



Ark Elvin
Academy

“We dare for greatness”

New Reporting Policy 2019-20

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Vision:

Every child has a rigorously assessed baseline, an appropriately aspirational set end of year target and each term's data analysis tracks the progress of all pupils, groups and subjects. We know all our children and systematically identify key barriers to learning and forensically track underachievement. We regularly report to our parents to enable them to support their child's learning. All pupils will make a minimum +1 by the time they complete Y11. Our EAL pupils make rapid progress in phonics and Rosetta stones. They graduate within 2 years from starting the course and are able to study a full Ebacc curriculum.

Introduction:

“The way schools care about children is reflected in the way schools care about children’s families. If educators view children simply as *students*, they are likely to see the family as separate from the school. That is, the family is expected to fulfil parenting roles for student development and leave the education of children to school. If educators view students as *children*, they are likely to see the family and the community as partners with the school in children’s education and development. Partners recognise their shared interests in and responsibilities for children, and they work together to create better opportunities for students.”

“Joyce Epstein (2018), School, family and community partnerships (P. 11)”

At Ark Elvin Academy, we believe that interactions with parents and the community we serve are very important to strengthen our impact through involving them in our mission to:

- Reinforce our expectations, ethos and aspirations for the pupil.
- Discuss pastoral data including attendance, punctuality, merits and homework corrections that are limiting pupil’s progress.
- Have a clear understanding of the pupils’ progress in each term.
- Set high leverage action steps that will drive progress in the following term.

This is why we hold Parents Review Days 3 times a year to review and discuss our children’s progress and effort.

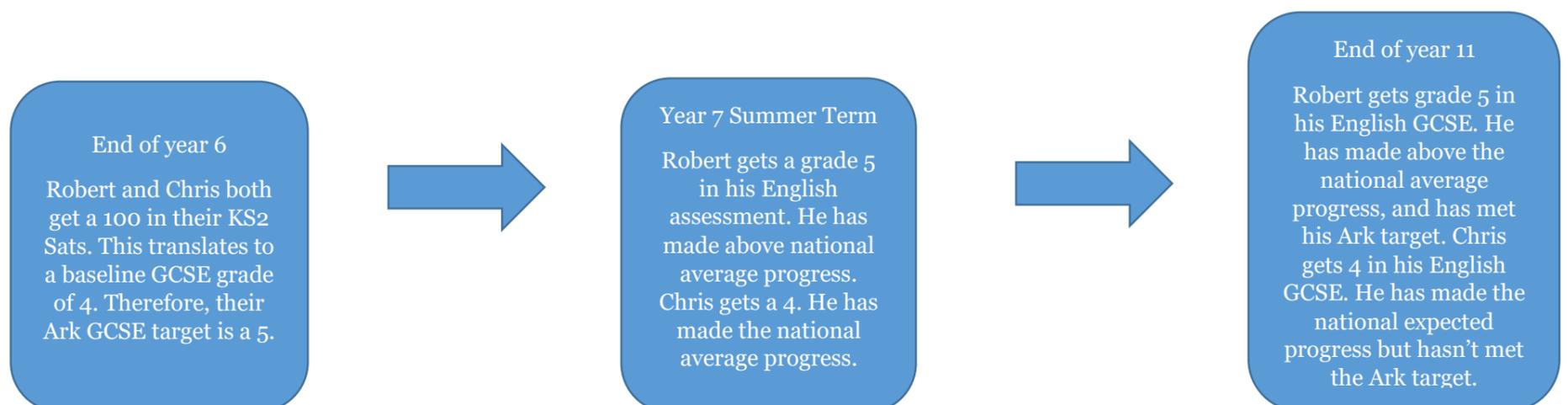
Our New Assessment Model:

In years 7-10, Assessments in the Autumn and Spring term will take place in class following formal exam guidelines and expectations; no grades are reported. In the Summer term all students will sit formal examinations in each subject to prepare them for their future GCSE examinations; an age related grade is reported. (For more information, see our assessment intent).

