



Name of Policy	Assessment and marking policy
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## Rationale

At KHNES we believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual learners on a day-to-day basis manageable and feeds into the next cycle of planning for learning.

We will ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable pupils to understand their progress and achievement and inform them of what they need to do next to improve. The methods of assessment and marking will be applied consistently throughout the service.

## Aims

- All assessment will be used to inform planning for learning, not to simply create a level/grade/score
- 'Assessment' will be 6 week/termly cycles of Diagnosis/Therapy/Testing (DTT)
- As pupils are admitted from different schools with inconsistent assessment systems, for KHNES, Individual progress profiles using age related expectations replace any formal KS3 levelling due to time frame pupils are within the provision. Progress profiles will also be more valuable for reintegration into schools.
- For pupils approaching GCSE exams progress profiles will be used to predict final GCSE grades, inform revision and focus teaching and learning
- All assessments must intrinsically motivate pupils with a Service wide reward scheme embedded

## Assessment

On admission pupils must undertake the baseline assessments and review personalised learning checklists in each subject area, in order to accurately assess their starting point. As many pupils have been out of education for a significant amount of time a number of gaps in knowledge are usually apparent and pupils will not be meeting the age expected standards. This process enables teachers to identify gaps in the current skills and knowledge and set appropriate targets. Please see Appendix A for the baseline testing procedures.

Assessment of learning should take place in line within the DTT assessment cycles to enable feedback to be provided to pupils, parents/carers and home schools.

Two distinct types of assessment are identified and used in our Service:

Assessment for Learning (AfL)	Assessment of learning
<ul style="list-style-type: none"><li>• Helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.</li><li>• Promotes future learning.</li></ul>	<ul style="list-style-type: none"><li>• Associated with judgements based on scores or levels for statutory or summative purposes.</li><li>• Describes and labels past learning</li></ul>

## **Assessment for Learning**

Aim of assessment for learning:

- Provide insight into pupils' learning for both pupils and teachers
- Informs the short-term planning cycle
- Informs teachers/support staff about the progress of learners
- Provides information for other adults.
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Measure what is valued in specific curriculum areas
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of their capability'

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Provide a diagnostic or developmental comment
- Promote pupil involvement in self-assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing time to think
- Build in time for focused observation of teacher-directed and child-initiated activity

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Increase their awareness and understanding of their own learning style(s) and of how they learn best
- Improve their own self-evaluation skills
- Make progress

Monitoring of Assessment for Learning practices;

- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and various pupil groups
- Monitor the quality of teacher assessment (through regular Quality Assurance processes which includes marking book scrutiny, learning walks, pupil/parents and staff feedback)
- Keep parents/carers informed and involved
- Use assessment information to inform the Service improvement plan and identify learning and training needs, including taking account of diversity and the promotion of equality for all.

## **Assessment of Learning**

Aim of assessment of learning;

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Inform the target setting process
- Hold the Service to public account in relation to home schools and the Local Authority.
- Promote subsequent intervention(s)

The teacher will:

- Provide a periodic summary through teacher assessments
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against scores and levels for all core subject areas

The pupil will:

- Be able to gauge own performance in comparison to others and against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Monitoring of Assessment of Learning practices;

The Senior Teacher Co-ordinators and SLT will

- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- Monitor the delivered curriculum
- Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment
- Involve governors in their accountability role
- Keep home schools, parents/carers informed and involved
- Use assessment information to inform the school improvement plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyse data to identify groups at risk and to focus intervention on underachieving groups

## **Monitoring pupil progress and record keeping**

Through enhanced Diagnosis, Therapy, Testing (DTT) on admission; a clearly identified individual pupil curriculum plan for each subject will be completed. This will enable the delivery of high-quality personalised teaching and learning across the curriculum with further opportunities for diagnostic and formative assessment.

The use of Peer and Self-Assessment techniques enables pupils to identify progress in relation to success criteria. All subjects will provide the appropriate opportunity to enable pupils to develop a dialogue with their teacher; responding to feedback and improving their work during allocated Personal Improvement Time (PIT time) during lessons.

Clear assessment and success criteria is used by all subjects through personalised learning checklists (PLC's). This enables pupils to have a good understanding of the criteria upon which they are being assessed. Pupils and teachers will then be able to use PLC's when assessing to identify strengths and learning gaps; this will also enable targeted interventions.

Subject Leaders/STC's must ensure the following:

- Clearly identified and specific assessment tasks including baseline testing on admission
- Assessment tasks must be accompanied by a clear set of assessment criteria that identifies the progression through subject specific skills and concepts.
- Opportunities must be provided whereby success can be modelled in relation to expected outcomes.
- Teachers must track pupils progress in relation to assessment criteria and PLC's.

Moderation of pupils' work should take place at timely intervals to provide opportunities to compare to modelled responses. Opportunities should be sought to moderate with home schools and learning hub communities within the area. The outcomes of these assessment tasks will inform class/year group/subject intervention planning in line with the DTT model.

