



Assessment and Reporting at Eaton Bank Academy

A guide for parents

Version 1.2 (December 2019)

Eaton Bank
Academy

Introduction

Thank you for taking the time to read this guide to assessment and reporting. Hopefully you will find it useful in answering any questions you have and also allowing you to understand some of the reasons behind the design of the assessment and reporting methods used throughout your son/ daughters learning journey at Eaton Bank Academy.

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Aims

My key aims back in September 2015 when designing all of the parts of the assessment and reporting system were simple;

1. It should be simple to understand by all
2. It should be simple to use by teachers and students
3. It should produce accurate data (grades)
4. It should motivate students, staff, parents and anyone else involved.

All future developments will only be made if they help improve one of the above aims. If at any time you feel one of these aims is not being met, please email me to discuss your thoughts.

Subject assessment – How does your son/daughter get a grade?

Throughout each academic year your son/daughter will complete a number of assessments. For each subject the assessment method will be as close as possible to the assessment method used in that subject's year 11 GCSE exams (years 7 to 11) and year 13 A-Level exams (year 12 to 13). This means that from the very beginning of their time at Eaton Bank Academy your son/daughter is learning the knowledge and skills which will allow them to be successful in the future. Each time your son/daughter completes an assessment it will be mark by their teacher using a pre-agreed mark scheme. The number of marks or the level of skill your son/daughter demonstrates in the assessment is then converted to a grade.

Grades – What are they and what do they mean?

There are two types of grades we use at Eaton Bank Academy. When in year 7, 8, 9, 10 and 11 your son/daughter will receive currently working at grades (CWA). When they move on to the sixth form (year 12 and 13) they will receive predicted grades.

Currently working at grades are used by teachers to show where your son/daughter is currently work at. They are an attempt to show what your son/daughter would achieve if they sat their real year 11 GCSE exam on the day of the assessment. So, if your son/daughter is currently in year 8 and they completed an assessment in history and gained grade 2. This means your son's/daughter's teacher thinks if they completed the history GCSE exam on the same day as the year 8 assessment they would achieve a grade 2. Obviously, it is more

difficult to be 100% accurate in year 7 than it is in year 11 as your son/daughter will have completed far less of the history content and the real GCSE exam is five years away but in the teacher's professional opinion the knowledge and skills your son/daughter has shown are evidence of the grade they achieve.

The currently working at grades are taken directly from the new GCSE grades where U is the bottom grade and 9 is the highest grade. A U grade means your son/daughter is not yet working at a GCSE grade 1. A grade 4 is considered by the government as a standard pass (the old C grade). A grade 9 is new super A* grade which is more challenging to achieve than the old A*. Below is a copy of the governments grade descriptor postcard;

New grading structure	Former grading structure
9	A*
8	A
7	B
6	B
5	C
4	C
3	D
2	E
1	F
1	G
U	U

Moving from one grade to the next will take time and effort, to allow your son/daughter to see that they are making progress we use an adapted version of the grades.

9+
9
9-
8+
8
8-
7+
7
7-
6+
6
6-
5+
5

5-
4+
4
4-
3+
3
3-
2+
2
2-
1+
1
1-
U+
U
U-

Where a grade has a minus sign next to it e.g. a 5- this means your son/daughter has only just achieved that grade. For example, in maths an assessment mark of 50% was needed to gain a grade 5 your son/daughter might have achieved 51% and therefore receives a currently work at grade of 5-. Where a grade has a plus sign next to it e.g. 6+ this means your son/daughter has achieved at the very top of that grade. For example, in maths, if an assessment mark of 60% was needed for a grade 6 your son/daughter might have achieved 67% meaning they are almost achieving a grade 7-. However, if your son/daughter achieves a grade without a minus or plus this means they are in the middle of the grade and are secure in that grade at the moment.

