

THE ACADEMY GUIDE TO ASSESSMENT AND REPORTING

INFORMATION FOR PARENTS

Assessment, feedback and Reporting at UCL Academy

The removal of levels has meant that secondary schools are able to develop their own methods for assessing students’ progress. The UCL Academy Assessment Model provides authentic assessment for our connected curriculum and Global Citizenship focus. It captures a rich picture of a student’s attainment in terms of Factual Knowledge, Conceptual Understanding, Subject Specific Skills and Learner Attributes.

This booklet describes our assessment model and how we report student progress to parents.

Lower School Assessment

Q. You don’t use levels or grades in lower school – how can I tell how well my child is doing?

- In the first term each student is placed in a **trajectory** based on how they performed in KS2 tests, CATs (Cognitive Assessment Tests) and subject tests at the start of the year.
- They are then given personalised ‘**I can statements**’ according to their trajectory. The trajectories have different levels of challenge.
- Teachers then judge the **progress** your child has made over the term.
- If students evidence the knowledge, understanding and skills described in their statements they are making good progress.

Q. How progress is described in reports

While education is much more holistic than just being on course for grades in exams, we have used progress towards expected GCSE grades as a benchmark for parents and students.

Progress	General Description
Excellent	1 You are on track to exceed the minimum GCSE we expect you get in this subject. You have evidenced not only your expected I can statements but also your challenge ones.
Good	2 You are on track to achieve the minimum GCSE we expect you get in this subject. You have evidenced most of the I can statements.
Limited	3 You are at risk of not achieving the minimum GCSE we expect you get in this subject. You have not evidenced enough of your I can statements.
concern	4 You are not on track to achieve the minimum target grade we expect you to get in this subject. You have not evidenced most of your I can statements.

Q. What are the different trajectories?

In each subject your child is placed into one of the following trajectories based on their end of KS2 test scores, CAT tests and early assessments in each subject.

Trajectory	Preliminary GCSE target
Exceptional E+	9
Extended E	7/8
Secure S	5/6
Developing D	3/4
Beginning B	1/2

For example, if a child always completes the I can statements in the secure trajectory they are on track to achieve at least a grade 5 in that subject.

Your child will always be given the opportunity to do the work required for the next trajectory.

Q. Can a student move up a trajectory?

Yes – definitely. If a student continually evidences the I can statements from a higher trajectory there is a case for them to move up a trajectory so that they are continually challenged. This means they are on track to achieve a higher GCSE grade. The trajectories do not limit in anyway your child’s potential. In fact they provide more opportunities for your child to excel.

Q. Does the Academy tell students their target or trajectory?

No. This is not the Academy policy. We do not want to label children early on as they always have the potential to move trajectories and develop their skills and understanding. We talk in terms of what their next challenge should be and that we have high aspirations for them.

Q. How can I find out my child’s trajectory?

Subject teachers can discuss this with you.

Q. Where can I find my child’s I can statements?

The I can statements are in all students books or folders. In many cases they are also on the learning platform and we hope to make all I can statements available on the website in the future.

Q. How are GCSE reports different?

The same principles apply to GCSE students. However as well as progress towards minimum expected grade you will also receive their current working at grade (WAG) and teacher prediction.

More details of GCSE grading will be sent with the first L2 and L2P report.

Q. What is Commitment to Learning?

Commitment to Learning is reported on a 10 point scale.

8-10	<p>Outstanding effort, reading beyond the lessons and proactively acquiring knowledge and understanding beyond the expectations. Drives their own learning, 100% attendance and punctuality, interested and curious student, focussed on all tasks – group and individual, independent learner. Never late to lessons. Supportive of peers and excellent collaborator. Always respectful and has excellent listening skills.</p> <p>For GCSE: A high quality set of revision notes/guides exist or a high quality revision folder. There is clear evidence of a significant amount of outside studying taking place that is at least as long as time spent in class. Always asks for additional revision and keen to improve their working at grade.</p>
6-7	<p>Very good effort, prepares for most lessons and consolidates work learnt in lessons. Work is well and is organised and mostly complete, meets most deadlines and contributes to all class activities. Rarely late to lessons. Works well in groups. Always respectful and listens well.</p> <p>For GCSE: A quality set of revision notes/ guides exist or a quality revision folder. There is clear evidence of a similar amount of outside studying taking place that is as long as time spent in class. Completes past papers. Attends most revision classes</p>
4-5	<p>Make enough effort to complete most work however it is not always to best of ability, may rely on excuses. Mostly on time but can be late to lessons with no reason. Work has some gaps and and can be better organised and presented. Home learning usually completed but the quality can be much better. Sometimes has to be reminded to focus on learning.</p> <p>For GCSE: A set of revision papers exist or quality revision folder. There is evidence of a similar amount of outside studying taking place that is as long as time spent in class</p>
1-3	<p>When ready to learn can produce good work. Works well with some students but must respect others and allow them to learn. Must come to lessons prepared to learn. Needs to complete class notes and work. Exercise book should be better cared for. Needs to improve listening skills. Needs to think about how they respect others in the class including the teacher.</p> <p>For GCSE: There is little evidence that there is revision taking place outside of lessons. No revision folder. Rarely attends revision classes.</p>

