



# **ASSESSMENT, RECORDING AND REPORTING ACHIEVEMENT**

Date: July 2018

# FPHS Assessment, Recording And Reporting Achievement

## Document Control

|                     |   |
|---------------------|---|
| <b>Organisation</b> | Falinge Park High School                                    |
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| Revision Date | Reviser                       | Previous Version | Description of Revision   |
|---------------|-------------------------------|------------------|---|
| 01/07/2017    | Mrs P O'Reilly and Mrs S Wood | 01/07/2016       | Update policy to reflect changes in KS3 and KS4 assessment, recording and reporting processes |
| 01/07/2018    | Mr S Ward                     | 01/07/2017       | Update policy to reflect changes in KS3 and KS4 assessment, recording and reporting processes |
|               |                               |                  |   |

## Document Approvals – This document requires the following approvals:

| Approval Sought From | Name                               | Date           |
|----------------------|------------------------------------|----------------|
| Governing Body       | Pupil and curriculum sub committee | September 2018 |
|                      |                                    |                |
|                      |                                    |                |

## Document Distribution – This document will be distributed to:

| Individual/Group                                       | Job Title/Group Type                                   | Distribution Date |
|--|--|-------------------|
| All teaching staff, school website, parents and carers | All teaching staff, school website, parents and carers | September 2018    |
|  |  |                   |

## 1. Introduction

**“Assessment is the bridge between Teaching and Learning” Dylan Williams**

1.1 At Falinge Park High School developing assessment remains a key priority area for 2018-19. Our assessment is inextricably linked to our curriculum schemes of learning and is constantly evolving as we undertake research to improve our understanding and practice. We work alongside external experts such as the assessment Academy (based at CEM University of Durham) to challenge and develop our understanding in this area. Through this organisation the school has successfully developed three qualified **Assessment Leaders** with the desire to form a World class assessment process that improves outcomes for the pupils at Falinge Park High School through the delivery of compelling learning.

1.2 The school development plan (2018-19) continues to prioritise the key strand of developing compelling teaching and learning through the use of CREATE. A key aspect of great teaching is embedding assessment practices consistently throughout all key stages so that assessment is all about learning, it builds a shared understanding of the what a pupil knows, understands and can apply as well as providing pointers for further development. Assessment at Falinge Park High School is based on curriculum learning goals, which are shared with and reflected on by pupils, continuous formative assessment, opportunities for summative assessment at relevant points and synoptic assessments at the end of each year, all with a key focus on what and how pupils learn.

1.3 The school are committed to developing the quality of the assessment that is designed and implemented by staff. All assessment developed at Falinge Park High School is based around the four pillars of assessment: **Purpose, Validity, Reliability and Value**

We continually improve staff's understanding in each of these areas however believe in developing this over time, not rushing the process so that staff truly understand assessment design. We want staff members to not only implement assessment but understand how to effectively use it as a tool to respond to and reframe learning, adapt teaching approaches and intervene or support where necessary.

The school will therefore prioritise embedding the understanding of Purpose and Validity of assessment with Reliability and Value to follow.

When focusing on **Purpose** staff will be asked to consider:

1. What is being assessed – what key knowledge and skills do you want to assess?
2. What is the end use of the data/information produced?
3. Which assessment tool is the best to achieve the desired outcome?

When focusing on **Validity** staff will be asked to consider:

1. Assessment content
2. How and when pupils conduct the assessment
3. How it is marked and standardised
4. How and what it will be used for

These are key consideration during assessment design that ensure assessment is rigorous and robust in design and delivered in such a way that the results produced are valid.

1.4 Assessment is embedded into curriculum Schemes of learning and is used to plan learning so that cognitive load is considered and working memory is developed through interleaving learning through multiple SOL. SOL are not unitary-they are built up over a big picture-the big aims of our curriculum and subjects. They are tracked back so that each builds on prior knowledge and skills. They also increase in challenge. This pedagogical approach is central to classroom practice because it is based on the excellence required when developing knowledge and skills in each subject, year and SOL so that Deep learning is planned for and there is a no ceiling approach to learning. This is supported by the school's commitment to not share graded numerical or letter targets at KS3. In each subject, our pupils journey through knowledge, understanding and skills which build progressively from Year 7 through to GCSE and takes in to account learning from KS2. It draws on a range of evidence (Midyis, Reading ages, EAL fluency, formative and summative teacher assessments)

