

		Policy no. i
Policy Title	Assessment, Recording and Reporting Policy	
Associated Policies	Examinations Marking	
Managed by	Cath Carre	

Learning Indicators

The principal way in which student learning is monitored is via the collection of Learning Indicators. The Learning Indicators take the form of a plus (+), an equals (=) and a minus (-). The Learning Indicators are a measure of the student’s Learning Habits. This can be clearly seen in the grid below:

Years 7 to 11		
Excellent Learning Habits + (plus)	Good Learning Habits = (equals)	Learning Habits are a Cause for Concern - (minus)
<ul style="list-style-type: none"> ▪ I have an excellent attitude to learning. ▪ I am never late for lessons. ▪ I am positive and enthusiastic about learning. I show initiative in supporting others with their learning. ▪ When completing home learning, I go over and above what is expected of me. I complete all class work to a very high standard and seek extension when appropriate. ▪ I take responsibility for my learning and my work. ▪ If I am unsure, I use my initiative to find answers before asking the teacher. ▪ I participate fully in all learning opportunities that are presented to me. 	<ul style="list-style-type: none"> ▪ I have a good attitude to learning. ▪ There are no concerns about my attendance or punctuality. ▪ I always bring the correct equipment for learning. ▪ I work well with others. ▪ I give my best efforts to home learning and hand it in on time. ▪ I give my best efforts to class work. ▪ I make valuable contributions in class. ▪ I participate in all learning opportunities. ▪ I seek help if I am unsure. ▪ I am always focused on learning. 	<ul style="list-style-type: none"> ▪ My attitude towards learning is a concern. ▪ There are concerns about my attendance and/or punctuality. ▪ I often forget to bring the correct equipment for learning. ▪ I am sometimes reluctant to work with others. ▪ There are times when I do not complete home learning. ▪ There are times when I do not complete class work. ▪ There are times when I need to be reminded to focus on learning.

Three times a year, teachers award every student with a Learning Indicator that reflects the student’s Learning Habits. At Post 16, the Learning Habits are split into three sections: organisation of learning, meeting deadlines for homework and coursework, and effort and focus.

Years 12 and 13		
Excellent Learning Habits + (plus)	Good Learning Habits = (equals)	Learning Habits are a Cause for Concern - (Minus)
Meeting deadlines for homework and coursework		
<ul style="list-style-type: none"> ▪ Work is fully completed with exceptional detail. ▪ Work is always handed in according to deadlines in appropriate form. ▪ Work is to an exceptional standard. ▪ Finds independent solutions for homework problems. ▪ Drafts of work demonstrate that peer and self-assessment has been used. 	<ul style="list-style-type: none"> ▪ Homework is fully completed to an appropriate standard. ▪ Work is handed in according to deadlines. ▪ Seeks guidance or clarity on homework in advance of deadline if the work is not understood. 	<ul style="list-style-type: none"> ▪ Work is not always fully completed. ▪ Work is not always handed in on time. ▪ Work is not completed to an appropriate standard. ▪ Often tells teacher about problems on day of deadline. ▪ First draft of work does not reflect any care or thought.
Effort and Focus		
<ul style="list-style-type: none"> ▪ Additional reading, independent learning undertaken. ▪ Outstanding interest and desire to learn more. ▪ Full contribution made to the lesson ▪ 4 hours of additional work completed outside of lesson time for the subject 	<ul style="list-style-type: none"> ▪ Attentive in class. ▪ Classwork rate is steady, and an appropriate amount completed in the allocated time. ▪ 4 hours of additional work completed outside of lesson time for the subject. 	<ul style="list-style-type: none"> ▪ Less than 4 hours of work per week completed outside of lesson. ▪ Negative/complacent attitude to learning. ▪ Attendance and punctuality poor. ▪ Distracts the learning of others. ▪ Lacks a pro-active approach to learning. ▪ Lack of engagement.

The Learning Indicators are designed to help parents understand their child’s learning habits and to give a clear indication of how to improve. The Learning Indicators *are not* a measure of progress against starting points, targets, grades, or against national expectations.

Measuring student progress

Years 7 and 8

At Northampton School for Girls, we do not share Target Levels with students in Years 7 and 8. Nor do we report on what Level they are currently achieving or are likely to achieve. Target Levels are not referred to explicitly in class; however all teachers are expected to be aware of students’ target and current Levels as part of their normal assessment and monitoring of student progress, and should use this to guide students on how to improve. In Year 7 and 8 we focus entirely on Learning Habits. This decision is based on our belief that all children deserve to start secondary school without having a ceiling put on their potential -- and that Target Levels have the potential to label and limit children.

Year 9

Target Levels for the end of Year 11 are shared with students and parents in Year 9 usually at a tutor/parent evening. By this time, it is our belief that students have thrived in an environment that has not limited them and they are able to maturely aim towards a Target

Level. Our Target Levels are aspirational and are designed to ensure every student is challenged as they move through their GCSE courses.

At the end of Year 9 students are awarded a current grade alongside their indicator for Learning Habit in English, Maths and Science.

Years 10 to 13

Students in Years 10 to 13 are given an indicator of Learning Habits for each subject (under three headings for Years 12 and 13) as well as a target and a current grade at 3 points across the year.

The Current Grade awarded to a student, is based on a range of available, current evidence including classwork, assessment and formal exams which inform the teacher about a student's progress. It is based on the assumption that the student will continue to demonstrate the same Learning Habits as the course progresses.

How do we use the information that is collected?

Learning Indicators are collected 3 times per year. Teachers, tutors, Heads of Department and Heads of Year monitor the information that is collected for each of the students they are responsible for. Where there is a concern indicated by a minus or by a Current Grade being significantly below the Target, intervention will take place. The interventions will be personalised to the student depending upon their need.

Where there is a concern raised about a Post 16 student, an action plan will be completed in negotiation with the student by the subject teacher concerned. Targets will be set and a monitoring date agreed. These action plans are shared with tutors, Heads of Department and Heads of Year so that shared monitoring can take place.

Following each collection of Learning Indicators, information is shared with parents/carers via EdulinkOne. Where there is a tutor-parent or teacher-parent consultation evening following a collection of Learning Indicators, tutors and/or teachers will use this information in their discussions with parents.

For internal progress monitoring purposes, sub-levels and fine grading are used to identify where intervention is needed.

Assessment

Formative and summative assessment take place across the year in each subject. These are used to inform students and staff about student progress and about areas of strength and areas for development.

The aims of the school's assessments are to:

- Provide a periodic summary of student progress via teacher assessment or assessment under exam or timed conditions.
- Allow teachers to monitor student knowledge and understanding; to identify areas of strength or development, and to adapt future teaching accordingly.
- Allow students to gauge their progress against previous performance and know what standards and expectations are required of them to help them improve.
- Inform current grades at KS4 and 5

- Ensure we have a rigorous understanding of the progress each student is making against their entry Level, their target Level/Grade and the progress of similar learners nationally.

Reporting to Parents

Each student in year 7 to 13 receives a report at the end of the year written by the tutor. This report contains details of the student’s academic achievements as well as information about wider contributions to the school and personal development. Year 13 students also receive a leaving testimonial in addition to their Annual Report.

Communication with parents

Each year group has a teacher/parent consultation evening. In addition to these evenings, parents are encouraged to contact tutors and teachers if they have any questions or queries. Teachers and tutors very frequently make contact home to give praise or raise concerns. Meetings with tutors, Heads of Year, Heads of Learning Community or members of the Senior Leadership Team can be arranged on request.

Last review date	June 2020
Agreed by	Full Governing Body
Next review date	December 2020

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