There are three exceptions to the above Eaton Bank Academy grading method these are dual science, CNAT Engineering and CNAT Physical Education. Dual science is a qualification your son/daughter might take in year 9 through to the end of year 11 and is worth two GCSEs which cover all of the three of the sciences (biology, chemistry and physics). This qualification has its own unique government grading system due to the two grades. The dual science grading system is shown below;

99
98
88
87
77
76
66
65
55
54
44

43
33
32
22
21
11
U

Although the grades might look like whole numbers a 66 is in fact, two grade 6's (a grade 6 and another grade 6) and a 32 is a grade 3 and a grade 2.

The grades for CNAT Engineering and PE are also different to the standard system as this subject does not use the standard 1 to 9 grades and has a seven-grade structure. Below is a list of the CNAT grades and their GCSE equivalents

Level 2 Distinction*	Between GCSE grades 8 and 9
Level 2 Distinction	GCSE grade 7
Level 2 Merit	Between GCSE grades 5 and 6
Level 2 Pass	GCSE grade 4
Level 1 Distinction	GCSE grade 3
Level 1 Merit	GCSE grade 2
Level 1 Pass	Slightly above GCSE grade 1
U	GCSE grade U

Once your son/daughter moves into the sixth form (year 12 and 13) they will be assessed using predicted grades. A predicted grade is an estimation of the most likely grade your son/daughter will achieve at the end of year 13. Based on the most recent assessments and work ethic this is the grade your son's/daughters teacher thinks will be achieved at the end of the course. Projected grades are used in the sixth form because they are needed in year 12 when your son/daughter starts to make applications to universities or for apprenticeships. In line with the GCSE system both minus and plus symbols are used to show how secure your son/daughter is within a grade. The A-Level grading system is shown below and also the BTEC system which is currently only used for BTEC sport;

A-Level

A ⁺
A [*]
A [*] -
A ⁺
A
A-
B ⁺

B
B-
C+
C
C-
D+
D
D-
E+
E
E-
U

BTEC

Grade	Description	A-Level equivalent
D*	Distinction*	A*
D	Distinction	A
M	Merit	C
P	Pass	E
NP	Nearly Pass	-
U	Unclassified	U

Key terms – Flightpaths, Challenge Grades and Progress

Flightpath – your son/daughters learning journey. There is a minimum and upper flightpath.

Challenge grade – the grades your son/daughter is challenged to achieve at each assessment point. There is a minimum and upper challenge grade.

Progress – where your son/daughter is currently working at compared to their flightpaths

Flightpaths – What are they and how are they mapped for my son/daughter?

A flightpath is an estimation of the learning journey your son/daughter might follow based on their KS2 SAT results (year 7 to year 11) and KS4 average GCSE point score (year 12 and 13).

In simple terms each year the government look at all students across the country who completed their GCSE or A-Levels in the previous summer and work out an average for similar ability students. They then publish these averages and these are used to set the end point of your son/daughters flightpath.

In more detail, in year 7 to 11 students either left primary school with levels or scaled scores. Levels were usually reported in whole levels for example your son/daughter might have achieved a level 4 in maths. The overall level for KS2 maths was decided by looking at how many marks your son/daughter achieved across their KS2 maths papers. Based on the raw marks, your son/daughter overall maths level is split by the government into fine levels so they now become a level 4.1, 4.2, 4.3..... Fine levels range from 1.5 to 5.8. Your son/daughters maths and reading fine levels are then averaged to give an overall fine level. The government then works out an average final GCSE total for each fine level. This is called Attainment 8 (I did say in more detail).

Attainment 8 is calculated by adding together your son's/daughter's final GCSE grades in a specific way. See below;

- Highest English grade doubled
- Maths grade doubled
- Highest three grades from science, modern foreign languages, computer science, history and geography
- Highest three remaining grades (can include second English grade)

Although attainment 8 is called attainment 8 because English and maths are doubled it is calculated from 10 grades.

For example;

Subject	Grade	Points
Highest English grade	5	10
Maths	6	12
Chemistry	4	4
Geography	5	5
French	6	6
PE	7	7
Art	5	5
Drama	6	6
Total		55

The government completes this process for every GCSE student in the country and produces an average for each fine level. Currently the average student with a fine level of 4.5 is expected to average 38.74 points. A student with a fine level of 5.8 is expected to average 76.97 points.