1.5 Teacher assessment is based on a broad range of activities in a variety of contexts. These may include: long and short written tasks, hinge questions, multiple choice questions, exam style preparation, synoptic examination papers, written and practical work. In Key Stage 3 at Falinge Park High School we record assessment at whole school level based on teachers' judgement of pupils' **attainment** related to knowledge and skills in a SOL. It is based on evidence, evaluating where pupils are on the continuum of deep, secure, developing or emerging. Reframing and responding to this evidence will develop compelling learning and maximise deep learning for all students. Reframing of learning will be carried out on a continuous basis by the teacher both in the classroom and beyond ensuring high quality responsive teaching.

Within subjects: with continuous evaluation of SOL and curriculum learning goals, ensuring processes of moderation and standardisation wherever possible, shared marking of exemplar materials and evaluation of pupil work. Triangulation of these data sources with externally standardised data (Midyis, Reading ages, EAL fluency levels) ensure that assessment is rigorous, robust and free from bias.

1.6 Feedback to pupils is significant to ensuring responsive teaching at Falinge Park High School, our effective feedback policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations so that

marking and feedback maximises learning, is motivating, meaningful and manageable. This is outlined in the effective Feedback Policy

## **2. Key stage 3 Assessment**

- 2.1 The Government abolished National Curriculum attainment levels from September 2016 and has not replaced them. The Falinge Park High School assessment, monitoring and reporting model from September 2017 is derived from our educational principles and is tailored to our particular context here at Falinge Park High School.
  
- 2.2 We have linked curriculum and assessment closely together in order to enhance responsive teaching. Our model is based in the research of Daisy Christodolou, Tim Oates, Prof Rob Coe and Dylan Wiliam with a clear focus on key knowledge and skills and how pupils learn at a deep level, making sure that cognitive load is considered and working memory is developed through interleaving learning from multiple SOL. Each SOL gives clear definitions of excellence in terms of acquisition of knowledge and skills. They have been developed collaboratively using the CREATE model of thinking and have explicit hinge points built in to the pedagogy so that a teacher can see how effectively knowledge and skills are being acquired, developed and applied in a range of contexts.
  
- 2.3 At Falinge Park High School we have moved away from giving levels or grades and instead focus on giving feedback based on learning goals and next steps in progressing towards excellence.
  
- 2.4 We do not set Key Stage 3 data targets as this could set a ceiling on our pupils' achievement within a schemes of learning and have little or no meaning in a system without levels.
  
- 2.5 We make judgements at a whole school level three times as year based on attainment and not progress. A large amount of research points to the fact that judging progress is difficult at best and in a lot of case nearly impossible for staff to do with any certainty, accuracy and reliability. Whereas it is possible to make accurate judgements related to the attainment of knowledge and skills within a SOL. We have endeavoured to design a system that generates meaningful information that can be used to impact on the outcomes of pupils at Falinge Park High School.

This means a pupil at Falinge Park High School may achieve a "Deep" judgement in one SOL but may equally achieve an "Emerging" judgement in another in the same subject. In a progress based system this may appear that the student has gone backwards however this is not necessarily the case for ours. What it means is that the pupil is not as secure in the knowledge and skills in the second SOL compared to the first. What is key is how the teacher modifies their approach or revisits the learning that

has taken place to ensure that over the students curriculum experience they have the key knowledge and skill needed to be successful.

- 2.6 There is also a focus on the habits required in order to achieve excellence and these are directly linked to our compelling learning charter and the big aims of our curriculum (see behaviour policy and curriculum policy)

### 3. Subject Assessment at KS3 (Roles and Responsibilities)

- 3.1 All subject areas have defined excellence for the key stage, year group and each SOL collaboratively so that there is a shared understanding of learning goals and clear assessment hinge points within each SOL

- 3.2 All subject areas have defined the continuum of learning around deep, securing, developing, and emerging within a SOL for both Knowledge and Skills