Year 11 pupils will be more regularly assessed on their learning. They will sit partial mock exams in maths and English in November followed by a full set of mock exams in all subjects in January/February. These exams will take place in the exam hall in order to prepare pupils for their GCSE exams condition.

Base lining and Target Setting:

Every pupil receives a baseline grade. This has been calculated by looking at how well pupils did at Primary school and will run from 1, which is the lowest grade, to 9, which is the highest. For pupils who completed their Primary education in another country, they complete an online NGRT reading test (<https://www.testingforschools.com>) before they join the school. The results are available to download immediately, which generates a ‘holding’ base grade. Within the first two weeks of joining the school, pupils without KS2 data will complete GL Progress Tests in English and Maths to establish their base grade. The grade pupils receive will be the minimum grade that we would expect them to get at the end of year 11, if they continue to work hard and do the work required of them. This is known as National expected progress (Progress=0). However, at Elvin, we have high expectations from our pupils so expect them to achieve one grade more than their base grade by the time they complete their GCSEs in year 11. We call this their target grade. This is progress above the National level (Progress= +1). Our intention is that every student will work towards meeting these and if they achieve this, they are guaranteed to outperform their peers nationally and be well established for further education.



Reporting in years 7-10:

In Autumn and Spring term, we will not report grades; instead, progress is reported. This is an indication as to where the child is in relation to their end of year target.

Progress	Description
Above Target	A pupil is above their target if they are completing work that suggests they will exceed their end of year target. Pupil's work/assessment shows high level of diligence resulting in exceptional progress made. Target will be reviewed at the end of the year should pupil continue to work with the same rigour.
On Target	A pupil in on track if they are currently completing work that suggests they will achieve their end of year target. Pupil's work/assessment shows expected level of progress made.
Below Target	A pupil is below the expected level if they are not yet completing work that suggests they will achieve their end of year target. There are significant gaps in pupil's knowledge resulting in work/assessment lacking rigour. Pupil needs to improve their work to accelerate progress. To improve from Red, the student must work harder and increase effort in school and at home by revising more.

In Summer term, we will report an age related grade. They refer to a pupil's position in the performance distribution for their age group. These grades do not tell you what a pupil would get if they took a GCSE at that moment in time. So, for example, if a pupil gets a grade 9 in Year 7 Summer 2, it means we think they are performing as well as could be expected for their age group and should maintain this throughout the secondary education which is sufficiently challenging as pupils learn more content each year. It does not mean that they could get a 9 if they sat a GCSE English paper at that point. We are confident with our grades as we use shared assessment with other Ark schools in the network. This will allow us to see where our pupils sit across a wider sample of students.

Reporting in year 11:

In November, we will report a 'predicted grade' in each subject. These are grades that subject teachers believe pupils achieve based on their performance in class, hinge assessments and mock exams. Predicted grades are then used by colleges and sixth forms, as part of the admissions process, to help them understand an applicant's potential. Pupils should use their predicted grade as an opportunity to reflect and improve for the next set of exams.

In February, following the completion of a full set of mock exams, pupils will receive updated predicted grades, an exam current and an age related grade. These will help pupils see where they are at in relation to their GCSE target grade. If pupils are not meeting their target, they should work a lot harder to improve grades for GCSE exams in May/June.

Attitude to Learning grades:

At Elvin, our expectation is for our pupils to be responsible learners by constantly thinking and working hard in lessons. We know that the essence of success is hard work, dedication and commitment to learning. Each term, pupils are given an 'Attitude to Learning' grade which best describes their attributes as learners in lessons.

Excellent= Pupils work very hard in every lesson. They enjoy academic challenge and engage in reading and writing which reflect high levels of scholarship and independence of thought. Pupils consistently show courage and not afraid to make mistakes. They act on teachers' feedback to improve work. Pupils revise regularly to master the key learnings; always complete homework to the highest standards and submit on time.

