

# The Leigh Academy

## Understanding Modular Reports Policy



### Understanding The Leigh's modular reports

#### Rationale

While students are on roll at The Leigh Academy, they will receive a report at the end of each module. This information can be viewed by parents / carers via ePortal.

The report contents for each Key Stage are summarised as follows.

#### Key Stage 3

- 1) Students are given a **Current Grade** indicating their current performance in the subject.
  - a) Where a student cannot be assessed at the current time, an **X** grade is used (such as when a student is new to The Leigh).
- 2) In some modules students are given a **Test Grade**, where they have taken a moderated Leigh Academies Trust assessment in that subject.
- 3) An aspirational **Target Grade** showing the final grade the student should be aiming for in each qualification.
- 4) An **Attitude to Learning (A2L)** score on a scale of 1 to 9.

#### Definitions

##### Current Grade

This is a holistic teacher assessment of where a student is, it is their current standard of work based on all evidence, available to their teacher. The Current grade should reflect where a student is in a course of study and includes all assessments, marked work and prior learning that have occurred in the previous Modules since starting the course. In the vast majority of cases, it is likely that Current Grades will be maintained over time. In exceptional cases, a Current Grade may fluctuate if a students' progress accelerates or decelerates for any reason.

Current Grades are summarised in the form of a Leigh Academies Trust Assessment Grade (5, 6, 7 etc.). These have been chosen to tie in with the system of new GCSEs

starting in 2017, and show what grade that student is 'on course' to attain, based on the Year 7 and 8 ability of students who go on to reach that standard.

### **Test Grade**

This is the outcome of a subject test. The Leigh Academies Trust have developed tests for Key Stage 3 which are taken by students at all academies at key points in the academic year. These are moderated by teachers from all our academies to ensure the standards are comparable.

Test Grades are summarised in the form of a Leigh Academies Trust Assessment Grade (5, 6, 7 etc.). These have been chosen to tie in with the system of new GCSEs starting in 2017, and show what grade that student is 'on course' to attain, based on the Year 7 and 8 ability of students who go on to reach that standard.

### **Summary of Levels / Grades awarded**

At Key Stage 3, Leigh Academies Trust Assessment Grades are used ranging from 9 to 1. Grade 9 is the top of the range. These have been chosen to tie in with the system of new GCSEs starting in 2017.

Sometimes fine grades may be attached to identify where a student's marks fall within that grade range, with 'a' being the highest Fine Grade.

### **Key Stage 4**

- 1) Students are given a **Current Grade** indicating their current performance in the subject.
- 2) At key points throughout the year a **Projected Grade**, which is the grade they are expected to receive by the end of the Year or Key Stage for the qualification they are working toward.
  - a) Where a student is not expected to pass a qualification, they will be given a **U** (unclassified) or **F** (forming – BTECs only) grade.
  - b) Where a student cannot be assessed at the current time, an **X** grade is used (such as when a student is new to The Leigh).
  - c) If it is not expected that the student will be entered for a qualification in the subject this will be shown with the code **NE** (Not Entered).
- 3) An aspirational **Target Grade** showing the final grade the student should be aiming for in each qualification.
- 4) An **Attitude to Learning (A2L)** score on a scale of 1 to 9.

## **Definitions**

### **Current Level or Grade**

This is a holistic teacher assessment of where a student is, it is their current standard of work based on all evidence, available to their teacher, it is progressive. The Current grade should reflect where a student is in a course of study and includes all assessments, marked work and prior learning that have occurred in the previous Modules since starting the course. In the vast majority of cases, it is likely that Current Grades will show steady progress over time. In exceptional cases, a Current Grade may fluctuate slightly if a students' performance improves or deteriorates for any reason.

Current Grades are summarised in the form of a grade (C2, C1, B2 etc. or P2, P1, M3 etc. or 5b, 5a, 6c etc.). The purpose of Fine Grades is to show how secure a student is within that Current Grade range, '1' or 'a' being the highest Fine Grade.

### **Projected Grades**

This is the teacher's professional judgement as to the grade they expect the student to be awarded at key points for example when either the course (for Y11) is completed or the end of an academic year. It is based on the teacher's knowledge of their current standard of work, what remains to be taught, effort and potential for progression, and the experience of teaching similar students previously and the outcomes they received. The grade will be an accurate assessment of a student's likely future achievement in the subject they are studying.

Projected Grades are summarised in the form of a grade (C2, C1, B2 etc. or P2, P1, M3 etc. or 5b, 5a, 6c etc.). The purpose of Fine Grades is to show how secure a student is within that Current Grade range, '1' or 'a' being the highest Fine Grade.

### **Summary of Levels / Grades awarded**

At Key Stage 4, grades A\* to G are used for GCSE subjects in Year 11, with U being a fail.

