



## Secondary School Assessment and Reporting Guidance

### When do parents receive a report and what is it based on?

Students studying in the Secondary School at Wesgreen will receive reports at the following times:

	When	What
1	November 2020	Attendance, Attitudes to Learning and Work Produced
2	January 2021	Attendance, Assessment Grade, Attitudes to Learning and Work Produced
3	March 2021	Attendance, Assessment Grade, Attitudes to Learning and Work Produced
4	June 2021	Attendance, End of Year Grade, Attitudes to Learning, Work Produced and Behaviour Score /100

### How will the assessments be marked and how is progress measured?

A percentage will be awarded for the assessment completed by students. Where more than one assessment has been completed, an average percentage will be provided.

Assessments will become more challenging throughout the year, building on the knowledge and skills they have been learning.

Students will be expected to maintain, or achieve above the percentage achieved in the Baseline Test at the start of the year for each subject.

### How much effort is a student putting into their learning, either online or face-to-face?

In addition to the termly assessment data, an Attitudes to Learning score is given for each subject, which is based on face-to-face and/or online learning:

Attitudes to Learning	
<b>Exceeding Expectations</b>	This student is a highly motivated learner who regularly takes risks and is willing to get things wrong in order to make progress. They make optimum use of cooperative learning opportunities in face-to-face and/or online lessons, but also regularly seek opportunities to challenge themselves and move forward independently.
<b>Meeting Expectations</b>	This student approaches learning in a positive way, participating in the lesson and taking responsibility for their own learning in face-to-face and/or online lessons. They are willing to take risks even if this means getting things wrong sometimes. They work well both cooperatively and independently.
<b>Below Expectations</b>	This student is able to actively participate in the lesson, and does so sometimes, but often chooses to not do so unless prompted in face-to-face and/or online lessons. This student is not always willing to take risks or work independently and can rely too heavily on support from the teacher.
<b>Well Below Expectations</b>	This student frequently does not approach learning with a willingness to actively participate in face-to-face and/or online lessons. This can adversely affect their learning and that of others. They rely heavily on scaffolding and support from teaching staff and struggle to participate effectively in cooperative learning opportunities.

## What is the quality of a student's work like, either online or face-to-face?

The other area, which is reported on is Work Produced. This is a combination of a student's effort, which goes into a mixture of classwork, formative assessments, project work, quizzes, copybook presentation and additional independent work. This is for face-to-face and/or online lessons:

Work Produced	
<b>Exceeding Expectations</b>	This student consistently demonstrates pride in all work that they produce and shows that they meet the Learning Objectives set. Their work shows that formative feedback from the teacher has been consistently engaged with and acted upon which helps to ensure at least good progress is made. Their work is presented in a way, which demonstrates a confident and independent approach to learning. Project Work and additional independent work is always completed to a high standard and submitted on time when set. The excellent quality of this work complements progress made in class.
<b>Meeting Expectations</b>	This student mostly demonstrates pride in the work they produce and shows that they meet the Learning Objectives set. There is evidence that formative feedback from the teacher has been engaged with and acted upon, which helps to ensure good progress is made. Project Work and additional independent work is completed to a standard, which complements the good progress made in class.
<b>Below Expectations</b>	This student does not consistently produce work, which is of the expected standard. Further effort could be made to ensure that they engage with and act upon formative feedback, and reflect on their own work in order to make further progress. Project Work and additional independent work can lack detail, depth and effort limiting its value in relation to progress.
<b>Well Below Expectations</b>	Work produced in class is below the standard expected. There is limited evidence of the student engaging with formative feedback from the teacher, which is limiting the progress this student makes. Project Work and additional independent work is consistently below expectation with deadlines often missed or work not submitted.

## What is my child's attendance like?

You will receive an attendance percentage for your child, which is from the start of the academic year. The percentage has a key, which indicates the SPEA judgement associated with the percentage. You will also be informed of the number of days missed.

98% or above	Outstanding
96%-97%	Very Good
94%-95%	Good
92%-93%	Acceptable
90%-91%	Weak
89% or below	Very Weak

## How can families support their child's learning?

If you can see from your child's report that they have received *Below Expectations* or *Well Below Expectations* for a particular subject, the relevant teacher will contact you to discuss this further in order to support your child's progression in this subject.

Please encourage attendance to morning registration and all lessons throughout the day. Students should also spend time in the evenings looking over their learning from each day at school and re-visits knowledge and skills from previous units of work regularly to ensure that the learning sticks.

Quizlet [www.quizlet.com](http://www.quizlet.com) is an excellent website for entering and practising information, which needs to be memorised for a variety of subjects.