



# Student Assessment Guide Plymstock School

# Plymstock School Student Assessment Guide

This Guide explains how we will track, assess and report on the progress your child is making on their learning journey through Plymstock school

## Rationale

In 2015 the government removed National Curriculum assessment 'levels' from primary and secondary schools. There is no longer a national system of levels, therefore giving Westcountry Schools Trust the freedom to introduce its own assessment system.

Also, from 2017, the government introduced new, tougher GCSEs. These new GCSEs are graded on a scale from 9 -1: Grade 9 being the highest, Grade 1 being the lowest. This is the same for all schools in the country.

Plymstock is an effort driven School and we believe that 100% effort every day is the biggest factor in student success. Research and feedback have also indicated that government driven Target Grades based on Key Stage 2 data can be limiting and demotivating for students. Therefore, in line with our CORE approach and our focus on effort, we will no longer be issuing students with Target Grades. We believe that with hard work every day, there is no limit to a student's potential.

The School will assess each student at two points throughout the year. Information will be provided on Conduct, Effort, Independent Learning and Progress. In addition to these reports, you will also gain feedback on your child's academic progress during Parents' Evenings. These are held each year, and you can make appointments with each of your child's subject teachers. Your child will also be regularly assessed, both formally and informally, in lessons by their teacher and this assessment will be used by teachers to adapt lessons accordingly. All students are awarded Conduct, Effort and Independent Learning Grades on a scale of 1-4 for each subject at each assessment point. Students are awarded the Grade for each category which best describe their characteristics as a learner. Student Conduct, Effort and Independent Learning is monitored closely; intervention and support are put in place if this falls below our expectations.

## Conduct Criteria

Grade 1	<p>Your conduct is exemplary at all times, promoting a purposeful learning environment in the classroom.</p> <p>You take responsibility at all times and follow staff instructions without delay.</p> <p>You treat all staff and students respectfully.</p> <p>You are always on time and wear your uniform correctly.</p>
Grade 2	<p>Your conduct is consistently good and supports a purposeful learning environment in the classroom.</p> <p>You have demonstrated that you can take responsibility and follow staff instructions.</p> <p>You treat all staff and students respectfully.</p> <p>You are frequently on time and wear your uniform correctly.</p>
Grade 3	<p>Your conduct requires improvement at times which can impact upon the learning environment in the classroom.</p> <p>You do not always take responsibility and at times fail to follow staff instructions.</p> <p>You do not always show respect to staff or students.</p> <p>You are often late to lessons and you need reminding to correct your uniform</p>
Grade 4	<p>Your conduct is often below School expectations and has a negative impact upon the learning environment in the classroom.</p> <p>On occasions, you have had to be removed from the lesson. You rarely take responsibility or follow staff instructions.</p> <p>You frequently do not show respect towards staff and students and do not follow instructions.</p> <p>You are frequently late to lessons and do not wear your uniform correctly.</p>

## Effort Criteria

Grade 1	<p>You consistently meet all of the criteria for Grade 2.</p> <p>You are an exceptional student who has an extremely positive attitude towards learning, always striving to do your best and demonstrate a thirst for learning.</p> <p>You often go above and beyond expectation and work hard.</p> <p>You are fully committed to your learning in the classroom, with a positive mindset and are a role model for others.</p>
Grade 2	<p>You have a consistently positive attitude towards learning, strive to do your best and work hard.</p> <p>You have the appropriate books and equipment with you for learning (your essential 8).</p> <p>You are continuing to develop your independent learning skills, show a pleasing level of resilience when faced with challenges in class.</p>
Grade 3	<p>Your attitude towards learning occasionally dips below expectations and at times there are aspects of the lesson where you fail to participate fully or achieve your best, through hard work</p> <p>Sometimes you do not have the books and equipment needed to support your learning (your essential 8).</p> <p>Although you may sometimes produce good work, at times, you only complete the minimum required.</p> <p>You have not yet developed a sense of resilience to support your learning in class.</p> <p>There is room for improvement if you are going to achieve your full potential and be your best.</p>
Grade 4	<p>Your attitude towards learning is often below expectations and you consistently fail to participate in aspects of your work as fully as possible.</p> <p>You often do not have the books and equipment needed to support your learning (your essential 8).</p> <p>This level of commitment means that you are likely to be underachieving and seriously at risk of not meeting your full potential.</p>