At the Kent Health Needs Education Service we use the following methods of record keeping supporting assessment for learning and assessment of learning. These set a minimum level of records to be kept and are detailed as follows:

- Pupil baseline assessment data – see appendix A
- Pupil PLC overview sheets and associated tracking
- Focused observations of learning
- Pupil Target Setting Sheets
- Written and verbal feedback to pupils' learning
- Teacher annotations on planning
- Pupil self-assessment and peer assessment
- Grades recorded centrally at each assessment cycle – see assessment handbook
- Reports to parents/carers and their home schools at each assessment cycle
- Samples of work (annotated and levelled/graded)
- Test results, both statutory and non-statutory
- Pupil tracking spreadsheets in accordance with expected progress data
- Moderation opportunities

### **Grade Guidance**

Staff are requested to action the following;

- Provide GCSE levels using the new format i.e. 4=, 4+ etc. for all KS4 Core subjects: English, Maths, Science, Citizenship and Optional subjects (years 9-11).
- Provide age related measures for years 7-8 in English, Maths, Science, ICT and Citizenship i.e. 8 Dev+
- For non-core/Enrichment subjects please use descriptor grades (KS3/KS4: Emerging -, Emerging +, Developing -, Developing +, Secure, Mastery)
- Provide age related measures for Primary – Reading, Writing, Numeracy, Science i.e. 4 Emerging – (working at Year 4 Emerging – standard) Use the frameworks provided to make assessments.
- For Reception pupils provide age related measure in accordance with the development matters EYFS framework.
- Provide effort and homework grades for all subjects.
- Enter progress points according to the checkpoint. For example if the pupil has met target the progress point is 0, if they are 1 sub level/band below they are -1, 1 above then +1 and so on.

### Current Grade:

The grade the pupil is currently working at if they were to sit a paper/assessment now, this can be difficult to judge particularly when not all the material for the course has been studied and will require professional judgment- the PLC tracker will assist with this process.

### KHNES Teacher Target grade (End of year):

These are set according to the central process outlined in appendix F and completed by the STC. The target grade given should represent a realistic **end of year target** for the pupil. The target grade should **not change** throughout the year as the progress measure is from the baseline assessment diagnosed on entry. The target must be;

- For Primary pupils 1 step of progress is expected per term equating to 6 progress steps over the year which encompasses the years program of study. For reception pupils please refer to Development matters EYFS framework – Early learning goals.
- For KS3 pupils 1 step of progress is expected per term equating to 6 progress steps over the year which encompasses the years program of study.
- For GCSE:  
+ 2/3 sub-levels of progress from their baseline assessed grade/level if the pupil was on roll from Terms 1-3  
+1 sub level of progress from their baseline assessed grade/level if the pupil was on roll from Term 4 onwards  
See appendix F – Progress maps

Note all target grades are built with checkpoints throughout the year each term to ensure pupils are making adequate progress in line with the progress maps.

### Aspirational grade:

- Aspirational target grades for GCSE/KS4 pupils represent the pupils expected KS4 FFT50 target grade for the end of Year 11 and is updated by Information Systems Manager upon admission to the service. Year 10 pupils have had this grade extrapolated back by 1 whole grade and by 2 whole grades for year 9. It is generated from the pupils from the KS2 data at FFT.
- KS3 targets have been set at Developing – for their current NC year group.
- Maths and English will project accordingly as per FFT50
- Science and other optional subjects will project according to the average of the KS2 Reading (English) and Maths scores
- Citizenship will project according to English scores due to the nature of the skill set required.  
Note:
  - Where KS2 data is not available the STC will need to input an aspirational grade - this should be +2 sub levels from the KHNES end of year target.
  - For Primary and KS3 pupils this target will be 2 bands above their end of year target from baseline assessment.
  - Where FFT targets are not aspirational enough and are lower than EOY targets an aspirational grade of +2 sub levels or bands will be applied by the STC.

Aspirational grades will also be used to identify pupil ability for progress tracking purposes – see appendix F

### **Predicted grade:**

This is for year 11 pupils only from Term 2 onwards where judgements can be made. The grade should represent the grade they are predicted to achieve should they continue to progress at their current rate. This needs to be realistic and will require some professional judgment and moderation from a subject level.

Predictions will be made following the mock examination processes in November and February; the following protocol must be adhered to:

- Walking, talking mock preparation for all year 11 pupils
- Mock paper in Exam week
- Analysis spreadsheet set up for subjects
- Analyse gaps in performance with regards to exams and informing predictions – using the PiXL 4/7 process
- Subject moderation processes
- Intervention cohort identified

Predictions should be made from Mock exams – For on hub pupils teaching staff should make this judgment following guidance from STC and subject moderation processes. For tuition pupils the home school should mark the pupils mock paper and provide predicted grades and feedback for pupils/tutor.

