

Aims of Assessment at Woodrush High School

We have four aims to provide clear policy and procedure on the school's approach to assessment.

- every child knows how they are doing and understands what they need to do to improve and how to get there.
- every teacher is equipped to make well-founded judgements about students' attainment
- the school assesses students work to share meaningful grading with parents, to track their progress.
- every parent and carer knows how their child is doing, what they need to do to improve and how they can support their child and her/his teachers.

Reporting on your Child's Progress

At Woodrush High School, all students are assessed using a 1-9 grading scale. We also use a 'Working Towards' grade (WT), which is seen as Breakthrough grade from KS2. At KS4/5 students in some subjects may be graded using Pass (P)/ Merit (M)/ Distinction (D) /Distinction* (D*). Below is a guide to what these grades mean:

Grade Range Used at Woodrush										
WHS Progress Grades	WT	1	2	3	4	5	6	7	8	9
Grading equivalents	Developing from KS2	'Old GCSE F/G grade'			'Old GCSE C grade'			'Old GCSE A grade'		
Vocational Grades Used					Pass (P)	Merit (M)		Distinction (D)	Distinction* (D*)	
Increasing ability and attainment →										

It is important that as a school, and as parents, we view your child's progress as a journey. Students are not expected to move up the scale quickly; most children will move between 3 to 5 full grades in their time at Woodrush. Progress should be steady and secure over time. We use this grading system because:

- The WT to 9 grading scale is linked to GCSE grades, therefore it is easy to understand, and you can see progression through time
- The same assessment language is used across the school, making it easier for students to understand what they need to do to move on, and for parents to be involved in their child's progress.

Fine Grading

We use fine grading to show the level of progress at each grade

+	Meaning Secure ; the grade is secure and very close to the next grade, which could be achieved with intervention
=	Meaning Secure with Support
-	Meaning Vulnerable ; the student is not secure at this grade and without intervention may drop to the grade below

Other Information within the Report

- Along with the grade at which your son/daughter is currently working, we also indicate their current attitude to learning (A2L) in each subject (see below).
- On the next page in the grid staff use to help determine the attitude to learning grade given to each child

Attitude to Learning (A2L)			
1	2	3	4
Outstanding	Good	Requires Improvement	Inadequate