## Independent Learning Criteria

Grade 1	<p>Your commitment to home learning and your response to feedback demonstrate your high levels of intellectual curiosity.</p> <p>You have outstanding independent learning skills and high levels of resilience, often going beyond what is required.</p>
Grade 2	<p>Your home learning is completed on-time, reflects a good level of effort and you act upon the feedback provided.</p> <p>You are continuing to develop your independent learning skills and show a pleasing level of resilience when you face challenges in your learning outside of lessons.</p>
Grade 3	<p>Your home learning is sometimes incomplete or not handed in and may not be to the level of which you are capable.</p> <p>You do not often act on feedback given.</p> <p>You have not yet developed a sense of resilience to support your independent learning to overcome challenges.</p> <p>There is room for improvement if you are going to achieve your full potential.</p>
Grade 4	<p>You have many late, incomplete or missing pieces of home learning which are not completed to the level of which you are capable.</p> <p>You rarely act on feedback provided.</p> <p>You are not yet taking responsibility for your independent learning.</p> <p>This level of commitment means that you are likely to be underachieving and seriously at risk of not meeting your full potential.</p>



## Progress

At Plymstock we believe that there are no limits to student potential. To support this philosophy, we do not issue students with target grades based on their Key Stage 2 data.

### Years 7, 8 and 9

Our main focus in Years 7, 8 and 9 is that students have settled in to learning at Plymstock, work hard and apply themselves fully in all lessons and tasks. Student progress is monitored by teachers throughout the year using a range of strategies and lessons are adapted accordingly as a result. In line with this, we have chosen to report exclusively on Conduct, Effort and Independent Learning.

### Years 10 and 11

In 2017, the government introduced new, tougher GCSEs. The GCSEs are graded on a scale from 9-1: Grade 9 being the highest, Grade 1 being the lowest. The School also offers some vocational options at Level 2 (GCSE equivalent) and these are typically graded using Pass, Merit, Distinction and Distinction\*

In years 10 and 11, teachers give a current working grade using the new GCSE grades. These are informed by in-class tests, assessed tasks, home learning and teacher assessment.

The evidence will vary from subject to subject to align with the assessment objectives and relate to the aspects of the syllabus covered so far. It is not a predicted grade because as more evidence becomes available the current working grade can change. A chart comparing the previous letter grades, which you may be more familiar with against the new number grades, is shown for your information.

## Sixth Form

Student effort and progress is monitored closely; intervention is put in place if needed to maximise progress and ensure that students are supported to achieve their full potential.

Grades issued are a current working at grade. The current working grade is based on a range of evidence produced by the student so far. This range will include evidence such as mock exams, termly assessments or NEA (non-examined assessment). The evidence will vary from subject to subject to align with the assessment objectives and relate to the aspects of the syllabus covered so far. It is not a predicted grade because as more evidence becomes available the current working grade can change.

All A Level subjects are awarded letter grades and vocational subjects Pass, Merit, Distinction and Distinction\*. In November, Year 12 students are issued with Effort and Independent Learning grades only. Grades are also Fine Graded in the Sixth Form for extra clarity:

A1 - A grade A but potential for an A\*

A2 - A solid grade A

A3 - A weak A which without consistent effort could drop to a B.

Legacy GCSEs	New GCSE Grades	Vocational Qualifications		
A*	9	Distinction* 8.5	Level 2	
	8			
	7			
B	6	Distinction 7		
	5			
	4			
C	3	Merit 5.5	Level 1	
	2			
	1			
D	3	Distinction* 3		
	E			Distinction 2
	F			Merit 1.5
G	1	Pass 1		
	U		Unsatisfactory	



