

## **Academic monitoring**

### **Assessment Information**

#### **Upper Wharfedale School**

This document explains how Upper Wharfedale School assesses and reports on student attainment and progress across Years 7-11. Students are assessed in almost all subjects using 9-1 grades.

Upper Wharfedale School's assessment framework has a process which:

- Should be simple and easy to understand - for staff, students and parents/carers
- Is based on high expectations and challenge for all
- Is closely linked to the curriculum and focused on developing the knowledge, understanding and skills needed for success at Key Stage 4 and beyond
- Improves learning and encourages a growth mindset by providing students and parents/carers with high quality next-steps feedback focused on specific objectives
- Tracks student progress in relation to an aspirational target across Key Stages 3 and 4
- Allows all students to experience success, by focusing on the progress they make from their starting points
- Differentiates between students of different abilities, giving early identification of students who are falling behind and those who are making better than expected progress

We set targets for our students which are achievable but designed to stretch and challenge.

We use KS2 SATs data and use FFT5 as a benchmark to keep the students' achievement high.

Assessment grades are generated in a variety of ways, depending on subject and stage. This is explained further in the [Feedback and Assessment policy](#) and through individual subject's Feedback and Assessment procedures.

#### **Reporting to parents/ carers**

We will provide a clear indication of how students are progressing towards their aspirational target three times a year.

Parents/carers and students will be informed that students are making one of the following descriptors of progress, in each subject area:




Considerable	Making very good progress towards aspirational targets
Sound	Making good progress towards aspirational targets
Some*	Making some progress towards aspirational targets
insufficient	Making less than expected progress towards target. Not currently on track- greater effort is needed.

The targets do reflect our position as a school (in the top 10% of all schools nationally for progress). It is however important to note that our targets, although aspirational, are achievable.

*\* For some students, especially those with specific identified needs, making some progress towards targets may well be a significant achievement in itself.*

Attitude to learning is also reported on via the three data collections per year and this grade outlines how teachers feel a student's attitude is supporting and enhancing their learning. The attitude to learning grade gives an outline of areas to celebrate as well as possible areas to develop.

The grades issued are as follows:

Attitude to learning			
	Successful Lifelong Learners	Confident Individuals	Active and Responsible Citizens
5	<ul style="list-style-type: none"> <li>· Enjoy learning.</li> <li>· Always try their best.</li> <li>· Work hard to achieve their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>· Have confidence in their own abilities and how to use and apply them.</li> <li>· Ask for help when needed and act upon advice.</li> <li>· Resilient learner</li> </ul>	<ul style="list-style-type: none"> <li>· Make a positive contribution to their lesson, either on their own or in a group</li> <li>· Show respect for adults and peers in the class</li> </ul>
4			
3			
2			
1	<ul style="list-style-type: none"> <li>· Reluctant learner.</li> <li>· Make inconsistent progress</li> <li>· Failing to achieve their potential</li> </ul>	<ul style="list-style-type: none"> <li>· Lack confidence in their own abilities</li> <li>· Reluctant to ask for help or act upon feedback</li> <li>· Lacks resilience</li> </ul>	<ul style="list-style-type: none"> <li>· Does not contribute or contribute in a negative way</li> <li>· Lacks respect for the adults and/or peers in the classroom</li> </ul>

The principles of this monitoring and assessment process apply to all students, including those with special educational needs or disabilities.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to students starting points, and take this into account alongside the nature of students' learning difficulties.

### **Monitoring the progress and attainment of SEND students**

Students with an identified Special Educational Need or Disability (SEND) who are at either SEND support or have an EHCP have additional progress monitoring.




The progress of these students is monitored on a termly basis at both faculty and whole-school level. The Inclusion Department monitors attainment and progress data, speaking to subject teachers/Directors of Learning and other pastoral staff as needed. In addition, the Student Support Plan is reviewed on a regular basis.

If early stage concerns about a SEND student's progress are identified, the Inclusion department would liaise with subject staff, parents/carers and any other relevant staff or outside agency. Intervention would then be planned, implemented and evaluated.

Parents/carers of SEND students have the opportunity to speak with the Inclusion Co-ordinator and Assistant Headteacher (SENDSCO) at Parents Evenings.

## Example Y7 report

<b>ATTENDANCE</b>				
Number of Possible Attendance Sessions (1 session = ½ day)	Attendance %	Number of Authorised Absences	Number of Unauthorised Absences	Unauthorised Absences as a % of total possible sessions
<b>238</b>	<b>94.54</b>	<b>13</b>	<b>0</b>	<b>0.00</b>