The same process is completed for scaled scores, however as no scaled score students have completed their GCSEs yet no averages have been released. At Eaton Bank Academy like all other schools across the country we are estimating what each scaled score will average by mapping distribution of fine levels and scaled scores and creating a conversion. This will continue until estimated GCSE attainment 8 averages are released by the government in 2021.

Your son's/daughters' attainment 8 score will never be reported to them or yourself and is only important for you in understanding our flightpaths. It is tracked at Eaton Bank Academy and used by the government as a measure of how successful the school is.

To calculate the flightpaths at Eaton Bank Academy we divide the governments average for each fine level/ scaled score by 10 (the ten grades of attainment 8) giving us an average grade each student needs to achieve to be classified as average. If your son/daughter achieved a fine level of 4.5 or a scaled score of 98 their government average their expected average is 38.74 points. Dividing this by 10 means they need an average grade of 3.874. There are obviously many ways your son/daughter could achieve an average close to 3.874 points however, in the simplest way this means your son/daughter would need nine grade 3 and one grade 4 to be considered average. Using this simple method, the minimum flightpath is set at the grade 3 and the upper flightpath is set at grade 4.

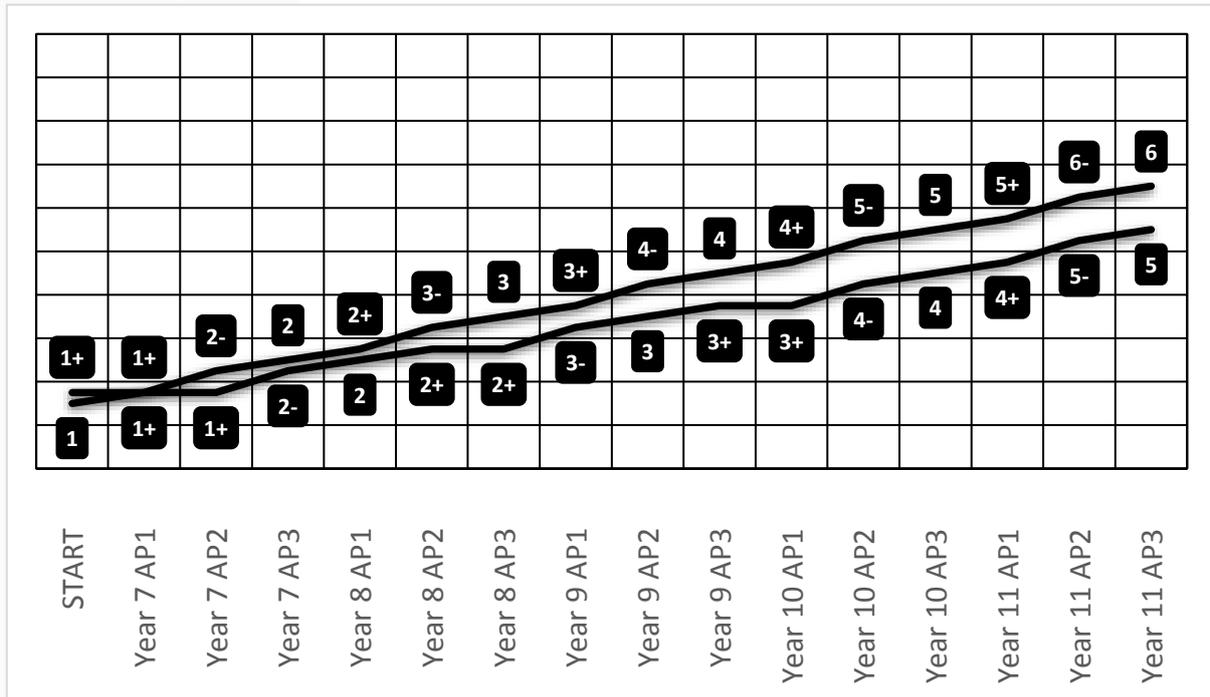
Based on the national 2018 results and the current attainment 8 averages the minimum and upper flightpaths for each scaled score and fine level are shown below;

