

Assessment & Reporting

Guidelines for Parents



Reporting Model

2018/19

Senior School and Sixth Form Targets

Our pupils sit national tests of **Developed Ability** at key transition points in school:

- Year 7 MidYIS Test
- Year 10 Yellis Test
- Year 12 ALIS Test

Developed Ability represents a pupil's propensity to acquire new knowledge skills and knowledge. It is essentially a measure of a pupil's aptitude for learning. Developed ability generally correlates well with performance in examinations and as such, the tests listed above can be used to generate predictions of likely performance at GCSE and A Level when compared with historical data from other pupils in previous years.

Measures of Developed Ability are useful because they give information about potential, skills and aptitude rather than simply what has been taught in class.

They help us to identify:

- any areas where pupils may need support, particularly if they are achieving below their predictions;
- what is working well for them if they are exceeding their predictions;
- any strengths or weaknesses they may have in terms of their natural aptitude;

Application:

If a pupil scored very highly in the Mathematics element of the MidYIS test but less so in the Vocabulary element, they may require more support in subjects such as English, History or Modern Foreign Languages.

Conversely, if a pupil scores highly in the Vocabulary element, it is likely they have been exposed to a vocabulary rich language, or a wider variety of reading material. A high Vocabulary score is a good indicator of academic success in the Arts, Humanities and Languages.

Targets

The end of year targets listed on the Interim Reports are **specific to each individual pupil** and have been generated using their scores for Developed Ability.

The targets are tailored to pupils' strengths and talents and derive from the national standardised data **they are not an internally set target.**

- **Years 7 – 9** will work towards an end of year target;
- **Year 10** will work towards an end of year target but will be given their end of GCSE prediction separately. This information accompanies the first Interim Report of Year 10;
- **Year 11, 12 and 13** will work towards their final examination predictions - these will be listed on the reports;

It is important to remember that these scores are predictors based on current Developed Ability. If a pupil works hard, is positive and well supported it is entirely possible for them to surpass their predictions. In fact, at BGS it is common for our pupils to do so.

Senior School Reporting

All pupils will receive an Interim Assessment at half-termly intervals from Year 7 – 13. These reports will include:

- End of Year Target;
- Academic Attainment grade;
- Attitude to Learning grade;

They will also receive a full written report annually and grades for internal assessments bi-annually.

Baseline Data – pupils undertake baseline tests at key transition points throughout the Senior School. These provide the basis for academic tracking of progress.

- Year 7 MIDYIS generates GCSE predictions and KS3 targets
- Year 10 YELLIS generates GCSE predictions
- Year 12 ALIS generates A level predictions based on TDA and GCSE profiles

Academic Attainment (7 – 11) Pupils will be assessed using the GCSE 9-1 scale from entry into Year 7 through to the completion of their GCSEs in Year 11. As pupils move from Year 7 – Year 11 it would be expected for them to start at a low grade and show steady, sustained improvement towards the target set out by **MIDYIS and YELLIS**. MIDYIS will be used to generate an **end of year target** for Y7 – 9 and YELLIS for Y10 - 11, this will be displayed on the school reports.

Academic Attainment (12 – 13) sixth formers will be tracked against the ALIS A level predictions based on their developed ability (TDA).

Attitude to Learning grades will be assigned using a ‘best fit’ approach outlined by the whole school criteria. Decisions about transition into Sixth Form will consider these grades alongside the academic attainment grades.

Academic Attainment at BGS

Pupils will be assessed on the GCSE grade scale of 9 – 1 from entry into Year 7, through to the completion of their GCSE examinations in Year 11.

- As pupils join Year 7 they will enter with targets of grades **1 – 4** in most subjects;
- In Year 8 pupils are expected to be working between grades **2 – 5**;
- In Year 9 are expected to be working between grades **3 – 6**;
- In Years 10 – 11 are expected to be working from a grade **5** upwards;

This table represents a typical path of pupil progress throughout **Key Stage 3** and **4** at Bury Grammar School:

		Key Stage 3			Key Stage 4	
		Year 7	Year 8	Year 9	Year 10	Year 11
9	a					<i>Grade 9 restricted to Year 11</i>
	b					
	c					
8	a				End of Year 10 target for a minority	End of Year 11 target for some
	b					
	c					
7	a				End of Year 10 target for some	End of Year 11 target for some
	b					
	c					
6	a			End of Year 9 target for a minority	End of Year 10 target for some	End of Year 11 target for some
	b					
	c					
5	a		End of Year 8 target for a minority	End of Year 9 target for some	End of Year 10 target for some	End of Year 11 target for some
	b					
	c					
4	a	End of Year 7 target for a minority	End of Year 8 target for some	End of Year 9 target for some	<i>This model represents a typical route through BGS. Assessments in some areas may have limits as to what grades can be achieved but there is no 'glass ceiling' and exceptional students can perform beyond their allocated grades if departments deem it appropriate.</i>	
	b					
	c					
3	a	End of Year 7 target for some	End of Year 8 target for some	Likely end of year for MFL		
	b					
	c					
2	a	End of Year 7 target for some	Likely end of year for MFL			
	b					
	c					
1	a	MFL entry				
	b					
	c					

