

OVERTON GRANGE SCHOOL

Assessment and reporting guidance

2022 – 23



PARENTS/CARERS

Target-setting

All students that enter the school in Years 8 to 11 complete a MidYIS/YELLIS aptitude test. These tests assess four key areas which research shows are linked to later academic outcomes: vocabulary, mathematics, non-verbal ability and skills such as proofreading, perceptual speed and accuracy. As the assessment is adaptive, each student sees a unique assessment and is challenged at a level that is suitable for them.

The results of these tests are then used to generate target GCSE grades. For Key Stage 3, the GCSE target grades are then back-tracked to produce end-of-year target grades for years 8 and 9. The end-of-year targets are capped at the highest grade stated for each year in the table below.

The progression pathway is as follows:

Year 8 target	Year 9 target	GCSE Target (Years 10 & 11)
EXS	GDS	1
1	1/2	2
1/2	2	3
2	2/3	4
3	4	5
4	5	6
4/5	5/6	7
5	6	8

For students who have a GCSE target of Grade 1, the Key Stage 3 targets are based on P scales, which are provided by the DfE. The grades that can be awarded are:

- WTS – working towards expected standard
- EXS – working at the expected standard
- GDS – working at a greater depth within the expected standard

We do not predict GCSE Grade 9 due to the way that the Grade 9 is awarded at GCSE, as a percentage of students nationally who achieve Grade 8. As this will change from year to year and is dependent on the national cohort, we do not feel that it is possible to accurately predict whether or not a student will achieve a 9.

A level Targets are produced using Learning Plus UK (LPUK). This uses the GCSE performance of each student, comparing it to the performance of like students nationally in previous years, so producing an evidence-based subject target grade.

Reports

Reports will be sent home two times a year for all year groups. This is different to previous years and has been changed to ensure that all grades and reports are relevant and useful.

Reports are sent home to parents via a link on an email. One report will include a written comment from the Form Tutor and the Head of Year.

The provisional dates for reports to be sent home are as follows:

Year	Autumn Term	Spring term	Summer Term
7	Tutor and grade report w/b 12/12/22	Grade report w/b 27/3/23	
8	Grade report w/b 12/12/22		Tutor and grade report w/b 12/6/23
9	Tutor and grade report w/b 12/12/22	Grade report w/b 13/3/23	
10		Tutor and grade report w/b 6/3/23	Grade report w/b 10/7/23
11		Grade report w/b 9/1/22	
12		Tutor and grade report w/b 17/4/23	Grade report w/b 10/7/23
13	Grade report w/b 21/11/22	Tutor and grade report w/b 20/2/23	

These dates can be subject to change and should be used for guidance only

Grade Gatherers

Grade Gatherers take place a minimum of two times a year for all year groups. A few year groups will have additional grade gatherers as required.

For year 7

For the academic year 2022 – 23, year 7 will not carry out MiDYiS testing, and will not be given target or current grades. Instead they will be assessed for their Attitude to Learning, using the criteria set out on the next page.

- All grade gatherers will have Attitude to Learning, Effort and Behaviour for Learning, and Homework Grades
- One grade gather a year will also have an Exam grade which, with the exception of Art, will be recorded as a percentage (%). Further detail on the Art exam grading will be sent out with the exam grade report.

For years 8 to 11:

- All grade gatherers will have Current, Effort, Behaviour and Homework Grades
- One grade gather a year will also have an Exam grade (two for year 11).
- For year 10, predicted grades will be provided for the second and third grade gatherers.
- Year 11 will have a Predicted grade for all three grade gatherers.

For year 12:

- All grade gatherers will have Attendance, Effort, Homework and Exam grades
- The final two grade gatherers will also have a Current and Predicted grade

For year 13:

- All grade gatherers will have Attendance, Effort, Homework, Exam, Current and Predicted grades.