Scaled Score	Fine Level	Minimum Flightpath	Upper Flightpath
78	1.5	1	2
79	2	1	2
80	2.5	1	2
82	2.8	1	2
83	2.9	2	3
84	3	2	3
85	3.1	2	3
86	3.2	2	3

87	3.4	2	3
88	3.5	2	3
88.5	3.6	2	3
89	3.7	2	3
90	3.8	2	3
91	3.9	3	4
92	4	3	4
93	4.1	3	4
94	4.1	3	4
95	4.2	3	4
96	4.3	3	4
97	4.4	3	4
98	4.5	3	4
99	4.6	4	5
100	4.6	4	5
100.5	4.7	4	5
101	4.8	4	5
102	4.8	4	5
103	4.9	4	5
104	5	5	6
105	5.1	5	6
106	5.2	5	6
107	5.3	5	6
108	5.4	5	6
109	5.4	5	6
110	5.5	6	7
111	5.6	6	7
112	5.7	7	8
113	5.7	7	8
114	5.7	7	8
115	5.7	7	8
116	5.8	7	8
117	5.8	7	8
119	5.8	7	8
120	5.8	7	8

After the end points are calculated (as above) an estimation of the where your son/daughter will begin their learning journey on the first day in year 7. Some subjects such as English and Maths your son/daughter has studied lots through primary school and will therefore be further on compared to computing or music where usually less content has been covered. Once a start point and end point is known the flightpath is simply a relatively straight line that joins the

two points. Some subjects do change the shape of the flightpath to match the more typical speed of progress students make in their lessons.



Below is an example of minimum and upper flightpaths for a student in English;

When in year 12 and 13 because projected grades are used the two flightpaths resemble more of a pair of bars to be exceeded, rather than a flightpath. The year 12 and 13 flightpaths are calculated using the governments value added scores. These are slightly different to attainment 8 because they are created to be specific to each subject rather than being based on a group of subjects like attainment 8. The averages are worked out based on the average grade your son/daughter scored in their year 11 final exams. It is the average of all qualifications rather than just a selected few. The government then compare how students with similar year 11 results achieve in each subject and works out an average.

Challenge grades – what are they and how are they set?

A challenge grade is a short term target which your son/daughter should look to exceed. The word challenge is used as challenges can be surpassed whereas, a target is usually aimed for without thought of going further.

Throughout each year at Eaton Bank Academy your son/daughter will receive three school reports. This means they will receive fifteen reports throughout years 7 to 11 and six reports in years 12 and 13, this is one report at each formal assessment point.

At the start of year 7 based on your son/daughters start point and knowing where they should finish in year 11, the difference is divided by the 15 assessment points creating an indication of where your son/daughter should be at each report. This is done for both the minimum and upper flightpaths meaning your son/daughter has two challenge grades at each report.

An example of the challenge grade for English can be seen in the flightpath example on the previous page.

Progress – what is it and what do the categories mean?

Progress is used on the school report to show where your son/daughter is currently working compared to their challenge grades. Although it would be simple if we all learnt at a set rate and improved at all times the aim of the progress indicator is to allow your son/daughter, yourself and teachers a quick visual clue to how your son/daughter is getting on. It also allows for faster intervention if your son/daughter falls behind or increased praise if they are improving at a faster rate.

There are five categories of progress used on your son/daughters school report;

Category	Meaning
Above upper	This means your son/daughter is achieving high above the national average for their ability in this subject. If they achieved this category in all subjects they will make outstanding progress at Eaton Bank Academy
On upper	This means your son/daughter is achieving above the national average for their ability in this subject. If they achieved this category in all of their subjects they will make very good progress at Eaton Bank Academy
Above minimum	This means your son/daughter is achieving around the national average for their ability in this subject. If they achieve this category in all subjects they will make average progress at Eaton Bank Academy
On minimum	This means your son/daughter is achieving around the national average for their ability in this subject. If they achieve is category in all subjects they will make below average progress at Eaton Bank Academy
Below minimum	This means your son/daughter is achieving below the national average for their ability in this subject. If they achieve this

category in all subjects they will make significantly below average progress at Eaton Bank Academy.