Sub Grades Years 7 - 11

For pupils to effectively demonstrate progress the GCSE predictors are sublevelled using the following criteria:

a	Advanced	Meets all of the requirements for this grade
b	Secure	Meets many of the requirements for this grade
c	Foundation	Is beginning to master some of the requirements for this grade

Example – Year 8 pupil

Art	4c
English	4a
History	4b

This pupil is working at the Grade 4 level in all three subjects and is showing strengths in English where they have mastered all the requirements set out by the English Department for this grade. In History they are working towards the top of Grade 4 but have some skills/content to master and in Art they have met the requirements for Grade 3 and are starting to master the skills/knowledge required for Grade 4.

Attitude to Learning

Senior School

Attitude to Learning grades are assigned using a ‘best fit’ approach outlined by the whole school criteria. Decisions about transition into Sixth Form will take these grades into account alongside the academic attainment grades.

ATL Descriptor	ATL ‘Best Fit’ Criteria
Excellent	Is performing above the high expectations of Bury Grammar School
	Displays enthusiasm, excitement for learning and is intellectually curious
	Takes responsibility for his/her own learning and is prepared to take risks with his/her learning
	Displays an exceptional level of effort and commitment
	Always completes homework to the best of his/her ability and on time
	Revises thoroughly for assessments
Good	Is performing in line with the high expectations of Bury Grammar School
	Is motivated to learn and makes the most of every opportunity
	Asks questions to extend his/her learning and often shows the ability to work independently
	Displays a good level of effort and commitment
	Completes homework to the best of his/her ability and on time
	Revises thoroughly for assessments
Sound	Is mostly performing in line with BGS's high expectations
	Shows some interest in improving his/her learning but could be more proactive
	Participates well in lessons but could play a more active role in class
	Generally stays within his/her comfort zone
	Mostly completes homework to the best of his/her ability and on time, but there is scope for improvement
	Revises well for assessments but could do so more effectively
Some Concerns	Is not performing in line with the high expectations of Bury Grammar School and is not fulfilling his/her potential
	Sometimes lacks the motivation to learn and can be reluctant to participate in all activities
	Is sometimes put off by failure.
	Can drift off task but does respond to teacher intervention
	Does not complete homework to the best of his/her ability and/or does not submit tasks on time
Unsatisfactory	Would benefit from devoting more time to preparing for assessments
	Is falling significantly below the high expectations of Bury Grammar School
	Is quickly put off by failure
	Can engage in behaviour which negatively impacts on learning
	Is frequently without appropriate equipment/kit/books
	Homework, when done, is often of a poor quality and /or is submitted late or not at all
	Would benefit from devoting considerably more time to preparing for assessments

Infant and Junior School Reporting

All children will receive an Interim Assessment at half termly intervals from Year 1 – 6. These reports will include:

- **Academic Attainment** grade;
- **Effort** grade;

Autumn Report:

- **Effort** Grades for **ALL** subjects;
- **Attainment** for English, Maths, Science and Humanities;

Winter - Summer Reports:

- **Effort** and **Attainment** for **ALL** subjects;

Academic Attainment Grades are awarded using **evidence** from a **combination** of:

Teacher judgement, classwork marking, assessments and home learning.

Please note the specific criteria below for the awarding of **Effort** and **Attainment** grades:

Attainment (Att)		
Attainment stages reflect the standard of your child's performance in relation to age related expectations.		
6	Exceeding plus	The plus grading means that your child's attainment is far beyond year group expectations.
5	Exceeding	Exceeding means that your child's attainment is beyond year group expectations.
4	Expected plus	The plus grading means that your child is secure within their attainment outcome and is moving towards the higher reaches of their age related expectations.
3	Expected	Expected means that your child is meeting the year group expectations.
2	Emerging plus	The plus grading means that your child is working just below their year group expectations.
1	Emerging	Emerging means that your child is below or beginning to work within the year group expectations.
Effort (Eff)		
This is a description of your child's approach to their learning and is a 'best fit' grade for your child.		
A	Excellent effort <ul style="list-style-type: none"> • Always engages in lessons • Always completes all tasks and homework • Always listens carefully and follows instructions/directions • Always strives to improve through an exceptional level of effort and commitment 	
B	Good effort <ul style="list-style-type: none"> • Frequently engages enthusiastically in lessons • Completes classwork and homework independently • Listens carefully • Frequently shows signs of trying to improve 	
C	Effort requires improvement <ul style="list-style-type: none"> • Needs encouragement to engage with tasks • Attempts most classwork and homework but can rush and lack attention to detail • Sometimes listens carefully but should do so more often • Can lack motivation and/or concentration 	