



**Lealands**  
High School  
A Specialist Sports College

# Assessment and Reporting Information for Parents

## Introduction

For many years, schools assessed the work and achievement of students using National Curriculum Levels. Criteria was nationally produced for each level for each National Curriculum subject.

In September 2014, the Government ceased the expectation and requirement to assess students using National Curriculum Levels.

All schools are now expected to implement their own assessment system to suit their own circumstances and requirements.

This system of assessment at Lealands uses GCSE grades 1-9 that were first introduced in the summer of 2017. GCSEs are now graded on a scale from 1-9: grade 9 being the highest, grade 1 being the lowest. For consistency and to aid the understanding of parents and students we believe that one grading system throughout Key Stage 3 and Key Stage 4 is the most suitable and helpful.

Figure 1 shows the GCSE grades and their equivalences compared to the old A\* - G grading system.

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

Grade 9 is the highest grade available and has no equivalent grade in the old grading system.

Grade 7 is aligned to the old GCSE grade A, and the same proportion of students in each subject will achieve the grade 7 each year as achieved the grade A.

Grade 5 is a new grading and sits above an old grade C and at the bottom end of an old grade B. **This is known as a strong pass and is the Government's new national expectation.**

Grade 4 is aligned to the old GCSE grade C, and the same proportion of students in each subject will achieve the grade 4 each year as achieved the grade C. This grade 4 is now classed as a **standard pass**.

## Rationale

The GCSE assessment model:

- One system throughout the whole school to provide a coherent and continuous assessment model from Year 7 to Year 11
- Simple and easy to understand – for staff, parents and students
- Based on developing the key knowledge, understanding and skills required for success in Key Stage 4 and beyond
- Based heavily on formative feedback, supporting all students to succeed – and so develops a “growth mindset” (belief that they can improve)
- Incorporates periodic summative assessment to support this ongoing formative feedback
- Has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects

## Principles

- Your child will be assigned a 'Summit Step' for Years 7 to 10 and a final Summit Range in Year 11. The summit steps ensure that your child maintains the correct trajectory towards their final Summit Range.
- We aspire for your child to achieve excellence at Lealands and any grade within the Summit Range will ensure that your child's outcomes place them in the top 20% of similar students nationally.
- Grades reported to you are to be compared to your child's individual Summit Steps but you will also have an overview of their progress towards the key grades of 4, 5 and 7.
- Your child will know their Summit Steps and final Summit Range, but feedback within class and Extended Learning will predominantly concentrate on formative feedback that makes students think about how to develop their understanding, knowledge and skills to progress further.
- GCSE rubrics (criteria) developed within the school by the subject departments will clearly demonstrate the knowledge and skills needed at each grade. Examples of the expectations required for grades 4, 5, 7 and 9 will be readily available for your child.
- The GCSE rubrics will be used internally to track and monitor your child's progress. The same GCSE criteria will be used for all year groups. This will ensure that your child is assessed against the same standards throughout their time at the school.
- Three times a year, you will receive a report from the school that shows you where your child's current attainment is and how this compares to their Summit Step and final Summit Range.

## Formative Assessment

Your child will be continually assessed during lessons and Extended Learning tasks through the use of appropriate formative assessment methods. These assessments will allow the staff to make professional judgements about your child's acquisition of the knowledge and skills outlined in the GCSE rubrics. In order to support a "growth mindset", the feedback will be aimed at moving students through the key knowledge and skills required for the GCSE rubric and not grade based. Students are encouraged in lessons to reflect on their learning and continually improve this through 'fix it' time. Marking will focus on the key learning in lessons known as 'Journey Questions' so that it is highly focused on the most crucial aspect of learning.

## Assessment Weeks

In 2020/21 we introduced Assessment Weeks for all year groups in all subjects three times per year. The assessments allow students to demonstrate what they have learnt, and inform staff on topics which need to be revisited. Assessment Weeks replicate a GCSE season, with multiple subjects being assessed in a relatively short amount of time. The assessments are robust and provide invaluable information to us as staff, as well as providing information to students about their strengths and areas for improvement.

In Year 7 these are nearly all classroom based, and in later years more exams take place in the Sports Hall like the GCSEs. Some students will feel nervous before the Assessment weeks, which is to be expected. By practising the routine of assessments students become more confident with the process. By the time they reach Year 11 they should be more prepared and familiar with an exam season.

Summative assessments will be used to assess how well your child is doing towards the end of a unit or learning period. These summative assessments will also feed into the professional judgements of the staff and be used in conjunction with the formative information they have gathered to allow the staff to allocate a 'currently working at' grade for the reporting component of the assessment system.

## Reporting to parents

You will receive a report, at the end of each term, with a current 'working at grade' from each subject. The final report will also include a report from your child's form tutor and pastoral team. These reports will highlight your child's current attainment in relation to their Summit Step and Summit Range. You will also receive an attitude to learning grade from each of your child's teachers as well as your child's cumulative attendance and punctuality to school to date. In addition, you will receive information in relation to their uniform and equipment. Achievement (positive rewards) and behaviour (concerns) point totals will also be provided.