- 3.3 Using the CREATE model of thinking all teachers are planning and responding to the evidence. At subject level this is reframing SOL and at teacher level reframing for classes and individuals

|   |                     |  |
|---|---------------------|--|
| C | Consider            | Consider what excellence looks like in this Scheme of Learning.<br>Consider what you know about the pupils.<br>Consider what misconceptions they are likely to have in this Scheme of Learning.<br>Consider how you can teach all pupils so that they are deepening their knowledge and deepening their acquisition of skills.<br>Consider how you will build their working memory by interleaving key concepts from KS2 and/or previous years.<br>Consider what assessments you will use to diagnose the knowledge and skills pupils have acquired. |
| R | Reframe<br>Respond  | Reframe your teaching if your assessments prove that pupils are not where you want them to be.<br>Reframe the SoL if pupils are not grasping key concepts.<br>Reframe your assessments if pupils are not demonstrating the learning – are the assessments really designed to demonstrate the knowledge and skills pupils have been learning.<br>Reframe your assessments if pupils are deepening their knowledge and skills – are your SoL challenging enough? Are your assessments reflecting the level of challenge in the classroom?              |
| E | Evidence            | Is the work the children producing in class representative of where they are on the continuum.<br>Keep your records of each Scheme of Learning so that you know what has been successful and what hasn't.<br>Use the evidence you have from Mid-Yis, Reading Ages, EAL fluency to determine if your teaching and your assessments are deepening the knowledge and skills. Is there a gap between what you are seeing and what externally standardised tests are demonstrating?   |
| A | Accelerate          | If pupils are deepening their knowledge and skills, what do you need to do next to accelerate the learning in the classroom?   |
| T | Target              | If pupils are consistently only demonstrating emerging knowledge and skills, how can you intervene at teacher level, at faculty level, at pastoral level, at whole school level?<br>If pupils are consistently deepening their knowledge and skills, how can you target these pupils to be challenged further?   |
| E | Educate<br>Edu-cere | How are high performing departments in school sharing their expertise with others in school/ at system level?<br>How are high performing departments ensuring their successes are compared with others?  |

- 3.4 All teachers use the Effective Feedback Policy in order to check for understanding and

respond accordingly in their planning of learning

- 3.5 Subject teachers plan ongoing assessments that enable teachers to gather evidence of learning at hinge points within the SOL. This may often be in the form of hinge questions or other questions which have been carefully and skillfully designed for a specific purpose. These are designed to allow the teacher to respond and reframe the learning and adapt their teaching so that pupils overcome any misconceptions, understand key constructs/curriculum concepts and have sufficient practice to make learning stick. Examples of these are shared and identified on SOL to improve practice within teams. Subject staff have timetabled planning meetings fortnightly to discuss the delivery of the curriculum, to share progress and to identify the most effective ways to teach the SOL.
- 3.6 Non negotiable assessments are developed centrally within each subject by subject leaders for each SOL. It is the responsibility of the subject leaders to ensure that enough coverage of the key knowledge and skills takes place within an assessment in order for an appropriate judgement to be made. The subject leader should plan the appropriate time for these assessments to take place throughout each SOL. The design of the assessment will be different based on the subject and what is being assessed. Assessment produced can assess information from the current SOL being studied however it is encourage that skills and knowledge from previous SOL are interleaved into assessment to assess retrieval, deep understanding and memory.
- 3.7 Subject assessments will be implemented for all pupils taking the subject in a consistent environment by teaching staff so that rigorous, robust and valid data is collected. These will be recorded by teachers and shared in subject planning meetings.
- 3.8 Heads of subject provide opportunities for staff to standardise and moderate assessment to improve validity
- 3.9 The assessment data collected within a SOL will be used to allow the member of teaching staff to complete the SOL reflection sheet (see appendix 1) for their classes. The combination of reflection sheets completed between data captures will be used to inform judgements made at a data capture
- 3.10 Heads of Subject evaluate the use the effective feedback policy and plan for development. They also evaluate the use of reflection sheets throughout a SOL with Directors responsible for triangulating the data shared at the key assessment points/whole school data inputs

- 3.11 Each Head of Subject will create a suitable end of year assessment to test knowledge and skills. This will be based on 50% Multiple choice questions to assess knowledge and 50% extended response questions to judge application of skills. These synoptic assessments are designed to provide a judgement on a pupil's performance over the course of a year as well as drawing in information from previous years so that patterns can be identified

