

Assessment and Reporting Information for Parents

KS3 Assessment and Reporting is currently being reviewed as one of our whole school improvement priorities for 2021-22. The information below reflects our current position.

The purpose of assessment at Belle Vue Girls' Academy is to allow students to demonstrate the knowledge and understanding that they are developing as they progress through the courses that they study. These assessments aim to assess course content that has been taught up to the current point in teaching, and not only on recently covered work. This allows students to gradually build up the level of knowledge demanded by the courses they'll be following in KS4 and KS5. It allows students to gain and consolidate the knowledge that they need to become **confident learners**, and to move successfully on to their next stages of learning.

At Belle Vue Girls' we are committed to ensuring that assessment is an essential part of students' learning and to make sure that pupils know where they are on their learning journey.

- Assessment for Learning and formative assessment is visible in every lesson with low stakes testing, questioning etc. leading to immediate feedback and understanding, knowledge and progress being monitored constantly.
- KS3 students are formally assessed at least twice a year and Progress Reports produced and distributed to parents to inform them on academic progress against expectations and Attitude to Learning.
- KS4 and KS5 students are formally assessed at least three times a year.
- Teachers will use their professional judgement to determine a holistic measure of academic progress and attainment. They will take into account all evidence available to them from classwork, homework and formal assessments.
- Student progress is measured against expected outcomes at each stage of a student's educational journey. Targets are set from Y7 using KS2 SAT results as our starting point. These Targets are largely based on the BDAT agreed flightpath which itself is based on FFT 20 estimated outcomes. Targets are aspirational and challenging although may be amended to more accurately reflect the needs of the individual student.
- Reports are colour coded to help parents and students understand the progress being made against expectations.

What the Colours Mean			
SEP	SCHOOL EXPECTED PROGRESS	NEP	NATIONALLY EXPECTED PROGRESS
LP	LIMITED PROGRESS	SC	SERIOUS CONCERNS

- Each year group has a calendared Parental Consultation Evening where parents are invited into school to meet with their daughter's individual subject teachers to discuss progress face to face.



How is my attitude to learning?

1. Outstanding:

I do everything I need to be good, plus:

- I take ownership of my learning within and beyond the lesson
- I enjoy the challenge of learning
- I develop my answers and explain my thinking
- I model pro-active learning to the class
- I support the learning of others
- I never give up.

2. Good:

- I arrive on time and with all the correct equipment
- I am on task throughout the whole lesson, completing all work well
- I listen carefully and I am always ready to answer questions
- I act on feedback to improve my work
- I present my work with pride
- I can work independently.

3. Requires Improvement:

- My attitude to learning is not yet good.

4. Serious Concerns:

- My attitude to learning is having a negative effect on the learning and progress of myself and others.

Outstanding attitude = outstanding learning