GRADE CRITERIA AND GUIDELINES 2022 - 2023

Year 7 only: Attitude to Learning / Effort for Learning / Behaviour for Learning / Homework

O: Outstanding	G: Good	RI: Requires Improvement	C: Cause for Concern
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	Attitude to Learning	Effort for Learning	Behaviour for Learning	Homework
Outstanding	<ul style="list-style-type: none"> <input type="checkbox"/> Making excellent progress leading to excellent achievement. <input type="checkbox"/> Work submitted is well above expectations. <input type="checkbox"/> Well organised and fully equipped for all lessons. <input type="checkbox"/> Engages enthusiastically with all tasks. <input type="checkbox"/> Completes high quality, independently produced homework that is always submitted on time. <input type="checkbox"/> Shows high level of engagement and has a positive attitude to the subject. <input type="checkbox"/> Actively seeks feedback which is acted on to further develop learning. <input type="checkbox"/> Asks relevant, thought-provoking questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-motivated and takes full ownership of own learning <input type="checkbox"/> Always willing to discuss and answer questions <input type="checkbox"/> Works independently and collaboratively with peers very effectively <input type="checkbox"/> Engages enthusiastically with all tasks <input type="checkbox"/> Supports the learning of others and contributes significantly to a productive and positive working atmosphere in the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the work of others through example and positive support. <input type="checkbox"/> Highly involved in the lesson and will focus on the tasks with a high degree of commitment and enthusiasm. <input type="checkbox"/> Will seek to lead others in group work but will not dominate and will show sensitivity to the needs of others. <input type="checkbox"/> Show high degree of responsibility, maturity and co-operation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Homework is independently produced and shows evidence of care, planning, involvement and absorption. <input type="checkbox"/> Work reveals significant increase in understanding, mastery or progress from previous best efforts. Work may provide evidence of student moving towards a higher grade. <input type="checkbox"/> Student has independently moved well beyond the limits of the task, shows evidence of exploration, development and initiative.

<p style="text-align: center;">Good</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Making good progress leading to excellent achievement. <input type="checkbox"/> Work submitted meets expectations. <input type="checkbox"/> Well organised and fully equipped for all lessons. <input type="checkbox"/> Engages positively with all tasks. <input type="checkbox"/> Completes good quality, independently produced homework that is always submitted on time. <input type="checkbox"/> Shows good levels of engagement and has a positive attitude to the teacher. <input type="checkbox"/> Will act on feedback to further develop learning. <input type="checkbox"/> Always willing to discuss and answer questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Motivated and keen to take responsibility for own learning <input type="checkbox"/> Always willing to discuss and answer questions <input type="checkbox"/> Works independently and collaboratively with peers <input type="checkbox"/> Engages enthusiastically with all tasks <input type="checkbox"/> Actively listen to their teacher and peers others and contributes to a productive and positive working atmosphere in the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Always positive, co-operative and focused. <input type="checkbox"/> Seeks to become involved in all aspects of lesson regardless of task. <input type="checkbox"/> Supports others by listening, responding appropriately and being encouraging. <input type="checkbox"/> May lead groups at times and will show the capacity to work easily with a variety of individuals. <input type="checkbox"/> Presence in the class contributes significantly to a productive working atmosphere. <input type="checkbox"/> Always fulfils criteria for satisfactory behaviour. 	<ul style="list-style-type: none"> <input type="checkbox"/> Homework is independently produced and shows attention to detail beyond the basic expectations for the task. <input type="checkbox"/> Completes extension activities, shows strong understanding/mastery for that student or that level of student. Marked improvement of previous best. <input type="checkbox"/> Very neat and legible presentation that adds to the homework.
<p style="text-align: center;">Requires Improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Progress is inconsistent and requires improvement. <input type="checkbox"/> Work submitted is inconsistent in meeting expectations. <input type="checkbox"/> Mostly well organised and equipped for lessons. <input type="checkbox"/> Occasionally completes independently produced homework below expectations or it is often not submitted on time. <input type="checkbox"/> Engagement and attitude towards both the subject and teacher requires improvement. <input type="checkbox"/> Will sometimes act on feedback but may need encouragement from the teacher. <input type="checkbox"/> Will answer questions when asked but doesn't seek clarification when unsure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows inconsistent levels of motivation and is less keen to take responsibility for own learning <input type="checkbox"/> Needs prompting to discuss and answer questions <input type="checkbox"/> May find it difficult to work independently or effectively with peers <input type="checkbox"/> Engages with some tasks and can be cooperative. <input type="checkbox"/> Inconsistent in listening to their teacher and peers and does not always contribute to a positive working atmosphere in the class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allows others to work and can maintain focus on learning outcomes of lesson most of the time. <input type="checkbox"/> Polite, co-operative and willing to follow instructions and requests most of the time. <input type="checkbox"/> Involves themselves in discussions and group work voluntarily, they may need some initial support <input type="checkbox"/> Works in a productive manner most of the time but can talk about subjects not relevant to work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Usually handed in on time <input type="checkbox"/> Neat and legible presentation <input type="checkbox"/> Completes most elements of the task <input type="checkbox"/> Conforms to student's previous best or what is considered an acceptable response for a student at that level of ability.