## **4. Recording and Reporting at KS3**

- 4.1 All subject areas have defined the continuum of deep, securing, developing, and emerging within a SOL and teachers will make judgements of this for Knowledge and Skills
- 4.2 Throughout a SOL and at the end of a SOL teachers evaluate where pupils are on the attainment continuum of deep, secure, developing, emerging and this is triangulated with other data sources
- 4.3 Teachers will use this information to complete reflection sheets based on the continuum of knowledge and skills.
- 4.4 Throughout each SOL all teachers collect assessment data and record this for their groups, this will be shared in subject planning meetings and moderated with work sampling and reflection sheets (see appendix 1)
- 4.4 At the end of each SOL Heads of Subject and Directors will triangulate teacher records with the evidence in books and what has been seen during learning reviews
- 4.5 At macro level, collection on attainment related to knowledge and skills will be taken at 3 data points throughout the year in line with the school calendar.
- 4.6 Reports to parents will take place termly and outline where pupils are on the continuum of deep, secure, developing, emerging (see section 8). This will be a separate set of judgements per subject. The summer report will also contain the percentage achieved in each of the end of year examinations and a comparison to the year average obtained in the subject.

- 4.7 Teachers will also evaluate behaviour and learning habits using the descriptors provided, these will be reported to parents termly

## **5. Key Stage 4 Assessment, recording and reporting**

- 5.1 SOL at KS4 are based on the programme of study for each subject and are designed to enable pupils to know and understand the knowledge and skills required so that they meet the specification guidelines for GCSE and provide a broader knowledge base so that compelling learning takes place

- 5.2 All teachers use the Effective Feedback Policy in order to check for understanding and respond accordingly in their planning of learning, which is based on the criteria for success outlined by examination boards

- 5.3 Y10 and Y11 teachers will evaluate where pupils are on the attainment continuum of deep, secure, developing, emerging as an ongoing process each term. This is triangulated with other data sources including work in books

- 5.4 At macro level, collection on attainment related to knowledge and skills will be taken at 3 data points throughout the year in line with the school calendar.

- 5.5 Attainment will be reported at three entry points during the year. This will be awarded as a 9-1 grade and be based on the likely future performance proportionate to the course completed. (A\*-G grades will be given by unreformed subjects until 2019)

A target grade will also be included on Y11 reports so that parents can compare the current predicted attainment of their child with the minimum expected target by the school. Targets are based on the DFE expectations as set out in <https://www.gov.uk/government/publications/progress-8-school-performance-measure> however, there is an element of teacher judgement in the setting of targets which is supported by their own assessment, knowledge of the pupils and predictions from FFT (Fisher Family trust)

- 5.6 End of Year 10 examinations will take place in the sports hall during the summer term of Y10. These will be made up of 50% Multiple choice questions to assess knowledge and 50% extended response questions to judge application of skills (some subject may differ slightly due to their unique nature) Following marking and subject moderation these will be recorded by teaching staff and reviewed by Directors for learning.

- 5.7 Mock examinations will take place in the sports hall during the autumn term of year 11. These examinations will be marked against board mark schemes. Subject moderation is then carried out ensuring consistency across teacher groups. Directors for learning will review these developing appropriate lines of enquiry. The Y11 autumn report will also contain the grade achieved in the mock examination. This will be an estimate in most cases as a full examination that has been external standardised and graded may not be used. This is due to the fact that the mock examination will only be based on knowledge and skills that have been taught within the curriculum to date
- 5.8 Teachers will also evaluate behaviour and learning habits using the descriptors provided, these will be reported to parents termly

## 6. Feedback

*See Effective feedback policy (link to policy to be added)*

## 7. Effective use of data

7.1 Each role within school will be expected to use the data collected from data captures in different ways in order to have maximum impact within their area of responsibility. The table below identifies what the data is used for and what staff are expected to do with it.

| Role at FPHS                         | Expectations regarding effective use of data   |
|--------------------------------------|--|
| Head teacher                         | Analysed data is used to inform the School Self Evaluation (SEF) document and School Development Plan (SDP) to ensure that performance and outcomes across the school improve.   |
| Deputy Head Curriculum and Standards | Work closely with the Data Lead to ensure that all attainment judgements across the school are completed, analysed and used to improve standards and outcomes across the school. Work closely with the AHT (reporting to parent) to ensure that data is sent out to parents in timely fashion as outlined on the school calendar in the format identified within this policy. Alongside the Associate Head and Associate Deputy Head, work closely with the Directors of areas to identify patterns and lines of enquiry related to the performance of groups of students including the impact of gender, disadvantage, SEND, performance on entry, ethnicity and English as a first language. Through the triangulation with other data sources (external, behavioural, attendance, reading ages and midyis), evaluate the suitability and quality of curriculum delivery across all subject areas and provide appropriate support and challenge to consistently improve standards through the curriculum development plan. |
| Deputy Head                          | Alongside the Associate Head and Associate Deputy Head, work closely   |

