



# WALTON HIGH SCHOOL

*Proud to be part of Walton Multi Academy Trust*



## ASSESSMENT AND REPORTING PROCEDURE

*Walton Multi Academy Trust refers to all schools within the Trust.  
When referring to Trust Boards, this includes Local Governor Boards, and the term  
'Governor' includes all Trustees or Local Board Governors.*

## **Assessment and Reporting**

Students at Walton High School will receive three reports per year (approximately one per term) and one Parents' Evening, which may be virtual or face-to-face.

The yearly report cycle will consist of:

- **1 x FULL REPORT** – Consisting of:
  - Target grade for end of Key Stage for each subject
  - Estimated grade for end of Key Stage for each subject
  - Progress towards target grade for each subject
  - Soft data for behaviour, effort and homework for each subject
  - Strategies for improvement (where applicable)
  - Tutor comment
  - Head of House Comment
  
- **2 x SHORT REPORT** – Consisting of:
  - Target grade for end of Key Stage for each subject
  - Estimated grade for end of Key Stage for each subject
  - Progress towards target grade for each subject
  - Soft data for behaviour, effort and homework for each subject
  - Strategies for improvement (where applicable)

All reports are quality assured by a member of the Senior Leadership Team and are sent to parents or carers via the school's iSAMS Parent App.

## **Assessment at KS3 (Year 7, 8 and 9)**

### **Setting Targets**

At Walton High School, we use a system of Platinum, Gold, Silver and Bronze to set targets for our KS3 students.

The information for setting these targets primarily comes from the student's KS2 SATs data (end of Year 6), which is now expressed as a scaled score. A scaled score of 100 means that students have met the expected outcomes at the end of Year 6. These scaled scores are of importance, as they are a means by which student progress at GCSE will be measured.

In some subjects, KS2 scaled scores are used directly to set KS3 target performance grades:

- English (English KS2 scales score)
- Maths (Maths KS2 scales score)
- MFL (English KS2 scales score)
- RE (English KS2 scales score)

Other subjects use an average of the KS2 scaled scores:

- Geography
- History
- ICT/Computing
- Science

We appreciate that some students have limited exposure to some of our subjects during primary school. Therefore, for some subjects students undergo a baseline assessment in the first few weeks of Year 7 to establish an appropriate KS3 target performance grade:

- Art
- Technology
- Music
- Physical Education

This table shows information about how KS2 scaled scores translate into KS3 target performance grades, and what grades are likely at the end of KS4 (GCSE).

<b>KS2 Scaled Score</b>	<b>KS3 Target Performance Grades</b>	<b>Likely GCSE Grade</b>
110 and above	Platinum	7,8,9
105-109	Gold	5,6,7
95-104	Silver	3,4,5
80-94	Bronze	1,2,3

These target grades will be shown on all students' short and full reports, which are sent home approximately once per term. It is the grade that they are aiming to achieve at the end of KS3 (end of Year 9).

As a school we recognise that KS2 scaled scores may not be an accurate representation of a student's ability. Therefore, these target grades are not a limited judgement. If a student is frequently performing above their target grade, then we can adjust the targets upwardly, as appropriate.

### Estimated Grades and Measuring Progress at KS3

Throughout KS3, students will be assessed in each subject. This may be in the form of written assessments, practical assessments, speaking assessments and/or coursework.

Students will be awarded one of five performance grades for these assessments during their time in KS3:

- Platinum
- Gold
- Silver
- Bronze
- Working towards bronze

Teachers will use assessment grades, classwork and their professional judgement to award an estimated performance grade at certain points throughout the academic year. These estimated performance grades will be communicated home using short and long reports, and through Parents' Evenings. This indicates what the student is expected to achieve at the end of the Key Stage (end of Year 9).

Progress is measured by comparing the target grade and the estimated grade for each subject.

### Soft data

In all reports, students will be awarded grades for their behaviour, effort and homework. Grades can be "exceptional", "good", "satisfactory" or "requires improvement".

This is the teacher's judgement, based upon how students are during lesson time and for the completion of homework tasks.

### Strategies for Improvement

Where students are not making expected progress in their subject, the teacher will produce a strategy to improve performance and learning. This strategy will appear on short and long reports.

Likewise, if a student has a score for behaviour, effort or homework that is requires improvement or satisfactory, a teacher will provide a strategy to improve this.

## **Assessment at KS4**

### Target grades

Target grades for KS4 are based upon FFT20 for each subject.

### Estimated Grades and Measuring Progress at KS4

Throughout KS4, students will be assessed in each subject. This may be in the form of written assessments, practical assessments, speaking assessments and/or coursework.

From these performance indicators, students will be given an estimated grade at data capture points throughout KS4. This is the grade that they are estimated to get at the end of KS4.

Progress is measured by comparing the target grade and the estimated grade for each subject.

### Mock examinations

Students will take part in a formalised mock examination week in the Autumn Term of Year 11. Results from these mock examinations will be used to compile an estimated grade for the end of KS4, which is reported home in the full reports in the Spring Term of Year 11.

### Soft data

In all reports, students will be awarded grades for their behaviour, effort and homework. Grades can be “exceptional”, “good”, “satisfactory” or “requires improvement”.

This is the teacher’s judgement, based upon how students are during lesson time and for the completion of homework tasks.

### Strategies for Improvement

Where students are not making expected progress in their subject, the teacher will produce a strategy to improve performance and learning. This strategy will appear on short and long reports.

Likewise, if a student has a score for behaviour, effort or homework that is requires improvement or satisfactory, a teacher will provide a strategy to improve this.

## **Assessment at KS5**

### **Target grades**

Target grades for KS5 are based upon ALPS Minimum Expected Grades. This is reported home as a student's "ALPS MEG" for each subject. ALPS uses KS4 data to set aspirational targets.

### **Estimated Grades and Measuring Progress at KS5**

Throughout KS5, students will be assessed in each subject. This may be in the form of written assessments, practical assessments, speaking assessments and/or coursework.

From these performance indicators, students will be given an estimated grade at data capture points throughout KS5. This is the grade that they are estimated to get at the end of KS5.

Progress is measured by comparing the target grade and the estimated grade for each subject.

Students will also receive a UCAS Predicted Grade, which will be reported home, at the start of Year 13. This will be based on a range of assessments throughout Year 12 and the start of Year 13.

### **Mock examinations**

Students will take part in a formalised mock examination week in the Spring Term of Year 13. Results from these mock examinations will be used to compile an estimated grade for the end of KS5, which is reported home in the next capture.

### **Soft data**

In all reports, students will be awarded grades for their behaviour, effort and homework. Grades can be "exceptional", "good", "satisfactory" or "requires improvement".

This is the teacher's judgement, based upon how students are during lesson time and for the completion of homework and coursework tasks.

### **Strategies for Improvement**

Where students are not making expected progress in their subject, the teacher will produce a strategy to improve performance and learning. This strategy will appear on short and long reports.

Likewise, if a student has a score for behaviour, effort or homework that is requires improvement or satisfactory, a teacher will provide a strategy to improve this.