### **Effort grade:**

This applies to class work only and uses the standard 1:5 measure:

- 1: Unsatisfactory
- 2: Minimum effort
- 3: Satisfactory
- 4: Good
- 5: Excellent

Effort grades must be given for all subjects, for primary pupils this includes those listed above.

### **Homework:**

All pupils should have been given homework opportunities: Please apply the following scale using a best fit approach:

- 1: Never completed
- 2: Occasionally completed
- 3: Completed the majority of the time
- 4: Always completed

If homework is always completed but not to the expected standard, please take this into consideration.

For Primary pupils this will be a generic measure and will only need to be entered once.

## Marking

We aim to meet the following points when marking pupil work:

1. Mark pupils work regularly and give feedback as appropriate (at least once a week for all subjects) Ensure that learners understand their achievements and know what they need to do next to make progress.

Note; Not all pieces of work will contain detailed comments, the minimum expectation is that Core and Enrichment subjects will complete a piece of detailed marking with written feedback every two weeks.

Detailed marking should include the following;

- A level/grade descriptor where appropriate for set assessment tasks – see appendix C for details
- Diagnostic comments from the teacher outlining WWW and EBI linked to clear success criteria. Where possible, the EBI should be posed as a question and suggestions for improvement which pupils can reflect on and to enable a pupil-teacher dialogue to develop. PIT time should be given to pupils within a lesson to enable the pupil to act on feedback given. This includes answering any questions from the teacher, redrafting a paragraph etc.
- Mark to learning objectives/ success criteria
- Provide learners with opportunities to assess their own (self-making) and others' work (Peer-marking) and give feedback on how to improve or correct work
- Setting of individual pupil targets using PLC's and the pupil record sheet – Appendix E
- To develop pupil's literacy skills; Spelling and Grammar within other subject areas.
- Follow the marking code below, as appropriate

### Marking work on the remote learning platform

We aim to meet the following points when marking pupils work which has been completed remotely or using the google classroom:

Pupils to submit work to the associated lesson using google classroom unless alternative arrangements have been agreed.

Mark pupils work within 1 week of online submission and give feedback as appropriate. Ensure that learners understand their achievements and know what they need to do next to make progress.

Note; Not all pieces of work will contain detailed comments, the minimum expectation is that Core and Enrichment subjects will complete a piece of detailed marking with written feedback every two weeks.

Detailed marking should include the following;

- A level/grade descriptor where appropriate for set assessment tasks – see appendix C for details
- Diagnostic comments from the teacher outlining WWW and EBI linked to clear success criteria. Where possible, the EBI should be posed as a question and suggestions for improvement which pupils can reflect on and to enable a pupil-teacher dialogue to develop. The work should then be returned to the student and resubmission encouraged.
- Use the private comments to highlight Los which have been achieved. This should then be recorded on the students PLC.
- Setting of individual pupil targets using PLC's and the pupil record sheet – Appendix E
- Correct spelling and grammar errors with a focus on key words. This will then be displayed in the feedback to the pupil.



## Primary Remote Learning Platform

We aim to provide constructive feedback to every student, focussing on successes and improvement needs against learning intentions thus enabling our students to become reflective learners and helping them to 'close the gap' between current and desired performance.

### Principles

- Marking pupil's work can have different roles and purposes at different times and can involve both written and verbal feedback. (VF)
- Whenever appropriate/possible, teachers/teaching assistants should provide individual verbal feedback to each student.
- Pupil's work will be marked within 1 week of online submission. Not all pieces of learning will contain detailed comments. The minimum expectation is that all subjects will complete a piece of detailed marking with written feedback once a week.
- Pupil's work should be marked against the learning intentions/objectives wherever possible and the emphasis should be on their achievement/progress. (WWW)
- Marking should be linked to learning targets/next steps in some cases. (EBI)
- As appropriate students will be given time to reflect on feedback from a previous session and make a focussed improvement.
- Successes in lessons should then be recorded on the student's PLC. Setting of individual pupil targets will be based on PLCs.
- Incorrect spelling should be dealt with in a sensitive manner and correction should take into account the individual ability of the pupil. The need for work to be corrected by the pupil is discretionary and depends upon his/her age, maturity and stage of development.
- An indication of whether the learning produced by the pupils is independent (I) or was supported by the teacher/teaching assistant (S) should be made.

### Marking codes

Marking must be completed using a green pen and be consistent across all subject areas and indicate areas where pupils can improve their work and pupils can respond to this by using a different colour pen or post-it note.

When you have marked a piece of work at the end it should indicate;

- A level/grade descriptor where appropriate
- **WWW (what went well) and EBI (even better if)** comment which gives specific advice and suggestions for improvement.

A pink highlighter should be used to emphasise the areas of the pupils work that require development – 'Pink for Think' Areas highlighted should relate specifically to the EBI comments and thus act as a visual aid for pupils.