|   |   |
|---|---|
| Teaching, Learning and assessment                         | with the Directors of areas and Subject Leads to ensure assessments are developed, standardised, moderated and built into SOLs so that they are effectively used to inform ongoing planning, teaching and data judgements. Ensure the use of reflection sheets across the curriculum is evaluated and quality assured throughout the academic year. Ensure analysed data is used to evaluate and inform plans for T&L development and strategy across the school.   |
| AHT - Personal Development, Behaviour and welfare         | Following a data capture, triangulate attainment data alongside key safeguarding, pastoral and behavioural data to identify patterns in underperformance across the curriculum and in key groups. Work closely alongside the Directors of Progress to identify, monitor and plan appropriate interventions to improve outcomes addressing key pastoral barriers for these groups and individuals  |
| AHT - Equality and Inclusion                              | Following a data capture, triangulate attainment data alongside key safeguarding, pastoral and behavioural data to identify patterns in underperformance across the curriculum for SEND, LAC, and pupils with acute safeguarding concerns. Work closely alongside the SENCO and Safeguarding officer/Deputy DSL to identify, monitor and plan appropriate interventions to improve outcomes addressing key barriers for these groups and individuals  |
| AHT - LIT, Catch up premium, EAL and reporting to parents | Work closely with the data manager to ensure that all key data is reported to parents inline with the reporting process identified within the policy. Following a data capture, triangulate attainment data alongside key safeguarding, pastoral and behavioural data to identify patterns in underperformance across the curriculum for EAL pupils. Work closely alongside the EAL team to identify, monitor and plan appropriate interventions to improve outcomes addressing key barriers for these groups and individuals. Use key data to evaluate the impact of the catch up premium strategy and use findings to inform whole PP plan.   |
| Directors of Areas, English and Maths                     | Analyse data at each whole school Key Assessment point – identifying where pupils are underachieving/making slow progress/require more challenge;<br>Identify underachieving pupils and share this information with Heads of Year so that we can provide intervention for pupils not progressing in area of responsibility<br>Pinpoint underachieving pupils to Subject leads so that they can provide support to the teacher where required;<br>Triangulate the data that is inputted at whole school level and via teacher reflection sheets with the work that is in pupils’ books, the curriculum and teacher assessments<br>Prepare reports for the Senior Leadership team which identify the impacts of their actions on pupil outcomes and how they have ensured we are continually improving. |
| Directors of progress                                     | Track the academic and pastoral progress of their Key Stage<br>Undertake analysis of data after each Key Assessment capture;<br>Identify pupils who are not attaining from their starting points;<br>Liaise with Directors of Areas to address patterns and anomalies of pupils who are not achieving;<br>Work closely with Heads of Year so that appropriate Wave 2 interventions  |