Feedback and Follow Up

Q. How is my child's work marked?

The process of feedback is central to our assessment. The expectation is that students receive feedback on **key pieces of work** between reports. Parents can check that the student has responded to the feedback.

Q. What does feedback look like?

Each subject has their own style of feedback however the core elements are:

- www (what went well) – what they have improved or done well
- EBI (even better if) – 2 key aspects they can improve
- next steps – clear instructions on how to ensure their I can statements are better evidenced. Feedback should be linked to the 'I can' statements or further challenge.
- Students follow up on their teacher's advice **in green pen**.
- Teacher feedback is in red pen.
- Marking for literacy is highlighted in orange.

Reporting Home

Q. When do parents receive reports?

We are committed to supporting effective feedback and reporting throughout the year. We are also committed to managing teacher workload to maintain positive, motivated teachers. We therefore want to ensure written reports are carefully organised and meaningful to parents, students and teachers.

Each term we send home a **Progress update report** that shows how your child is progressing and their Commitment to Learning in each subject. This is a numerical report with no teacher comments.

At GCSE they receive working at grades (WAG) and progress (how far they are from their target) as well as Commitment to Learning.

Q. Are there written reports?

Each year students receive a written subject report and an end of year tutor report. The timings of these are at the end of this booklet.

Q. What if I have further questions?

If you have any questions about your child's progress or how they are assessed then please contact your child's tutor in the first instance.

Reporting Calendar

Foundation

Date	
Thur 11th October	Meet the tutor evening
November 2018	Progress update from English, Maths and Science Commitment to Learning - all subjects
January 2019	Progress update and Commitment to Learning - all subjects
March 2019	Progress update from English, Maths and Science Commitment to Learning - all subjects
Wed 20 th March 2019	Parent consultation Evening
May 2019	Progress update and Commitment to Learning - all subjects
June 2019	Subject teacher written reports and progress update
July 2019	End of year assessment and tutor report

Level 1

Date	
Thur 1 st – Fri 2 nd October	Student review meetings
November 2018	Progress update from English, Maths and Science Commitment to Learning - all subjects
January 2019	Progress update and Commitment to Learning - all subjects
March 2019	Progress update from English, Maths and Science Commitment to Learning - all subjects
April 2019	Subject teacher written report and progress update
Thur 9 th May 2019	Parents Consultation Evening
July 2019	End of year assessment and tutor written report

L1P

Date	
Wed 17th October 2018	L2 Options Evening
Thur 1 st – Fri 2 nd October	Options Meetings
November 2018	Progress update from English, Maths and Science Commitment to Learning - all subjects
January 2019	Subject teacher written reports and progress update
March 2019	Progress update from English, Maths and Science Commitment to Learning - all subjects
Tues 5 th March 2019	Parent Consultation Evening
May 2019	Progress update and Commitment to Learning - all subjects
July 2018	End of year assessment and tutor written report

L2

Date	
Thur 1 st – Fri 2 nd October	Student review meetings
November 2018	Subject reports including: progress, predicted grades and Commitment to Learning
Thur 7 th February 2019	Parent Consultation Evening
April 2018	Progress ,predicted grades and Commitment update from all subjects.
July 2018	End of year assessment results and tutor written report

L2P

Date	
Wed 26 th September 2018	Parent Consultation Evening
Thur 1 st – Fri 2 nd October	Student review meetings
October 2018	Subject reports including: progress, predicted grades and Commitment to Learning
January 2019	Progress and mock results
Mon 1 st April 2019	Parent Consultation Evening and Progress ,predicted grades and Commitment update from all subjects
April - May	Individual Raising Achievement meetings for students of concern.

Please note that a date may change due to operational issues – however you will be informed in advance.