Symbol	Error	Correction needed
<b>C</b>	missing capital letter	Over-write the word on the piece of work
<b>sp</b>	spelling mistake	Find the mistake and underline the error. Write the word correctly at the end of the piece of work. You could include the word in your spelling list.
<b>P</b>	punctuation	Correct the error on the piece of work
<b>v</b>	vocabulary	Suggest an alternative word
<b>X</b>	incorrect answer	Ask a leading question for the pupil to respond to
<b>t</b>	tense	Change the tense of the word
<b>\\</b>	demarcates where a paragraph should be	
<b>✓✓</b>	To highlight specifically good words or interesting ideas.	

## Appendix A; Baseline testing

In order to show progress during the period of time that pupils are attending an on roll with KHNES it is imperative to assess their baseline levels and grades at the earliest opportunity in order that:

- Appropriate targets can be set
- Pupils can be monitored accordingly
- The academic impact that KHNES has on the pupil can be evidenced

### Baseline protocol:

1. Initial meeting at Assessment and profiling centre arranged and conducted. Initial Leuven scores completed along with pupil boxall profile assessments, locus control and lucid assessments. Pupils and parents should bring along completed baseline assessments for subjects to the appointment.
2. Initial meeting with hub – admission meeting is arranged with Hub Manager. A PSP should be completed here which incorporates a personalised portrait of the pupil, identifying any triggers and risks.
3. Dependent on the needs of the pupil and in accordance with the integration plan pupils should attend their first session at the hub/home tuition – Pupils should then be placed on roll, once on roll SIMS takes 24 hours to update.
4. Any outstanding baseline assessments need to be completed within the first 2 weeks of attendance. The assessments can be found on both the T drive and the Y drive, these should be done in conjunction with the PLC. Information from home schools should also be used to complete the PLC's; subject staff should liaise with the pupil's subject teachers at home schools.
5. All assessment and profiling reports will be sent to hub managers, STC's, Assistant head teachers for hub. Those should be saved under the individual pupils file on the Y drive – paper copies should also be placed on the pupils file and shared with teachers for planning purposes.
6. If student has been allocated to remote learning then the baselines can be issued electronically where appropriate and if preferred.
7. Teachers will complete a subject intervention profile from the baseline assessment which will identify key gaps in knowledge and track the sequencing and planning of filling these gaps.