## Aspects of the report explained.

**% Attendance to date:** Your child's attendance to a specified date, this will allow you to compare your child to the school's expectations of 97% attendance or better and where their current attendance ranks them within the year group. The ranking system used is cumulative, all students with 100% attendance are ranked equal first the number of students ranked equal first dictates the next available ranking position.

**Late to school occurrences:** The school expects every student to be within the school by 8.40am each day, any time after this and your child will receive a late to school mark. This figure is your child's marks to a specified date and where this ranks them within the year group. The ranking system used is cumulative, all students with 0 late marks are ranked equal first the number of students ranked equal first dictates the next available ranking position.

**Uniform:** A judgment based on reported and known infringements of the school's uniform expectations.

**Equipment:** A judgment based on reported and known infringements of the school's equipment expectations.

**Behaviour concerns:** This figure is the recorded number of times that your child has failed to meet the school's expectations for their behaviour from the start of the academic year. The median average has also been included to allow you to compare your child's behaviour to the year groups' average.

**Achievement points:** This figure is the recorded number of times that your child has met the school's expectations for reaching an achievement point. The median average has also been included to allow you to compare your child's behaviour to the year groups' average.

**Currently working at:** This grade indicates the current level at which your child is working. It is a professional judgement made by the classroom teacher and takes into account a wide range of available evidence. **It does not mean that your child would achieve this grade if they were to sit their final GCSE at this precise moment in time.** But shows that they are completing work to the agreed standard for the grade awarded on the content they have covered so far. The awarded grade should not be too far away from their final end of year summit step. The grade has also been sub graded by using letters to indicate where they sit within the grade. Letter **a** (working at top end of grade and often at the grade above) letter **b** (secure at grade) letter **c** (working towards bottom end of grade and often work is at grade below).

**End of year summit step:** The grade your child should be aspiring to achieve by the end of the academic year. This grade will ensure they maintain on track to achieve their Year 11 summit range. The grades range from working towards GCSE (**WT**) up to the highest grade available grade 9.

**Year 11 summit range:** A range of grades your child should be aspiring to achieve by the end of year 11. If any of this range are achieved they will have made very good progress during their time at the school and will achieve a grade that places them in the top 20% of similar students nationally.

**Attitude to learning:** An overall judgement from each of your child's subject teachers on their attitude to learning within that subject based on the summary criteria below.

Attitude to Learning Summary Criteria	
Outstanding	An outstanding learner takes full responsibility for their academic progress at all times, ensuring they complete all work to the highest of standards. They show respect to their peers and staff at all times and their behaviour never negatively affects the learning within the classroom. They are fully engaged in participate in all activities with enthusiasm.
Good	A good learner takes responsibility for their academic progress, ensuring they complete all work to a good standard. They show respect to their peers and staff almost all of the time and their behaviour either never or rarely negatively affects the learning within the classroom. They are engaged in lessons and participate well.
Requires Improvement	A requires improvement learner may sometimes, but does not consistently, take responsibility for their academic progress. They do not always ensure that their work is to the required standard. They show respect, but not consistently to their peers or staff and their behaviour sometimes affects the learning of others within the classroom. They participate in some aspects of learning effectively, but this is not yet consistent enough.
Disappointing	A disappointing learner takes very little responsibility for their academic progress. Work completed is usually well below the expected standard. They may show a lack of respect towards their peers and staff, and their behaviour often affects the learning of others within the classroom. They show little interest in participating positively in lessons and activities.

**Attitude to learning statement:** This short statement is the most important area that the subject teacher has identified to help your child either maintain their current outstanding attitude to learning or to improve their current attitude to learning.

**Example of interim report issued in the Autumn term.**

'NAME' 'FORM'

<b>Attendance Summary</b>			
<b>% Attendance to date</b>	97.2%	<b>Late to school occurrences</b>	2
<b>Rank in Year Group</b>	67/203	<b>Rank in Year Group</b>	116/203
<b>Standards Summary</b>			
<b>Uniform</b>	Outstanding	<b>Equipment</b>	Outstanding
<b>Behaviour concerns</b>	12	<b>Achievement points</b>	179
<b>Average behaviour concerns within year group</b>	6	<b>Average achievement points within year group</b>	120

**Summary of Achievement**

<b>Staff Member</b>	<b>Currently working at</b>	<b>End of Year 7 Summit Step</b>	<b>Year 11 Summit Range</b>	<b>Attitude to Learning</b>	<b>To maintain or improve attitude learning:</b>
Miss D Duge English	2c	1	9 to 4	Good	Complete more independent study
Mr W Cullum Mathematics	WTa	1	9 to 4	Good	Complete more independent study
Mr D Smith Science	1b	1	9 to 4	Good	Complete all homework tasks to the best of their ability
Mrs J Mann History	1c	1	9 to 4	Outstanding	Always respond appropriately to feedback
Miss S Murtagh Geography	1	1	9 to 4	Good	Ensure that homework is completed to a higher standard
Mr I McCracken French	WTb	WT	9 to 3	Good	Ensure all homework tasks are completed
Miss E Reason Art	2	3	9 to 7	Outstanding	Maintain current effort