

Assessment, Marking and Reporting

Understanding national standards and school assessment procedures are crucial in measuring the progress that students make. At Grainville School we measure the attainment (achievement) of a student using one of two national measures,

- National Curriculum levels at Key Stage 3 (Year 7-9),
- GCSE grades, NVQ levels (National Vocational Qualifications) at KS4 (Years 10 and 11) There are also other qualifications such as Certificate Entry Level, BTEC, ASDAN.

Year 7-9 (KS3)	Year 10-11 (KS4)
A b and c reflect sub levels within an overall NC level. (5c is lower than mid 5, level 5b, 5a is the highest at level 5)	Teachers may record progress using mixed grades e.g. A/B or D/E
National Curriculum Levels	GCSE Grades
Exceptional performance	A*
7 a b c	A
6 a b c	B
5 a b c	C
4 a b c	D
3 a b c	E
2 a b c	F
1 a b c	G

We also record effort shown in **classwork** and **homework and behaviour** in class. These judgements are based upon Excellent, Good, Just does enough, and Urgently needs attention.

- A = Excellent,**
B = Good,
C = Just does enough,
D = Urgently needs attention

Parents / carers will receive a termly update on the progress their child is making at school. This will include two interim assessments with grades on attainment, classwork effort, homework effort and behaviour. A full annual written report will form the third progress update. Parents / carers are encouraged to attend the parent consultation afternoon / evening with their child's personal tutor to discuss progress made across the curriculum. If at any time during the school year a parent / carer has any concern relating to progress being made by their child they should make contact with the personal form tutor. At Grainville we actively encourage early communication with the school if there is a cause for concern or query, no matter how small this concern may be. Please ask.

Individual Student Target Setting

To better support the analysis of progress we set each individual student targets which they should aim to meet or surpass. These targets are based upon known upon known previous achievements. This is best summarised in the table below.

Targets for Year 9	Targets for Year 11
Year 9 targets are based upon Year 7 CAT scores and KS2 primary teacher assessments	Year 11 GCSE targets are based upon Year 9 cognitive ability test (CAT) scores and Year 9 teacher assessments

It is expected that students know their individual targets. Teachers will discuss progress towards targets during academic mentoring sessions. They will also be included in the annual school report and form a discussion point at parent's consultations sessions. We aim for these targets to be challenging yet realistic for each individual. At Grainville we believe in an **open and honest dialogue** with parents and students on matters relating to standards. Understanding the difference between current progress and the next level or grade students can improve the quality of student's work and parents can support this improvement.

Expectations of progress: How much progress is expected at each key stage ?

Students will make different rates of progress according to their personal attributes, skills and talents. Some students will make faster progress than others. It is our view that ability is not fixed, instead it is incremental. This means that all students can be successful if they understand what to do to make further progress and take responsibility for their learning.

At Key Stage 3 (Year 7-9): Whilst some students will make two or more levels of progress from Year 6 to Year 9, others will achieve one level of progress. The average expected increase at KS3 is between 1 ½ and 2 National Curriculum levels over three years with the average student achieving level 5 or 6 in Year 9.

At Key Stage 4 (Years 10 and 11) : GCSE targets are based upon Year 9 CAT indicators. Students should aim to work towards their individual target grades over the five term course. It is our hope that all students will meet or surpass their published GCSE targets.

Commitment for learning. From 2009-10 a new form of analysis of student progress will be used at Grainville to examine the 'commitment to learn' shown by a student in comparison to his / her peers. The **commitment for learning** index compares all students in a year group ranking them on their average measures such as classwork and homework effort and behaviour. It is clear that there is a strong relationship between effort and good behaviour with individual success. To this end, at Grainville we will examine each student's 'commitment to learn.' We will celebrate success whilst holding discussions with students and their parents /carers where there is a concern.