**Appendix B; Assessment Cycle September 2020 to July 2021**

Week beginning	Action	By (staff)	QA Checks
<b>Term 1</b>			
1 <sup>st</sup> September 20			
7 <sup>th</sup> September 20			
14 <sup>th</sup> September 20			
21 <sup>st</sup> September 20			
28 <sup>th</sup> September 20			
5 <sup>th</sup> October 20	Book Scrutiny – Hub and Tuition Assessment grades on system; Hubs and Tutors	STC's/KHS/PH All Teaching staff	ExLT/SLT PH/KHS
12 <sup>th</sup> October 20	QA Week	All	ExLT/SLT
	Moderation Window/STC grade check	STC's/KHS/PH	KHS/STC's/PH
19 <sup>th</sup> October 20	Reports ran, checked & issued	Hub Manager/AHT	NK/CW/AHT's
<b>Term 2</b>			
2 <sup>nd</sup> November 20	Tracking Analysis	NK/CW/KHS	CW/KHS
9 <sup>th</sup> November 20	Mock Week 1		
16 <sup>th</sup> November 20	Mock Week 2		
23 <sup>rd</sup> November 20	Mock Moderation – SUBJECTS	STC's	KHS/CW/PH
30 <sup>th</sup> November 20	Book Scrutiny – Hub and Tuition	STC's/KHS/PH	
	Parents eve: Leybourne, Canterbury, Gravesend	All	ExLT
	Assessment grades on system; Hubs and tutors	Teaching staff	PH/KHS
7 <sup>th</sup> December 20	QA Week	All	ExLT/SLT
	Moderation Window/STC grade check	STC's/KHS/PH	KHS/STC's/PH
	Parents eve: Tonbridge, Dover	All	ExLT
14 <sup>th</sup> December 20	Reports ran, checked & issued	Hub Manager/AHT	NK/CW/AHT's
<b>Term 3</b>			
4 <sup>th</sup> January 21	Tracking Analysis	NK/CW/KHS	CW/KHS
11 <sup>th</sup> January 21			
18 <sup>th</sup> January 21			
25 <sup>th</sup> January 21	Book Scrutiny – Hub and Tuition Assessment grades on system; Tutors & Hubs	STC's/KHS/PH Teaching staff	ExLT/SLT PH/KHS
1 <sup>st</sup> February 21	QA Week	All	ExLT/SLT
	Moderation Window/STC grade check	STC's/KHS/PH	KHS/STC's/PH
8 <sup>th</sup> February 21	Reports ran, checked & issued	Hub Manager/AHT	NK/CW/AHT's
<b>Term 4</b>			
22 <sup>nd</sup> February 21	Tracking Analysis	NK/CW/KHS	CW/KHS
1 <sup>st</sup> March 21	Mock Week 1		
8 <sup>th</sup> March 21	Mock Week 2		
15 <sup>th</sup> March 21	Mock Moderation – SUBJECTS	STC's	KHS/CW/PH
	Assessment grades on system; Tutors & Hubs	Teaching staff	PH/KHS
	Book Scrutiny – Hub and Tuition	STC's/KHS/PH	ExLT/SLT
22 <sup>nd</sup> March 21	QA Week	STC's/KHS/PH	SLT – ExLT
	Moderation Window/STC grade check	STC's/KHS/PH	KHS/STC's/PH
	Parents eve: Leybourne, Canterbury, Gravesend	All	ExLT
29 <sup>th</sup> March 21	Reports ran, checked & issued	Hub Manager/AHT	NK/CW/AHT's
	Parents eve: Tonbridge, Dover	All	ExLT
<b>Term 5</b>			
19 <sup>th</sup> April 21	Tracking Analysis	NK/CW/KHS	CW/KHS
26 <sup>th</sup> April 21			
3 <sup>rd</sup> May 21	Coursework submission deadline: NCFE/V Certs etc.	STC's/KHS	KHS/CW
10 <sup>th</sup> May 21	Assessment grades on system; Tutors & Hubs	Teaching staff	PH/KHS
17 <sup>th</sup> May 21	Book Scrutiny – Hub and Tuition	STC's/KHS/PH	ExLT/SLT
	Moderation Window/STC grade check	STC's/KHS	KHS/STC's
24 <sup>th</sup> May 21	QA week	All	SLT – ExLT
	Reports ran, checked& issued	Hub Manager/AHT	NK/CW/AHT's
<b>Term 6</b>			
1 <sup>st</sup> June 21	Tracking Analysis	NK/CW/KHS	CW/KHS
7 <sup>th</sup> June 21			
14 <sup>th</sup> June 21			
21 <sup>th</sup> June 21	Assessment grades on system; Tutors & Hubs Parents evening: Leybourne, Canterbury, Ebbsfleet	Teaching staff All	PH/KHS ExLT
28 <sup>th</sup> July 21	Parents evening: Tonbridge, Dover Moderation Window/STC grade check	All STC's/KHS	ExLT KHS/STC's
5 <sup>th</sup> July 21	QA week Reports ran, checked & issued	All Hub Manager/AHT	SLT - ExLT NK/CW/AHT's
12 <sup>th</sup> July 21	Tracking Analysis	NK/CW/KHS	CW/KHS
19 <sup>th</sup> July 21			

### **Appendix C; Level and Grade equivalence guidance**

Reception pupils: EYFS framework – Development Matters in the Early Years Foundation stages: Age specific targets and early learning goals

Year 1 to Year 8: Age related curriculum expectations linked to specific subject assessment criteria: Assessment framework & Kent steps

	Year (n-1)							Year (n)					
	Below	Emerging-	Emerging +	Developing -	Developing +	Secure	Mastery	Emerging-	Emerging +	Developing -	Developing +	Secure	Mastery
Previous T6													
End T1													
End T2													
End T3													
End T4													
End T5													
End T6													

- On track to exceeding standard of age related strand
- On track to meet expected standard through age related strand
- Just below track to meet expected standard through age related strand
- Off track to meet expected standard through age related strand

Where a pupil is deemed below age related expectation, a judgement can still be made with regards to the most age appropriate year group. I.e. A year 8 pupil working below age expectation could be an 8 Emerging + progress relative to starting point on entry can therefore be demonstrated.

Key point = Coding denotes AGE expected standard NOT progress measure, progress is relative to starting point and should represent 1 band of progress per term

**Link to Primary steps:**

Year	Emerging-	Emerging +	Developing -	Developing +	Secure	Mastery
Year R	1	1	2	2	3	3.5
Year 1	4	5	6	7	8	9
Year 2	10	11	12	13	14	15
Year 3	16	17	18	19	20	21
Year 4	22	23	24	25	26	27
Year 5	28	29	30	31	32	33
Year 6	34	35	36	37	38	39
Year 7	40	41	42	43	44	45
Year 8	46	47	48	49	50	51