|                |  |
|----------------|--|
|                | <p>are in place for pupils whose behaviour/well-being is preventing them from achieving;</p> <p>Work closely with Heads of Year so that pupils who are demonstrating Compelling Behaviour and Compelling Attitude to Learning are celebrated;</p> <p>Research structured interventions and lead Heads of Year in the delivery of these interventions;</p> <p>Ensure that the quality assurance of these interventions are successful and the quality assurance is robust and rigorous.</p>   |
| Subject leads  | <p>Work closely with the Associate Head and Deputy Heads to evaluate and adapt the assessment designed within SOL. Use the analysis of data from the Directors to ensure assessments measure the curriculum constructs and has a clear purpose, are valide, reliable and have value.</p> <p>Work alongside Directors to ensure teacher reflection sheets match the quality of the work in the classroom and the data inputted during whole school captures. Ensure that assessment information and data is used to reframe teaching and learning and the curriculum as an ongoing process with all staff. Support members of staff related to developing teaching, learning and assessment where underperformance has been identified by Directors.</p>  |
| 2nd in Subject | <p>Work closely and support the Subject Lead in the improvement of teaching, learning and assessment following the analysis of data.</p>   |
| Heads of Year  | <p>Implement Wave 2 interventions for pupils whose behaviour/well-being is preventing them from achieving</p> <p>Ensure pupils who are demonstrating Compelling Behaviour and Compelling Attitude to Learning are celebrated</p> <p>Work closely with the Directors of progress to deliver structured interventions following a data capture</p> <p>Alongside the Director of progress evaluate the impact of interventions and plan for future interventions</p>  |
| Data lead      | <p>Work closely with the Deputy Head to ensure that all attainment judgements across the school are completed, analysed and used to improve standards and outcomes across the school. Ensure all data is in an appropriate format that is shared with and can be analysed by all stakeholders. Organise all internal and external examinations and ensure the information from this is collated and analysed in a timely fashion.</p> <p>Ensure teachers have access to data sheets at least two weeks before a deadline and longer for written reports. Work alongside stakeholder to support them in the effective use and analysis of data following a data capture. Work closely with the AHT (reporting to parent) to ensure that data is sent out to parents in timely fashion as outlined on the school calendar in the format identified within this policy. Support all stakeholder including parents and governors with their understanding of the data shared</p> |
| SENCO          | <p>Work alongside the AHT (equality and inclusion) to monitor, analyse and report on assessment information for students with SEN to ensure that they make excellent progress. Use attainment data to effectively monitor and evaluate the quality of teaching in interventions of students with SEN. As a result lead, manage and effectively deploy staff and resources within the SEN provision and develop/evaluate learning and teaching strategies</p>   |

|                                |   |
|--------------------------------|---|
|                                | for students with SEN across the curriculum   |
| Teacher                        | Ensure that assessment information and data is used to reframe planning , teaching and delivery of the curriculum as an ongoing process for groups of pupils and individuals. Use the triangulation of data to identify potential barriers to learning within class and reframe/respond accordingly. Work closely with subject leads when underperformance of individuals or groups has been identified. Use the triangulation of data to evaluate impact of response inline with the implementation of the CREATE framework. Complete reflection sheets to inform accurate and robust data judgements and engage in process of professional dialogue with subject lead to ensure that student work and assessment match judgements made. |
| Mentors                        | Following a data capture, triangulate attainment data alongside key safeguarding, pastoral and behavioural data to identify underperformance with mentor cohort. Work closely alongside the Lead Mentor to identify, monitor and plan appropriate interventions to improve outcomes addressing key barriers for these individuals   |
| HLTAs and Classroom assistants | Engage with pupil data to triangulate with personal judgements of pupils attainment. Use the data to monitor and evaluate pupil achievements and identify barriers to learning. Working closely with other stakeholders address problem areas wherever possible or refer to the teacher so that relevant interventions can be put in place. Continue to engage with pupil data to evaluate impact of interventions and support  |

## 8. Reporting to Parents

8.1 All subjects will report to parents three time each academic year as part of our data capture cycle.

### 8.2 Years 7, 8 and 9

The autumn and spring report will have a description of a pupil's performance, in terms of their:

- Attainment related to knowledge
- Attainment related to skills
- Compelling Behaviour
- Compelling Learning

The KS3 summer reports will also contain the percentage achieved in each of the end of year examinations and a comparison to the year average obtained in the subject.

There will also be a written tutor report during the summer reporting window

### 8.3 Years 10 and 11

The autumn and spring report will have a description of a pupil's performance, in terms of their:

- Attainment related to knowledge
- Attainment related to skills

- Compelling Behaviour
- Compelling Learning

Learning on the report will show, for each subject, a minimum GCSE/Vocational target grade

Y11 autumn report will also contain the grade achieved in the mock examination

Y11 spring report will also have a written comment from each of their teachers

Y10 summer report will have a written comment from each of their teachers and will also contain the percentage achieved in each of the end of year examinations and a comparison to the year average obtained in the subject.

