

A parental guide to assessment in KS5

This year we continue to make changes to the way we assess and report pupil achievement at key stage 5. We have listened carefully to feedback from teachers, parents and pupils and we hope the new and simplified model will provide greater clarity regarding the progress of your child across key stage 5.

Attitude to learning (ATL)?

The attitude to learning grade definitions are below

A - Excellent attitude to learning. Student works hard in lessons, is organised, self-motivated, and completes homework.

B - Good attitude to learning. Student generally works well, and usually completes homework, but may need reminding to stay on task.

C - Poor attitude to learning. Little effort is made, homework is rarely completed, and the student's behaviour may often be unacceptable.

D - Cause for concern, no effort is made, homework is not done, students' behaviour is unacceptable and frequently needs reminding to stay on task

How do we assess students?

Essentially, we assess the learning of pupils in two ways, which act as two separate layers of assessment. Teachers then use this assessment to inform their curriculum progress judgement. These are as follows:

Layer 1: Formative – on-going, ungraded and focused on smaller areas of the curriculum.

Layer 2: Summative – roughly 2-3 times per year. Knowledge included will build cumulatively through the year. For most subjects this takes the form of a test.

Formative assessment is what we want teachers at AGS focus on the most. This is because research evidence tells us that this has the greatest impact on learning. It does not involve the grading of work but instead the teacher identifying pupils' strengths and weaknesses followed by responsive teaching to help pupils improve.

Predicted grade

The predicted grade shown is the teacher's professional judgment, at this point in time, on *what they believe a student is likely to achieve at the end of their course. This is based on multitude of factors including formative and summative assessment, homework, attitude to learning and a teacher's professional judgement about how much progress a student will make between now and the end of the course.*

Therefore, in some instances predicted grades can change at different points in time as a result of factors such as outlined above e.g. if a student's attitude to learning changes or more assessment information is available.

U/Blank – We are unable to report an academic progress/predicted grade due to very low attendance.

N – We are unable to report an Attitude to Learning due to very low attendance.