National Curriculum levels		GCSE Grades	New GCSE Grades/Points 2017	Entry Level/Level 1/Level 2 Certificates						
					Functional Skills					
					BTEC					
					Cambridge Nationals					
1	1c	Ungraded U	0	Entry Level	EL1					
	1b									
2	1a									
	2c				EL2					
	2b									
3	2a				EL3					
	3c									
	3b									
4	3a	G	Gc	1-	Level 1 (Grade 3)	Pass				
	4c		Gb	1=						
	4b		Ga	1+						
5	4a	F	Fc	1+				Pass	Merit	
	5c		Fb	2-						
	5b		Fa	2=						
6	5a	E	Ec/Eb	2+				Pass	Distinction	
	6c		Ea	3-						
	6b		Dc/Db	3=						
7	6a	D	Da	3+	Level 2 (Grade 4)	Pass				
	7c		Cc	4-						
	7b		Cb	4=						
8	7a	C	Ca	4+				Pass	Merit	
	8c		Bc	5=						
	8b		Bb	5+						
Exceptional Performance	8a	B	Ba	6-				Pass	Distinction	
	A		Bc	6=						
			Bb	6+						
		Ac	7-							
	A*	Ab	7=	Distinction *						
		Aa	7+							
A*c		8-								
			Aa	8=						
			A*b	8+						
			A*a	9-						
				9=						
				9+						

(-)Emerging  
(=)Developing  
(+)Secure

Note;

\* NC Levels assess under the old curriculum framework, these are obsolete and not in use – The levels are displayed for information only for legacy subjects.

\* Some Level 1 and 2 certificates only award a pass grade

### Appendix D; Expected progress guidance

Expected levels of attainment in subjects are assessed against age-related expectations using the national curriculum programs of study and agreeing the knowledge and skills pupils should achieve at the end of each year group.

Grades and descriptors are assigned to each level of competency; these form the 'expectations'

For core subjects (English, Maths, Science and ICT) Pupils are expected to make 1 band of progress per term at KS3 and 3 sub levels of progress over a year for KS4.

For Enrichment, pupils are expected to make 1 band of progress every 2 terms at both KS3 and 4.

Pupil's point of entry will be relevant to the pupils starting grade assessed on admission using baseline DTT:

	Keystage 1	Keystage 2	Keystage 3	Keystage 4
Year of assessment	2	6	8	11
Minimum Expected Level	2 Developing -	6 Developing - Scaled score of 100 + in end of KS2 assessment	8 Developing - Or for Enrichment: KS3 Developing -	FFT 50 target from KS2 score Or for Enrichment: KS4 Developing -

#### Progress matrices:

##### Primary

Track	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS2 Assessment
							6 Mas	≥111 scaled score
						5 Mas	6 Sec	≥108 scaled score
					4 Mas	5 Sec	6 Dev +	≥105 scaled score
				3 Mas	4 Sec	5 Dev +	6 Dev -	≥100 scaled score
			2 Mas	3 Sec	4 Dev +	5 Dev -	6 Em+	≤99 scaled score
		1 Mas	2 Sec	3 Dev +	4 Dev -	5 Em +	6 Em-	≤97 scaled score
Blue 2	R Mas	1 Sec	2 Dev +	3 Dev -	4 Em +	5 Em -	5 Mas	≤95 scaled score
Blue 1	R Sec	1 Dev +	2 Dev -	3 Em+	4 Em -	4 Mas	5 Sec	≤93 scaled score
Green 2	R Dev +	1 Dev -	2 Em+	3 Em -	3 Mas	4 Sec	5 Dev +	≤92 scaled score
Green 1	R Dev -	1 Em +	2 Em -	2 Mas	3 Sec	4 Dev +	5 Dev -	≤90 scaled score
Amber 4	R Em +	1 Em -	1 Mas	2 Sec	3 Dev +	4 Dev -	5 Em +	≤87 scaled score
Amber 3	R Em -	R Mas	1 Sec	2 Dev +	3 Dev -	4 Em +	5 Em -	≤84 scaled score
Amber 2	EYFS	R Sec	1 Dev +	2 Dev -	3 Em+	4 Em -	4 Mas	<80 scaled score
Amber 1	EYFS	R Dev +	1 Dev -	2 Em+	3 Em -	3 Mas		
Red 4	EYFS	R Dev -	1 Em+	2 Em -	2 Mas			
Red 3	EYFS	R Em +	1 Em -	1 Mas				
Red 2	EYFS	R Em -	R Mas					
Red 1	EYFS	Below						

## Secondary: Year 11 (Old KS2 Fine grades)

Pupils KS4 targets are set according to KS2 fine levels, this is the baseline from where Progress 8 predictions are made in 4Matrix and FFT Live. Due to the number of pupils where data is not available on entry the table below serves as a generic transition matrix guide.