Cause for Concern

- Progress is inconsistent and a cause for concern.
- Work submitted is below expectations.
- Frequently fails to bring correct equipment and misses deadlines.
- Work submitted is below expectations and is often not submitted on time and on some occasions not at all.
- Engagement and attitude towards both the subject and teacher are a cause for concern.
- Feedback is rarely responded to
- Will answer questions when asked.

- Lacks motivation and a willingness to learn
- Needs prompts to start and complete work.
- Struggles to work independently or effectively with peers
- Does not actively participate in lesson and frequently distracts the learning of others
- Does not always follow instructions

- Persistently reminded to focus on task.
- Disturbs and intentionally disrupts the work of others.
- Appears negative, disinterested and de-motivated.
- Frequently late to lesson.

- Late
- Work is scruffy, careless and obviously rushed.
- Shows little commitment and thought.
- Very superficial work based upon previous best or for a student of that ability level.

Year 8 onwards:

Effort for Learning / Behaviour for Learning / Homework

E: Excellent	G: Good	S: Satisfactory	U: Unsatisfactory
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	Effort for Learning	Behaviour for Learning	Homework
Excellent	<ul style="list-style-type: none"> <input type="checkbox"/> Highly motivated, seeks to complete work to an exceptionally high standard, always on task and occupied, will seek additional activities. <input type="checkbox"/> Contributes to the work of the class by active, responsible, thoughtful and mature involvement in group and class discussion, this will be voluntary. <input type="checkbox"/> Actively and voluntarily helps others in their work and contributes significantly to a productive and positive working atmosphere in the class. <input type="checkbox"/> Shows high degree of responsibility and commitment to their own learning and those of others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the work of others through example and positive support. <input type="checkbox"/> Highly involved in the lesson and will focus on the tasks with a high degree of commitment and enthusiasms. <input type="checkbox"/> Will seek to lead others in group work but will not dominate and will show sensitivity to the needs of others. <input type="checkbox"/> Show high degree of responsibility, maturity and co-operation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student's work shows evidence of care, planning, involvement and absorption. <input type="checkbox"/> Work reveals significant increase in understanding, mastery or progress from previous best efforts. Work may provide evidence of student moving towards a higher grade. <input type="checkbox"/> Student has independently moved well beyond the limits of the task, shows evidence of exploration, development and initiative.
Good	<ul style="list-style-type: none"> <input type="checkbox"/> On task at all times, works productively in all situations and completes tasks well and within time frame in the majority of cases. <input type="checkbox"/> Contributes to group and class discussion positively and with relevant comments. May require some encouragement if naturally reluctant to speak in front of others. <input type="checkbox"/> Always involved in the work of the class and never distracts others with irrelevant comments. <input type="checkbox"/> Completes work to a high standard for that student or ability level. 	<ul style="list-style-type: none"> <input type="checkbox"/> Always positive, co-operative and focused. <input type="checkbox"/> Seeks to become involved in all aspects of lesson regardless of task. <input type="checkbox"/> Supports others by listening, responding appropriately and being encouraging. <input type="checkbox"/> May lead groups at times and will show the capacity to work easily with a variety of individuals. <input type="checkbox"/> Presence in the class contributes significantly to a productive working atmosphere. <input type="checkbox"/> Always fulfils criteria for satisfactory behaviour. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student's work shows attention to detail beyond the level deemed satisfactory. <input type="checkbox"/> Completes extension activities, shows strong understanding/mastery for that student or that level of student. Marked improvement of previous best. <input type="checkbox"/> Very neat and legible presentation that adds to the homework. <input type="checkbox"/> Clearly fulfils all criteria for "Satisfactory"