Organisation		Level of engagement	Quality of work	Reflection					
This means that students ...									
1	OUTSTANDING	<ul style="list-style-type: none"> Always bring all the necessary equipment to learn. Have consistently excellent attendance (97% or above) Are always punctual and arrive eager to learn. Always meet deadlines and often complete work early. Wear uniform with pride and their appearance sets an example to others. 	<ul style="list-style-type: none"> Are highly motivated and display exceptional levels of effort and commitment. Always makes thoughtful and well supported contributions in lessons. Thrive on facing and overcoming challenges. Often take a lead role in group tasks. Are able to work independently and take responsibility for their learning. Display a thirst for and love of learning. 	<ul style="list-style-type: none"> Take responsibility for ensuring the quality of their work is exceptional. Choose to extend learning at home (e.g. Additional research, background reading). Take exceptional pride in the presentation of their work. Go above and beyond everything that staff, parents and carers could ask. 	<ul style="list-style-type: none"> Evaluate their own work and effort accurately and honestly. Are proactive in moving their own learning forward via DIRT tasks. Set their own challenging targets for improvement. Actively take ownership of their own learning. Often consider / seek alternative approaches as a result of any subject misconceptions. 				
		2	GOOD	<ul style="list-style-type: none"> Always bring the necessary equipment to learn. Have good attendance (96-97%) Are always punctual. Always meet deadlines. Always wear uniform correctly and smartly. 	<ul style="list-style-type: none"> Are very motivated and always try their best. Contribute constructively in lessons. Show resilience when faced with challenges. Get actively involved in group work. Always follow instructions the first time. Respect others' right to learn. Can work independently. Show commitment and enthusiasm for learning. 	<ul style="list-style-type: none"> Complete all work in class to the best of their ability. Complete all homework to the best of their ability. Take care in the presentation of their work. Do everything that staff, parents and carers could ask. 	<ul style="list-style-type: none"> Reflect accurately and honestly on their own work and effort. Always act upon teacher feedback to move their learning forward via DIRT tasks. Are always seeking to improve. Are keen to address any subject misconceptions. Improve their SPAG as a result of Think Pink feedback. Ask for advice on how to improve. 		
				3	REQUIRES IMPROVEMENT	<ul style="list-style-type: none"> Sometimes lack all the necessary equipment to learn. Have attendance of below 96% which may be having a negative impact on progress. Are not consistently punctual. Sometimes meet deadlines but not always. Do not always wear full uniform correctly and smartly. 	<ul style="list-style-type: none"> Generally try hard but are sometimes willing to settle for less than their best. Can make positive contributions but need to be prompted. Give up rather too easily when faced with challenges. Could get more actively involved in group work. Generally follow instructions, but not always immediately. Sometimes disrupt the learning of others. Are compliant but often too passive in their learning. 	<ul style="list-style-type: none"> Sometimes produce class work to the best of their ability, but not always. Show inconsistent effort in the quality and quantity of homework produced. Could take more care in the presentation of their work. Do what is required of them by staff, parents and carers but no more 	<ul style="list-style-type: none"> Reflect on their work and effort when required to. Sometimes respond to but don't always act upon feedback via DIRT tasks. Show some interest in improving their learning. Only sometimes address subject misconceptions. Require prompting to correct their SPAG as a result of Think Pink feedback. Require more drive to act upon feedback to achieve their full potential.
						4	POOR	<ul style="list-style-type: none"> Rarely have the necessary equipment to learn. Often miss lessons through absence. Regularly arrive late. Rarely meet deadlines. Rarely wear uniform correctly. 	<ul style="list-style-type: none"> Have major difficulties in managing own learning and behaviour. Give up before really trying. Do not respond to help offered Do not work constructively with others. Will not work independently. Often refuse to comply with instructions. Often interrupt teaching. Distract others and prevent learning from taking place.

Understanding Your Child's Report

Year Target

Your child has a flightpath of progression based on their ability on entry to the school and the progression that similar children make nationally at that level.

From this we develop Expected Grades that indicate whether they are above /at / below what is expected at that point in time compared to students of similar ability.

We are aware that students make different rates of progress throughout their education, and thus this is just an indication of where similar students are likely to be at that point in time.

Current Mark

This grade is their current attainment based on the work that they have done so far within each subject. A gap between this grade and their target in their first progress report of the year is not necessarily an issue as we would expect this gap to close as the year goes on.

Attitudes to Learning (A2L)

This gives you an indication about your child's attitude towards their learning

This grading shows the effort they are giving in class and through homework, and the attitude they are showing towards their studies

11 to 18		11 to 18		11 to 18	
Attendance*	Lates	Unauthorised Absences	Authorised Absences	Report date	
Course	Year target	Current mark	A2L		
Art and Design / Art: KS3 Art and Design	3-	2	Good		
Computer Science: KS3 Computing	4+	5+	Outstanding		
Drama: KS3 Drama	3	1+	Good		
English: KS3 English	3	3	Good		
Geography: KS3 Geography	4-	4	Outstanding		
History: KS3 History	4-	4	Good		
Chinese: KS3 Mandarin	2	2-	Outstanding		
Mathematics: KS3 Maths	4-	4+	Good		
Music: KS3 Music	4-	3-	Good		
Physical Education / Sports: KS3 PE		Expected	Good		
Religious Education: KS3 Religious Education	4-	3+	Good		
Science: KS3 Science	3+	3+	Good		
Design and Technology: KS3 Technology	3-	3-	Good		

* Attendance is for 04 Sep 2019 - 13 Dec 2019

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Further Notes

- Progress reports are sent to parents at the end of each term
- The last report of the year will also contain written comments about your child's progress over the year from their form tutors.
- Grading for Core PE is explained within the email send with your child's report