Track	KS2 Level	End Yr 7	End Yr 8	End yr 9	End yr 10	Nov Yr 11	Final GCSE	Track
							7= and above	Blue 2
						7-	6+	Blue 1
					6+	6=	6=	Green 3
				GCSE ready	6-	6-	6-	Green 2
			9 Em	9 Mas	5+	5+	5+	Green 1
		8 Em-	8 Mas	9 Sec	5=	5=	5=	Amber 4
Blue 2	6c	7 Mas	8 Sec	9 Dev +	5-	5-	5-	Amber 3
Blue 1	5a	7 Sec	8 Dev+	9 Dev -	4+	4+	4+	Amber 2
Green 3	5b	7 Dev +	8 Dev -	9 Em +	4=	4=	4=	Amber 1
Green 2	5c	7 Dev -	8 Em +	9 Em -	4-	4-	4-	Red 4
Green 1	4a	7 Em +	8 Em -	8 Mas	3+	3+	3+	Red 3
Amber 4	4b	7 Em -	7 Mas	8 Sec	3=	3=	3=	Red 2
Amber 3	4c	6 Mas	7 Sec	8 Dev +	3-	3-	3-	Red 1
Amber 2	3a	6 Sec	7 Dev +	8 Dev -	2+	2+	2+	White 2
Amber 1	3b	6 Dev +	7 Dev -	8 Em +	2=	2=	2=	White 1
Red 4	3c	6 Dev -	7 Em +	8 Em -	2-	2-		
Red 3	2a	6 Em +	7 Em -	7 Mas	1+			
Red 2	2b	6 Em -	6 Mas	7 Sec				
Red 1	2c	5 Mas	6 Sec					
No data	N	5 Sec						
No data	B							

## Secondary: Years 7-10 (New KS2 Fine grades)

Pupils KS4 targets are set according to KS2 fine levels, this is the baseline from where Progress 8 predictions are made in 4Matrix and FFT Live. Due to the number of pupils where data is not available on entry the table below serves as a generic transition matrix guide.

Track	KS2 Level	End Yr 7	End Yr 8	End yr 9	End yr 10	Nov Yr 11	Final GCSE	Track
							7= and above	Blue 2
						7-	6+	Blue 1
					6+	6-	6=	Green 5
				5+	5+	5+	6-	Green 4
			GCSE Ready	4+	5=	5=	5+	Green 3
		8 Em-	8 Mas	4=	5-	5-	5=	Green 2
Blue 2	111+	7 Mas	8 Sec	4-	4+	4+	5-	Green 1
Blue 1	108 – 110	7 Sec	8 Dev+	3+	4=	4=	4+	Amber 3
Green 5	105-107	7 Dev +	8 Dev -	3=	4-	4-	4=	Amber 2
Green 4	99-104	7 Dev -	8 Em +	3-	3+	3+	4-	Amber 1
Green 3	104	7 Em +	8 Em -	2+	3=	3=	3+	Red 6
Green 2	101-103	7 Em -	7 Mas	2=	3-	3-	3=	Red 5
Green 1	100	6 Mas	7 Sec	2-	2+	2+	3-	Red 4
Amber 3	99	6 Sec	7 Dev +	1+	2=	2=	2+	Red 3
Amber 2	96-98	6 Dev +	7 Dev -	1=	2-	2-	2=	Red 2
Amber 1	93-95	6 Dev -	7 Em +	1-	1+	1+	2-	Red 1
Red 6	90-92	6 Em +	7 Em -	Entry Level	1=	1=	1+	White 2
Red 5	87-89	6 Em -	6 Mas	Entry Level	1-	1-	Entry Level	White 1
Red 4	84-86	6 Em +	7 Em -	Entry Level	Entry Level	Entry Level		
Red 3	85	6 Em -	6 Mas	Pre-Entry Level	Entry Level			
Red 2	83-84	5 Mas	6 Sec	Pre-Entry Level				
Red 1	81-82	5 Mas	6 Sec					
White 2	80	5 Sec						
White 1	<80							
No data	B							



### Appendix E: Pupil record sheet for assessment

This record sheet should be placed inside the front cover of the pupils book/folder for each Core subject area and updated each term in accordance with the appropriate assessment cycle.

Additional PLC tracking sheets and subject intervention profiles should be used to indicate current progress and target areas on which to focus.

Assessment and Target Grades			
Term & Year	Current Grade	Target Grade	Aspirational Grade
Baseline 19-20 (If on roll before Sept 20)			
Baseline/ Current year 20-21 (Current for pupils on roll before Sept 20)			
Term 1 2020 – 21			
Term 2 2020 – 21			
Term 3 2020 – 21			
Term 4 2020 – 21			
Term 5 2020 – 21			
Term 6 2020 - 21			
Guidance for Pupils about the way we mark your work			
<p>We mark your work using a <b>set of symbols</b> so you know what sort of error was made.  <b>We use green pen</b> for marking so that it looks different from your own writing.            We will write comments at the end of the piece of work to let you know <b>What Went Well</b>. We will provide suggestions for improvement by saying your work would be <b>Even Better If...</b> Sometimes we use a pink highlighter to show you a section of your work where you could do better if you <b>Think for Pink</b>.            You need to <b>do your own corrections using a contrasting colour</b> pen - blue, purple, orange, red.... you choose; but it must be something different.            You are welcome to write your own comments underneath our comments.</p>			
Symbol	Refers to...	You correct the work...	
<b>C</b>	Missing capital letter or an unnecessary capital letter	Over-write the word correctly on your work	
<b>Sp</b>	Spelling error	Write the word correctly at the end of your work	
<b>P</b>	Punctuation error	Correct the error	
<b>V</b>	Vocabulary error	Think of a better word	
<b>X</b>	Incorrect answer	Check the comments to find out if you need to do the question again	
<b>T</b>	Tense error	We will write the correction on your work	
\\	Paragraph break is needed here		
✓	Correct answer		
✓✓	A really good word or idea here		

### Appendix F; Age Expected and Expected Progress from Baseline Mapping

Note all target grades are built with checkpoints throughout the year each term to ensure pupils are making adequate progress in line with the progress maps.