Will my son/daughter only achieve their upper challenge grade?

One common misconception is that if your son/daughters upper flightpath shown in their exercise book is for example a grade 4 this is the highest grade they will get. At Eaton Bank Academy we pride ourselves in getting the best out of students. In our 2018 year 11 cohort over 65% of our students achieved above the national average for their ability, and 25% of our students achieved a grade higher than the average in all of the subjects they completed. The only limit placed on your son/daughter is the fact that the grading system stops at a grade 9. There is no reason why a student with an upper challenge grade of a 4 could not achieve a grade 9. If they are motivated to do it, we will support it.

Can my son/daughter change their flightpaths and challenge grades?

The most motivational challenges are said to be achievable, all students can achieve their minimum challenge grade and therefore it is hoped that this success will provide motivation for more success and ever improving grades. Your son/daughter probably fits into one of two personality types. Some people like to be way ahead of where they should be and find this motivates them to achieve more (they like to be out front and being successful). They like to have a report which classifies progress as above upper in all subjects. Other people are motivated when they have their back to the wall. They prefer to know that if they don't work extra hard they are unlikely to be successful (they like to be battling in the pack). They like to have a report which shows they have work to do.

If your son/daughter wishes to have their challenge grades raised in a range of subjects or just one they can. To do this your son/daughter needs to have demonstrated that they can work above their challenge grades for a period of time and their teacher needs to agree that they think this would be a good decision.

Common reasons why challenge grades might be increased are because your son/daughter excels in a certain subject and they are achieving much higher than their challenge grade in

that subject because they practice much more in this subject. Or your son/daughter underachieved in their KS2 SATs or Year 11 GCSE exams meaning they have challenge grades below their actual level across many of their subjects.

With the minimum flightpath being set around the national average we do not allow students to lower their challenge grades. Eaton Bank Academy aims to have all students achieving above the average for their ability. However, if there were exceptional circumstances lowering would be considered if a student's motivation would be improved.

Please remember when requesting a flightpath change that learning is not a straight line. It is more important your son/daughter has a challenge grade which is achievable yet motivational rather than a high challenge grade which will never be achieved.

What is attitude to learning (A2L) and what does it show?

Your son's/daughter's school report displays an A2L for each subject. This is an indication of how your son/daughter has behaved in each subject since their last report.

Below is the A2L scale;

This OUTSTANDING attitude to learning has a strong, positive impact on a student's progress.

A student with an **outstanding** attitude to learning

- loves the challenge of learning and is proud of their achievements
- is a curious, interested learner who seeks out and uses new information to deepen their knowledge, understanding and skills
- is keen to try different ways of working if one doesn't yield results
- is eager to know how to improve their learning; they make the most of opportunities to use feedback to improve
- is self-disciplined and shows respect for others' ideas and needs
- makes a significant effort with homework and meets deadlines

This GOOD attitude to learning supports a student in making progress.

A student with a **good** attitude to learning

- engages with the activities given in order to develop their knowledge, understanding and skills
- is prepared for lessons and ready to learn
- improves their work in response to feedback
- responds quickly to instructions and requests from staff, and shows respect for others' ideas and needs
- makes a good effort with homework and meets deadlines
- makes a significant effort with the presentation of

This attitude to learning NEEDS IMPROVING as it prevents a student from making the progress they are capable of

A student whose attitude to learning **needs improving**

- is not eager to improve their knowledge, understanding and skills
- may give up easily when they find the work challenging
- needs to start work more quickly and stay on task without significant intervention from staff
- needs to respond more quickly to instructions and requests from staff
- may not bring the right equipment or books to lessons

This POOR attitude to learning prevents a student from making the progress they are capable of.

A student with a **poor** attitude to learning

- does not work hard and chooses not to stay on task
- makes little or no effort with work they find challenging
- resists support and guidance from staff
- ignores or defies instructions and requests from staff
- may not bring the right equipment or books to lessons
- prevents lessons from flowing smoothly
- makes little or no effort to complete homework or meet deadlines
- may make little or no effort with the presentation of their written work.

