

Assessing & Reporting Progress

'Achievement for All'



TOWNSEND
CHURCH OF ENGLAND SCHOOL

Information for Parents and Carers

The assessment framework at Townsend keeps parents/carers and students informed on their progress in each subject and gives advice on how to improve where needed.

Reporting on progress, using the same assessment language from Year 7 to 13

<p>How often are formal progress reports sent to students and parents/carers?</p>	<p>Every student will receive three progress reports per year.</p> <p>This is usually one per term, or for year 11, two in the autumn term and one in the spring, and for year 13, one in the autumn term and two in the spring.</p> <p>Reports will be sent to parents/carers by email.</p>
<p>What are the School Progress Measures for all students in Year 7 to 13?</p>	<p>Each report, for every year group, contains the same set of School Progress Measures:</p> <ul style="list-style-type: none">• Behaviour for learning (engagement in lessons)• Formative assessment (depth of learning in lessons)• Organisation for learning (students taking responsibility for what they need to learn)• Summative assessment (depth of learning in tests)
<p>How are the School Progress Measures scored?</p>	<p>School Progress Measures are scored 1-6 (1 being the highest and 6 being the lowest). Students will be expected to score 1-3 in all areas, which would suggest students are on track to meet their minimum expected potential in each subject. If a student scores 4-6, extra efforts will need to be made by the student, guided by the subject teacher, to close the gap in order to meet their minimum expected potential.</p>

<p>How do we share guidance on how a student needs to improve?</p>	<p>In each report, where a 4-6 score is given, there will be a short teacher comment giving guidance on how to improve. This could be a simple organisational issue that can be easily resolved, or a more complex subject specific issue that needs extra attention from the student. Comments will be short and instructive.</p>
<p>What other types of comments might there be?</p>	<p>There may also be a positive comment from staff in reports, but a comment is not expected in all subjects. If a student receives SPM scores of 1-3, they are doing well and are on track to show their minimum expected potential.</p>
<p>What is the difference between the formative and summative assessment scores?</p>	<p>Formative assessment is an informal teacher judgement of how a student is progressing in lessons. It is often the case that a student performing well in lessons will also perform well in tests, so the formative and summative assessment scores may be the same in one subject. However, there are occasions when a student is performing well in lessons, but underperforms in tests, so their summative assessment score will be lower than their formative assessment score. In this instance guidance will be provided on how to match performance in tests and lessons.</p>

Setting high academic expectations for each individual student

<p>How does the school know what to expect from each student?</p>	<p>Each student will be given a starting point, based on their attainment levels from the previous key stage (either Year 6, 9 or 11). This will be SP1 –SP6 (SP1 being the highest).</p> <p>For Year 7, 8 and 9, a Starting Point of 4 (SP4) is considered at national standard, and SP1 at significantly above. A few students will have an SP6 to indicate that their ability at the start of Year 7 is much below national standards.</p> <p>For Year 10/11, each Starting Point is linked to a GCSE Target Grade Range (TGR), and for Year 12/13 to an A level TGR. The lower grade of the TGR is the minimum expected grade. Subject staff have this in mind when assessing a student’s summative assessment score.</p>
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How do Starting Points relate to the Target Grade Range (TGR)?

Starting Point	KS3	KS4
		National standard
SP1	Significantly above	9-7
SP2		8-6
SP3		7-5
SP4	At national standard	6-4
SP5		5-3
SP6	Well below age-related expectation at the age of 11	

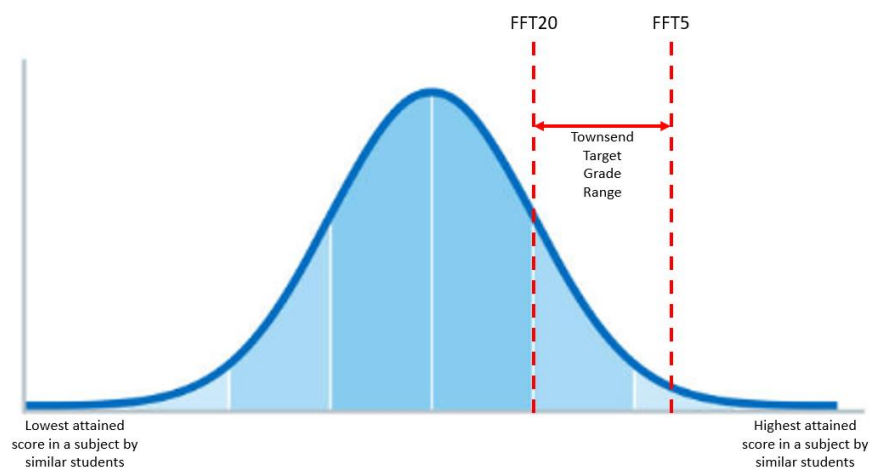
Starting Point	KS5
	A level TGR
SP1	A*-A
SP2	A-B
SP3	B-C
SP4	C-D

How are Starting Points calculated?

Starting Points are generated from calculating a student's Target Grade Range, which is calculated from a student's Key Stage 2 scores (in Year 6), or their Cognitive Aptitude Test scores (CATs), taken at Townsend. Using Fischer Family Trust (FFT), these scores then have formulae applied to them, based on the outcomes of 1000s of student data from across the country with similar starting points, to predict their possible grades.

How is the Target Grade Range calculated?

Target Grade Ranges are generally calculated from FFT20 and FFT5, the 80th and 95th percentile grades, achieved by thousands of students nationally with similar aptitude.



Each student is of a different academic ability. How does the school take the

As all students are academically different, they will not be judged by the same progress criteria under 'summative assessment'. The summative assessment score will be based on progress made from each student's starting point. For example, if a student is doing well

progress of each student into account?	in tests for their ability level, this will be acknowledged and the student given a score of 1-3. If any student is underachieving in tests, in relation to their ability level, they will receive a summative assessment score of 4-6 and further action will need to be taken to close their gap in understanding, skills or knowledge, as advised by the subject comment.
When do parents/carers know what the school expects of each student in their national exams?	Students in Year 10 to 13 will also receive a teacher expected grade for the end of their course, and a trial exam grade following school trial exams.
When do school trial exams take place?	<ul style="list-style-type: none">• Year 10 - June• Year 11 - November & February• Year 12 - June• Year 13 - January