For Year 10, most subjects also use grades A\* to G, however, English and mathematics use new GCSE grades 9 to 1.

In Year 9, all GCSE subjects use grades 9 to 1.

For vocational subjects, D\*, D, M, P and L1P are used instead, with F (meaning

'Forming' being below an L1P grade).

Fine grades are then attached to identify where a student's marks are expected to fall within that grade range, 1 being the highest Fine Grade.

### **Key Stage 5**

- 1) Students are given a **Current Grade** indicating their current performance in the subject.
- 2) At key points throughout the year a **Projected Grade**, which is the grade they are expected to receive by the end of the Year or Key Stage for the qualification they are working toward.
  - a) Where a student is not expected to pass a qualification, they will be given a **U** (unclassified) or **F** (formative – BTECs only) grade.
  - b) Where a student cannot be assessed at the current time, an **X** grade is used (such as when a student is new to The Leigh).
  - c) If it is not expected that the student will be entered for a qualification in the subject this will be shown with the code **NE** (Not Entered).
- 3) An aspirational **Target Grade** showing the final grade the student should be aiming to meet or exceed in each qualification.
- 4) An **Attitude to Learning (A2L)** score on a scale of 1 to 9.

### **Definitions**

#### **Current Level or Grade**

This is a holistic teacher assessment of where a student is, it is their current standard of work based on all evidence, available to their teacher, it is progressive. The Current grade should reflect where a student is in a course of study and includes all assessments, marked work and prior learning that have occurred in the previous Modules since starting the course. In the vast majority of cases, it is likely that Current Grades will show steady progress over time. In exceptional cases, a Current Grade may fluctuate slightly if a students' performance improves or deteriorates for any reason.

Current Grades are summarised in the form of a grade (C2, C1, B2 etc or P2, P1, M3 etc. at 5).

The purpose of Fine Grades is to show how secure a student is within that Current Grade range, 1 being the highest Fine Grade.

### **Projected Grades**

This is the teacher's professional judgement as to the grade they expect the student to be awarded at key points, for example when the course is completed or the end of an academic year. It is based on the teacher's knowledge of their current standard of work, what remains to be taught, effort and potential for progression, and the experience of teaching similar students previously and the outcomes they received. The grade will be an accurate assessment of a student's likely future achievement in the subject they are studying.

Projected Grades are summarised in the form of a grade (C2, C1, B2 etc or P2, P1, M3 etc.).

The purpose of Fine Grades is to show how secure a student is within that Current Grade range, 1 being the highest Fine Grade.

### **Summary of Levels / Grades awarded**

At Key Stage 5, grades A\* to E are used (with A\* being possible at A Level, but not at AS Level). In most vocational courses, D\*, D, M and P are used instead. U and F grades are also available here meaning that a student is not working at a pass level or is not yet expected to pass the qualification.

Fine grades are then attached to identify where a student's marks are expected to fall within that grade range, 1 being the highest Fine Grade.

### **All Key Stages**

#### **Attitude to Learning Scores**

This takes into account the attitude to learning students display in lessons and application in the subject. It is graded on a scale of 1 to 9, where the meaning of each point on the scale is defined as below:

ATTITUDE TO LEARNING Descriptors	
9	A highly motivated exemplary student who is likely to achieve at an outstanding level. A reflective learner, able to recognise and work to remedy weakness. A highly organised independent learner.
8	A motivated student, who takes full responsibility for his/her learning, and who always, completes all class work and homework to a very high standard. He/she demonstrates initiative and has a positive, reflective approach to learning.
7	A committed student, who demonstrates a keen interest in his/her work and who is determined to achieve. He/she is developing the skills to advance his/her own learning. He/she will always aim to complete class work and homework to a good standard.
6	A hard working student who completes all work to a standard that reflects his/her ability. He/she demonstrates some initiative and will seek assistance when required. The student completes class work and homework to a good standard.
5	A student who completes the work to a standard in line with his/her ability but does not show real commitment to his/her studies. He/she completes all tasks presented to them, but lacks the initiative or motivation to develop their own learning further.
4	A student with the potential to achieve more, but whose lack of commitment is hindering his/her progress. He/she is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Class work and homework are completed to a basic standard, or sometimes not finished completely.
3	An underachieving student who demonstrates little motivation to learn. The student shows minimal commitment to class work and homework. His/her behaviour is inconsistent, and their attentiveness is erratic.
2	A poorly motivated student whose behaviour and negative attitude adversely affect his/her own learning and that of others. He/she is inattentive in class. The student regularly fails to complete homework or class work.
1	A student who is disruptive and unprepared to learn. His/her poor attitude and behaviour adversely affects his/her own learning and that of others. He/she will often reject help and guidance that would enable him/her to further his/her learning. Homework is frequently not completed and deadlines are rarely met.

Updated by KBR 12/05/15 next review 12/05/2017