#### Years R – 8:

#### **Age Expected Progress:**

Year Group	T1	T2	T3	T4	T5	T6
<b>R</b>	Consult EYFS Framework (40-60 Months criteria)					
<b>1</b>	EYFS 40-60 Months	EYFS 40-60 Months	EYFS 40-60 Months	1Em-	1Em+	1Dev-
<b>2</b>	1Dev+	1Sec	1Mas	2Em-	2Em+	2Dev-
<b>3</b>	2Dev+	2Sec	2Mas	3Em-	3Em+	3Dev-
<b>4</b>	3Dev+	3Sec	3Mas	4Em-	4Em+	4Dev-
<b>5</b>	4Dev+	4Sec	4Mas	5Em-	5Em+	5Dev-
<b>6</b>	5Dev+	5Sec	5Mas	6Em-	6Em+	6Dev-
<b>7</b>	6Dev+	6Sec	6Mas	7Em-	7Em+	7Dev-
<b>8</b>	7Dev+	7Sec	7Mas	8Em-	8Em+	8Dev-

#### **Expected Progress from baseline: All Subjects except PE**

Starting point Term	Starting point (week and onwards)	Target (Number of bands of progress expected until the end of the year)
<b>1</b>	Week 1 or admission previous academic year	6
<b>1</b>	2	5
<b>2</b>	1	5
<b>2</b>	2	4
<b>3</b>	1	4
<b>3</b>	2	3
<b>4</b>	1	3
<b>4</b>	2	2
<b>5</b>	1	2
<b>5</b>	2	1
<b>6</b>	1	1
<b>6</b>	3	0 in terms of measures but evident through PLC's

### Years 9-10

Age Expected Progress: Determined by FFT Live targets from Scores at KS2

Expected Progress from baseline: All Subjects except Enrichment and PE

Starting point (Dates)	Approximate number of terms	Target (Number of GCSE Sub levels of progress expected until the end of the year)
September – End of November	6	3
December – End of March	4	2
April – End of June	2	1

- Term 5 Checkpoint limit: 1 subgrade below End of year Target

### Year 11

Age Expected Progress: Determined by FFT Live targets from Scores at KS2

Expected Progress from baseline: All Subjects except Enrichment and PE

Starting point (Dates)	Approximate number of terms	Target (Number of GCSE Sub levels of progress expected until the end of the year)
September – End of November	5	3
December – End of February	3	2
March – Mid April	1	1
Mid April onwards	<1	0 in terms of measures but evident through PLC's

- Target to be met by Term 5 given dates of examinations

## Enrichment

This will be a measure of the percentage of PLC completion, breaking down the values of red/amber/green classifications.

Expected progress depends on when the pupil joined however would be expected to be at the following increments:

<b>Term or number of terms</b>	<b>% Amber/Green depending on level of understanding AEP This also represents checkpoints</b>	<b>Progress from start point (%) EP until the end of the year</b>
1	15	85
2	35	70
3	50	55
4	65	40
5	80	30
6	100	15

### **Expected Progress from baseline: All Subjects except PE**

<b>Starting point Term</b>	<b>Starting point (week and onwards)</b>	<b>Target (Number of bands of progress expected until the end of the year)</b>
<b>1</b>	Week 1 or admission previous academic year	6
<b>1</b>	2	5
<b>2</b>	1	5
<b>2</b>	2	4
<b>3</b>	1	4
<b>3</b>	2	3
<b>4</b>	1	3
<b>4</b>	2	2
<b>5</b>	1	2
<b>5</b>	2	1
<b>6</b>	1	1
<b>6</b>	3	0 in terms of measures but evident through PLC's

**Pupil ability identification from KS2 Scores:**

This is set according to the boundaries issued for that specific year group from ASCL:

2016	Low	Middle	High
<b>Reading</b>	80-92	93-104	105-120
<b>Maths</b>	80-95	96-104	105-120
<b>GPS</b>	80-95	96-105	106-120

2017	Low	Middle	High
<b>Reading</b>	80-94	95-106	107-120
<b>Maths</b>	80-95	96-105	106-120
<b>GPS</b>	80-96	97-107	108-120

2018	Low	Middle	High
<b>Reading</b>	80-95	96-107	108-120
<b>Maths</b>	80-96	97-106	107-120
<b>GPS</b>	80-96	97-108	109-120