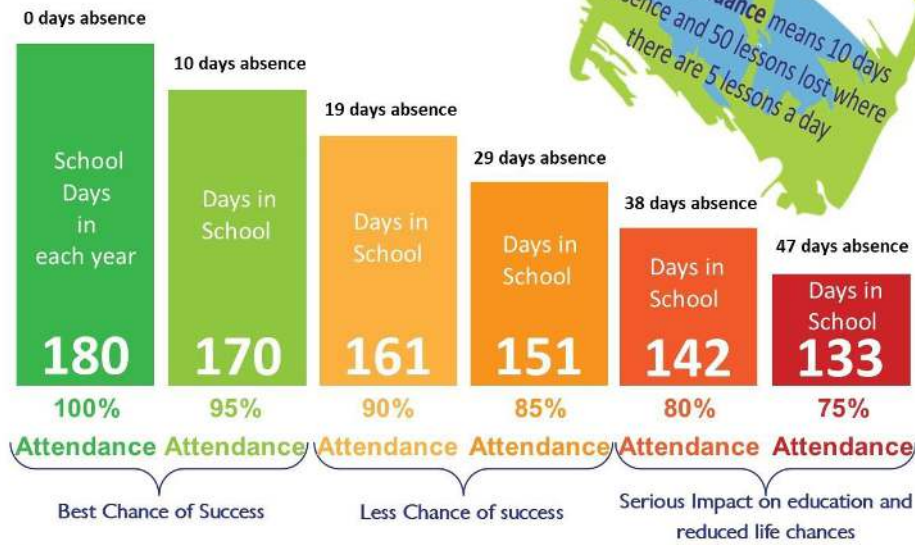
# The impact of attendance on achievement

There is a significant correlation between attendance and achievement. Put simply, students that attend school all of the time or are very rarely off, achieve better.



# Attendance MATTERS

**Illness:**  
Unless it is serious come into Sixth Form. It is best to come in and try and then decide if you need to go home

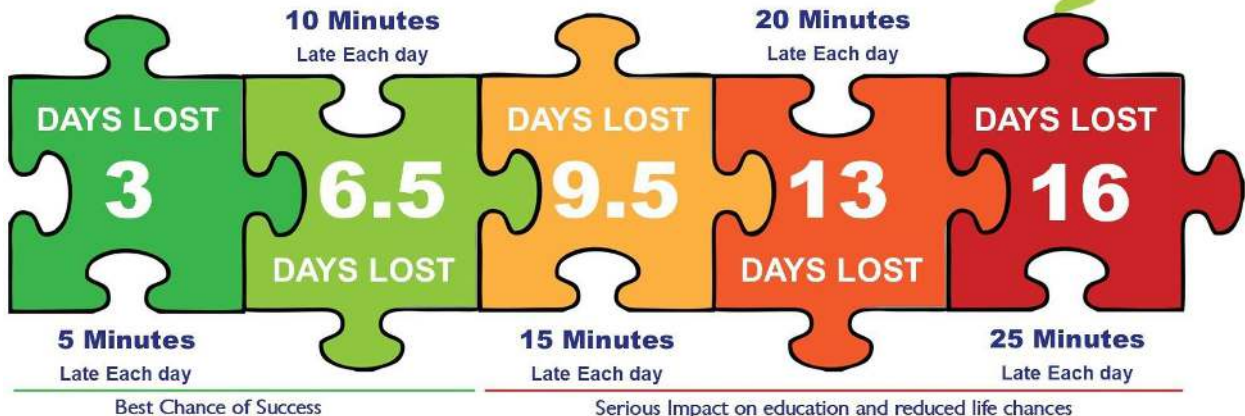


95% attendance means 10 days absence and 50 lessons lost where there are 5 lessons a day

90% attendance or less can reduce your chances of good outcomes by half

**Medical Appointments:**  
When possible book them outside of Sixth Form hours

**Family Holidays:**  
You have 175 days a year where you are not in Sixth Form. A one-week holiday in term time means that the highest attendance you can get is 97%



Average learning hours per day is 5 hours.

If you are 15 minutes late each day you will have missed 2 full weeks of school in 1 year!

#EVERYDAYCOUNTS



## Reading assessment - Standardised Age Score

On the Learning Overview, you will see we are reporting the SAS – Standard Age Score. It will look like this:

NGRT Standard Age Score:	86	SAS Reading Key:	Below average
--------------------------	----	------------------	---------------

This is a Standardised Age Score (SAS) and the table below explains what each range of scores means. The reading assessment tests vocabulary, understanding and reading comprehension. Please contact your child's English teacher if you would like to discuss this in more detail.

Reading Score	
128 or more	Excellent reading and reading comprehension
112 – 127	Above average reading and reading comprehension
89 – 111	Average reading and reading comprehension
73 - 88	Below average reading and reading comprehension
72 or below	Severe difficulty with reading and reading comprehension

### 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

**1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

**2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

**3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

**4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

**5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

**6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

**7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'