<p style="text-align: center;">Satisfactory</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Works, with attention, in all situations, seeks to understand work and shows desire to complete work to a reasonable standard for that level of ability. Student will remain on task may require monitoring. <input type="checkbox"/> Works through challenges and work is thoughtful, careful and of a standard that conforms to that student's ability level. <input type="checkbox"/> Listens attentively and is able to follow the instructions of the teacher. <input type="checkbox"/> Completes work to time limits in the majority of cases, always maintains focus on work and confines talk to work at relevant points in lesson. <input type="checkbox"/> Contributes to class discussion and group work with prompting, direct questioning. <input type="checkbox"/> Student will volunteer information and contributions but may hold back at times. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allows others to work at all times and maintains focus on learning outcomes of lesson. <input type="checkbox"/> Always polite, co-operative and willing to follow instructions and requests. <input type="checkbox"/> Involves themselves in discussions and group work voluntarily, they may need some initial support <input type="checkbox"/> Works in a productive manner and talks only about subjects relevant to work. <input type="checkbox"/> On task at all times, on time to lessons and properly equipped at all times. 	<ul style="list-style-type: none"> <input type="checkbox"/> On time <input type="checkbox"/> Neat, legible, careful and thoughtful work, shows pride in presentation and completion. <input type="checkbox"/> Completes all elements of the task laid down as being "Satisfactory" by the teacher. <input type="checkbox"/> Conforms to student's previous best or what is considered an acceptable response for a student at that level of ability.
<p style="text-align: center;">Unsatisfactory</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Makes little apparent effort and needs frequent reminders to stay on task. <input type="checkbox"/> Often not willing or ready to learn. <input type="checkbox"/> Often forgetting books/equipment. <input type="checkbox"/> Very little achieved in relation to ability. 	<ul style="list-style-type: none"> <input type="checkbox"/> Persistently reminded to focus on task. <input type="checkbox"/> Disturbs and intentionally disrupts the work of others. <input type="checkbox"/> Appears negative, disinterested and de-motivated. <input type="checkbox"/> Frequently comes to lesson without proper equipment. <input type="checkbox"/> Frequently late to lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Late <input type="checkbox"/> Work is scruffy, careless and obviously rushed. <input type="checkbox"/> Shows little commitment and thought. <input type="checkbox"/> Very superficial work based upon previous best or for a student of that ability level.

Current / Predicted grades:

Current grades are devised by departments in different ways, just as external exams grades are. In general, departments develop their current grades in one of three ways, with an additional input of teacher knowledge about the individual student:

Using the most recent assessment grade	Using an average of assessments throughout the year	Other
Drama IT MFL	Business DT English Geography History Media PE Social Sciences Science	Art – uses a combination of the other two ways Citizenship/RE – use formative assessments, progress in lessons, completion of the level of tasks we would expect of that student, ability to access challenge tasks Maths - use an average grade, but after a main exam, the exam grade is used as the current grade. Music – use a combination of practical and exam scores

- Key Stage 3

For all subjects, the target and current grade is given as a number. For each target and current grade a .8 indicates working at the top end of the grade; a .5 indicates working in the middle and a .2 at the lower end of the grade.

Exam grades are given as a whole number

- Key Stage 4

For GCSE subjects, the target, current and predicted grades are given as a number. For each current and predicted grade a .8 indicates working at the top end of the grade; a .5 indicates working in the middle and a .2 at the lower end of the grade.

City & Guilds subjects provide grades of P2 (level 2 Pass), M (Merit) and D (Distinction).

BTEC subjects provide grades of P1 (Level 1 Pass), M1 (Level 1 Merit), D1 (Level 1 Distinction), P2 (level 2 Pass), M2 (Level 2 Merit) and D (Level 2 Distinction).

All subjects will provide a grade U (Ungraded) where students do not meet the requirements of a Grade 1/P1 pass.

Exam grades are given as a whole number.

Please be aware that current and predicted grades for most GCSE subjects are always best estimates, due to annual grade boundary changes.

- Key Stage 5

The target, current, predicted and exam grades are given as an A level grade, from A to E or a BTEC Grade, from Pass to Distinction*. BTEC courses can award NP (Near Pass) for the exam grade.

For the target and predicted grades, a + indicates working at the top of the grade, and a - at the lower end.

Attendance Grades (Key Stage 5 only)

X: Good	Y: Satisfactory	Z: Concern
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