## KS3 SUBJECT REPORT

**Subject:**

**Pupil:**

|                                 | Deep Knowledge  | Secure Knowledge   | Developing Knowledge  | Emerging Knowledge  |
|---------------------------------|---|--|---|---|
| Attainment related to knowledge | Your child has demonstrated an excellent understanding of the subject content. They articulate their knowledge and their understanding, including abstract concepts, with coherence, appreciation and focus | Your child has shown a good understanding of the subject content and is able to demonstrate this with clarity and success. | Your child has acquired some knowledge and understanding of the subject content. They are not yet secure in using this knowledge to further their learning. | The knowledge your child has acquired in the subject so far is limited. For the next term, with support, determination and encouragement, their knowledge can be developed further. |
| Attainment related to skills    | Deep Skills   | Secure Skills  | Developing Skills   | Emerging Skills   |
|                                 | Throughout this term, your child has applied  | Over the term, your child has demonstrated a   | Over the term, your child has developed some  | Over the term your child has applied some   |

|                             |  |  |  |   |
|-----------------------------|--|--|--|---|
|                             | the subject specific skills consistently, expertly and with continued independence. Their excellent development of the subject specific skills has had a positive impact on their learning.  | good ability to apply the subject specific skills needed for success in their learning.  | skills in this subject but these are not applied consistently with success. With more practice their learning will become more secure.   | subject specific skills to their learning but this has not always been successful. For the next term, with further practice, determination and encouragement their skills will improve.                     |
| <b>Compelling Behaviour</b> | <b>Compelling behaviour</b>  | <b>Good behaviour</b>  | <b>Inconsistent behaviour</b>  | <b>Negative behaviour</b>   |
|                             | Your child consistently comes equipped to lessons, arrives promptly and is motivated to excel. They say no to negative behaviour and encourage others through being a role model to others.  | Your child's behaviour is good most of the time. There is some room for improvement in order to demonstrate the compelling behaviour we all want at Falinge.   | Your child chooses at times not to demonstrate good behaviour. This may include some low level disruption, lateness to lessons or lack of motivation. Learning would be improved by a change in behaviour. | Your child's attitude or behaviour does not reflect our expectations. They don't always respond positively to encouragement or reminders and this is having an impact on their learning and that of others. |
| <b>Compelling Learning</b>  | <b>Compelling approach to learning</b>   | <b>Good approach to learning</b>   | <b>Inconsistent approach to learning</b>   | <b>Negative approach to learning</b>  |
|                             | Your child is intrinsically motivated to succeed in their learning. They actively embrace challenge without fear of failure, demonstrating resilience and a commitment to fully engage in all aspects of the subject. They consciously and consistently approach learning with a positive mindset. | Your child is committed to being a successful learner. They often challenge themselves and approach learning with a positive mindset, engaging in key aspects of the subject and demonstrate resilience. | Your child has variable levels of commitment to learning. There is a tendency to lack perseverance when faced with a challenge and give up too easily.   | Your child lacks commitment to learning. Even when support is given, work is incomplete and often falls below the quality of which I believe they are capable.  |

Appendix 1 - SOL reflection sheet

## WHAT WERE THE LEARNING AIMS OF THIS SCHEME OF LEARNING?

| WHAT WERE THE LEARNING AIMS OF THIS SCHEME OF LEARNING? |  | WHAT WERE THE SKILLS THIS SCHEME OF LEARNING WANTED PUPILS TO DEVELOP? |   |   |   |   |   |                                  |          |
|---|--|--|---|---|---|---|---|----------------------------------|----------|
| * PUT IN HERE INFO FROM THE SOL                         |  | * PUT IN HERE INFO FROM THE SOL  |   |   |   |   |   |                                  |          |
|   |  | DEEP   | SECURE  | DEVELOPING                                      | EMERGING  | DEEP  | SECURE  | DEVELOPING                       | EMERGING |
| NAME OF PUPIL   | Has acquired excellent subject knowledge in this Sol and is able to relate this knowledge to other areas of the subject.   | Has acquired secure knowledge in the Sol.                              | Is advancing knowledge although there are some areas which are stronger than others | Has acquired some of the knowledge in this Sol. | Exhibits skills spontaneously and with confidence | Exhibits skills independently   | Growing ability and independence (prompting needed) | At early stage<br>Support needed |          |
|   |  |  |   |   |   |   |   |                                  |          |
|   |  |  |   |   |   |   |   |                                  |          |
|   |  |  |   |   |   |   |   |                                  |          |
| Reflection questions                                    | What have your pupils learnt?<br>How do you know?<br>How are you responding to this?<br>How effectively have you been delivering the curriculum big ideas/Key concepts in the classroom? |  |   |   |   | What skills have they not developed?<br>Which skills have been developed well?<br>Use the continuum sheet to help support your reflection here and the SOL. |   |                                  |          |
| OTHER:  |  |  |   |   |   |   |   |                                  |          |