1	W1	W2	W3	W3	W4	W5	W5	1-	1-	1-
U						EL1	EL2	EL2	W1	W2	W2	W3	W4	W4	W5	U	U

- Each time a student gets a grade for their work/progress test they will circle/colour in the appropriate grid
- You should also be able to see progress i.e. from 2+ → 3- → 3= etc.

