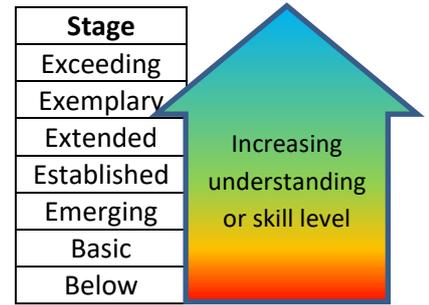


# Assessment and Progress

A quick guide for Year 7, 8 and 9 parents/carers

## How will the students be assessed?

Each subject plans their teaching to ensure they can assess the accumulation of knowledge, skills and understanding. Year 7, 8 & 9 students will be assessed via formal assignment or tests at least once per term in all subjects. While these assessments may be given a score or a percentage, the value of this score is usually less important than the information we gain about what they do or do not know. Based on these assessments we will also allocate a stage descriptor for each subject according to the scale shown on the right.



## Expectations for Subjects that link well to SAT scores.

Progress in subjects such as English, Maths, Science and Humanities typically links well to performance in Year 6 SAT assessments. For these subjects we will use SAT scores to establish an expected progress stage for each subject, which may then be adjusted to personalise them once teachers get to know the students. These expected stages can be used for comparison to their assessment stages to determine if they are making good progress in each subject compared to expectation.

## Expectations for Subjects that have no link to SAT scores.

Subjects such as PE, Arts, Performing Arts and Design-Technology have a much weaker link to SAT assessments. For these subjects we will expect all students to start at “Established” or a broadly average understanding or skill level for their age. Students that perform above or below average in each subject will be given a higher or lower stage as needed.

## How do I know if my child is making good progress?

If a student is making good progress for them, then they should see assessment stages reported that are at least equal to their personalised expected stage for each subject. Achieving higher stages is usually something to celebrate and indicates excellent progress or an area of strength for them, particularly if this happens in several subjects. Achieving a lower stage may indicate a cause for concern, though this would need discussion with

the subject teacher to confirm if this is significant or not. The table on the right gives an example of how the assessment stages can be compared to the expected stage to gauge progress.

<i>Subject</i>	<i>Expected Stage</i>	<i>Current Assessment Stage</i>	<i>What this assessment stage means for that student</i>
<b>Subject 1</b>	Established	Exemplary	Assessment Stage is two above their Expected Stage - their progress is well above expectations in this subject.
<b>Subject 2</b>	Extended	Extended	Assessment Stage matches their Expected Stage - their progress is in line with expectations in this subject.
<b>Subject 3</b>	Emerging	Established	Assessment Stage is one above their Expected Stage - their progress is slightly above expectations in this subject.
<b>Subject 4</b>	Established	Emerging	Assessment Stage is below their Expected Stage - their progress is slightly below expectations in this subject.

We will issue summary reports several times per year via [MCAS](#) that detail Expected and Current Assessed Stages alongside ratings for attitude to study based on lesson scores. We also report on attendance, and completion of independent learning.

Any questions about progress in a particular subject should be addressed to the relevant subject teacher in the first instance. More general questions about progress should be addressed to your child’s form tutor.