<b>Attitude to Learning key:</b>			
	<b>Successful Lifelong Learners</b>	<b>Confident Individuals</b>	<b>Active and Responsible Citizens</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Enjoy learning.</li> <li>Always try their best.</li> <li>Work hard to achieve their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>Have confidence in their own abilities and how to use and apply them.</li> <li>Ask for help when needed and act upon advice.</li> <li>Resilient learner.</li> </ul>	<ul style="list-style-type: none"> <li>Make a positive contribution to their lesson, either on their own or in a group</li> <li>Show respect for adults and peers in the class</li> </ul>
<b>4</b>			
<b>3</b>			
<b>2</b>			
<b>1</b>	<ul style="list-style-type: none"> <li>Reluctant learner.</li> <li>Make inconsistent progress.</li> <li>Failing to achieve their potential</li> </ul>	<ul style="list-style-type: none"> <li>Lack confidence in their own abilities.</li> <li>Reluctant to ask for help or act upon feedback.</li> <li>Lacks resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Do not contribute or contribute in a negative way.</li> <li>Lack respect for the adults and/or peers in the classroom.</li> </ul>

<b>Progress towards target key:</b>	
Considerable	Making very good progress towards aspirational target and may exceed it.
Sound	Making good progress towards aspirational target and should achieve it with current work rate.
Some	Making some progress towards aspirational target.
Insufficient	Making less than expected progress towards target. Not currently on track- greater effort is needed.

Subject	KS4 Target Score	Current progress towards target	A2L Successful Lifelong Learners	A2L Confident Individuals	A2L Active and Responsible Citizens
Maths	6.2	Some	4	4	4
English	5.9	Some	4	5	5
Art	6.1	Sound	5	5	5
Design Technology	6.1	Sound	4	5	4
Food Technology	6.1	Sound	4	5	5
French	6.1	Sound	5	5	5
Geography	6.1	Sound	5	5	5
History	6.1	Sound	5	5	5
ICT	6.1	Sound	4	4	4
Music	6.1	Sound	5	5	5
Drama	6.1	Sound	5	5	5
PE	N/A	N/A	4	3	5
PSHCE	N/A	N/A	5	4	4
Religious Education	6.1	Some	4	3	4
Science	6.1	Some	4	3	4

Example Y10

<b>ATTENDANCE</b>				
Number of Possible Attendance Sessions (1 session = ½ day)	Attendance %	Number of Authorised Absences	Number of Unauthorised Absences	Unauthorised Absences as a % of total possible sessions
<b>239</b>	<b>98.74</b>	<b>3</b>	<b>0</b>	<b>0.00</b>

<b>Attitude to Learning key:</b>			
	<b>Successful Lifelong Learners</b>	<b>Confident Individuals</b>	<b>Active and Responsible Citizens</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Enjoy learning.</li> <li>Always try their best.</li> <li>Work hard to achieve their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>Have confidence in their own abilities and how to use and apply them.</li> <li>Ask for help when needed and act upon advice.</li> <li>Resilient learner.</li> </ul>	<ul style="list-style-type: none"> <li>Make a positive contribution to their lesson, either on their own or in a group</li> <li>Show respect for adults and peers in the class</li> </ul>
<b>4</b>			
<b>3</b>			
<b>2</b>			
<b>1</b>	<ul style="list-style-type: none"> <li>Reluctant learner.</li> <li>Make inconsistent progress.</li> <li>Failing to achieve their potential</li> </ul>	<ul style="list-style-type: none"> <li>Lack confidence in their own abilities.</li> <li>Reluctant to ask for help or act upon feedback.</li> <li>Lacks resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Do not contribute or contribute in a negative way.</li> <li>Lack respect for the adults and/or peers in the classroom.</li> </ul>

<b>Progress towards target key:</b>	
Considerable	Making very good progress towards aspirational target and may exceed it.
Sound	Making good progress towards aspirational target and should achieve it with current work rate.
Some	Making some progress towards aspirational target.
Insufficient	Making less than expected progress towards target. Not currently on track- greater effort is needed.

Subject	KS4 Target Score	Current progress towards target	A2L Successful Lifelong Learners	A2L Confident Individuals	A2L Active and Responsible Citizens
Maths	5.9	Considerable	5	5	5
English Language	7.5	Some	5	5	5
English Literature	7.5	Sound	5	5	5
French	6.9	Sound	5	5	5
Geography	6.9	Considerable	5	5	5
History	6.9	Sound	5	5	4
RE (Full Course)	6.9	Considerable	5	5	5
Biology	6.9	Sound	5	5	4
Chemistry	6.9	Considerable	5	5	5
Physics	6.9	Sound	5	5	5
PE (Core)	N/A	N/A	3	4	3

Upper Wharfedale School staff participate in a well-structured and innovative CPD programme across the academic year. The CPD programme includes keeping staff up to date with developments in assessment practice through internal sessions including twilight sessions, Research Learning Groups, faculty meetings and training days.

Activities include but are not limited to: the moderation of assessment both within school and across local schools, sharing of best practice and use of Education Endowment Foundation resources (as well as Examination Board moderation resources.)

The implementation of (and adherence to) our Assessment policy is monitored through:

- Ongoing daily quality assurance by Heads of Subject, Directors of Learning and the Senior Leadership Team (e.g. Learning Walks, lesson observations, “book looks”, work scrutiny)
- Formal Faculty Reviews
- Monitoring of interim tracking data
- Monitoring of ongoing assessment data (such as in BTEC subjects)
- Monitoring of performance data (e.g. GCSE results)

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This procedure is written with reference to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Upper Wharfedale School

June 2023