Your son/daughter should be aware that there is a strong link between making outstanding progress and working hard.

Based on your son/daughter report it is worth considering;

- If they are achieving outstanding A2L and in the upper categories for a subject, are they reading around the subject and looking to improve on the areas which they find difficult?
- If they are making good progress but without a high A2L in a subject, they could achieve more through more focussed work.
- If they are gaining an outstanding grade in a subject but progress is low, how does your son/daughter prepare for assessments and tests. Often this is an issue with revision technique or last minute cramming for tests.
- If they have poor A2L and low progress. They should worry less about failure and try, take the risk!

Parent's evening

Parents evening is an opportunity for you and your son/daughter to discuss learning and progress. Your son/daughter will have one parents evening per year. Parents evenings don't all take place at the same time for each year group the date is set to support key moments within each year. This might be prior to deciding GCSE options for year 8 or before mock

exams for year 11. It is worth bringing a pen and paper to your son/daughters parents evening so you can remember all the useful information given to you on the evening.

How to improve and achievements and other – what are these?

If your son's/daughter's progress is categorised as below minimum, on minimum or above minimum their teacher will leave a short instruction on how to improve their grade by the next assessment point. This should be something your son/daughter can complete which improves one of their weaknesses. It might relate to the assessment they completed or an additional piece of work which will support their learning. Now and again this could be linked to a student's attitude to learning but should also state something which your son/daughter can complete which is evidence of a change.

The achievements and other section of your son/daughters report is an area where your son's/daughter's teacher will leave positive comments relating to areas such as extracurricular involvement, significant improvement in attitude or achievements or exemplary behaviour.

Summary

Eaton Bank Academy aims to produce outstanding students who achieve outstanding results. Both assessment and reporting is used by the school to support this aim. If you would like to discuss an aspect of assessment and reporting please feel free to contact myself.

I hope you found this document useful.



Stuart Carvell – Assistant Head in charge of assessment and reporting

School report – quick view

Attendance data

This should be higher than 96%

CWA End of...

A2L

Attitude 2

Challenge grades – minimum and upper

Progress

Your son's/ daughter's current position compared to their challenge grades



Year 11 Progress Report: 18 November 2018
Name: STUDENT NAME Tutor Group: FORM

General information

Percentage attendance	100.0%	Number of possible session	66
Number of unauthorised absences	0	Number of authorised absences	0

Progress

Subject Name	CWA End of Year 10	A2L	Challenge Grade Minimum	Challenge Grade Upper	CWA	Progress
Business Studies	2+	Good	2+	3+	2+	On Minimum
Computing	3	Outstanding	2+	3+	3+	On Upper
English Language	2+	Good	2+	3+	3+	On Upper
English Literature	3	Good	2+	3+	3-	Above Minimum
Food & Nutrition	3+	Good	2+	3+	4	Above Upper
Maths	4+	Outstanding	2+	3+	5-	Above Upper
Religious Studies	3	Good	2+	3+	2+	On Minimum
Science Dual	44	Good	32	43	44	Above Upper

Recommended Improvement Steps

Subject Name	How to improve	Achievements and Other
Business Studies	Revise between lessons, by selecting and attempting to answer questions at the end of the chapters in your blue Business revision guide.	You and I both know that you are capable of achieving an impressive grade in Business - so go for it! It's been a pleasure teaching you.
English Language	Focus on using and developing set piece for your writing section.	
English Literature	Think about the task and your answer before you begin writing your answer.	Continue to contribute well thought-out ideas in class.
Food & Nutrition	Ensure you write up your investigation results in as much detail as possible to show your scientific knowledge of the ingredients.	Keep working hard and try to attend the extra-curricular support group. You have made a positive start to Year 11.
Religious Studies	Attend the Monday lunchtime revision sessions in the RE department, 12.30pm.	

If STUDENT NAME is unsure about how to improve in any subject, please encourage her to speak to her subject teacher for further advice.

As always, if you have any questions or concerns about your daughter's progress, please do not hesitate to contact either her form tutor or subject teacher.

How to improve

What your son/daughter should do before their next report

Achievements and other

Any additional information which is usually positive