Good= Pupils work hard in lessons and enjoy academic challenge. They engage in reading and writing. Pupils show courage and not afraid to make mistakes. They act on teachers' feedback to improve work. Pupils revise to master the key learnings; complete homework to a good standard and submit on time.

Requires improving= Pupil don't work sufficiently hard in lessons. They don't demonstrate courage enough as they are afraid to make mistakes. They don't respond to teachers' feedback well enough to improve work. Pupils don't revise enough and quality of homework is not to a good standard.

Cause for concerns= Pupils are often disengaged and not working hard in lessons. As a results they lack focus. They often disrupt the climate for learning and don't respond to teachers' feedback. Pupils don't revise or complete homework.

Reading age:

We know that one of the most important skills that a student can acquire to support them with their studies is the ability to read well. Each year, we test our pupils to measure whether their reading ability reflects their chronological age. Reading age will enable teachers to provide the appropriate support, scaffold for those pupils whose reading age is below the average and to plan appropriate challenge for pupils whose reading age is above the average. For students to be able to access the GCSE curriculum with no hinder, they should have a reading age of at least 12 when in year 9. The further away from the biological age, the more rapid progress students should make.

The reading age data reported is their chronological reading age at the time of taking the test, in years and months. Reading age is reported as Year: Month.

Attendance and punctuality (number of late to school/ days missed school):

A student progress report also includes their attendance percentage and the number of late to school days. Research shows a very close correlation between the grades that a student will get in their GCSEs and attendance. We want all our pupils to have an attendance of above 97% and will reward pupils with merits if they achieve 100%.

Merits:

We like our pupils to demonstrate the school values of Community, Integrity, Courage and Mastery. Pupils receive Community merit when they work well together, are kind, polite and show respect to peers, staff and visitors. They receive Integrity merit when they do the right thing even when no one is watching; are honest, and take responsibility for their actions. Pupils can earn Mastery merits when they work hard to master the knowledge of each subject and build the habit of learning; act on feedback because they know they can get better. They earn merits for Courage by having big goals and push themselves to succeed; are brave enough to fail because they know that is how they learn.

Homework correction:

Homework is an integral part of learning and help pupils to consolidate knowledge learned in lessons, transfer it into their long term memory and to build mastery of the key knowledge in each subject. Homework promotes the use of the most effective and high-leverage techniques by pupils, reinforcing habits of study.

Every week pupils are expected to complete at least one piece of homework in each subject to a high standard. Pupils who don't complete homework or complete to a poor standard receive homework corrections where they need to complete it to their best ability and hand in to their teachers the next day.

English as Additional Language (EAL) Reporting:

Phonics:

Pupils who join Elvin with limited English, will have Phonics lessons. They learn to recognise sound patterns to fluently read English. Any new EAL pupil will sit a standardised test from Ruth Miskin Phonics so an appropriate phonics baseline (starting point) is allocated and pupil are grouped in the correct phonics set. Pupils study 2 hours, 45 minutes of phonics each week. Phonics assessment test reading skills on a one to one basis with an EAL teacher. Phonics levels are stated below:

Introduction, module set 1-5, module set 6-10, module set 11-15, module set 16-20, module set 21-25, module set 26-30 and module set 31-33. NPN is the code for pupils who complete the programme and no longer requires phonics. Good progress is to complete two module sets each term. Pupils are expected to complete the phonics over 4 terms (1 year and a term). On completion module set 31-33, pupils graduate from phonics so they can join a full curriculum pathway.

Rosetta Stone:

In addition to phonics, pupils study Rosetta Stone. This is an online language learning programme which uses images, texts and sounds to teach words and grammar by spaced repetition. Rosetta Stone is composed of 20 units. All pupils start at unit 1 and are expected to spend approximately 8 hours to complete each unit. Pupils study 1 hour 50 minutes of Rosetta Stone each week. Students also use the Rosetta Stone App at home and parents can also request access to the App to support their children and/or their own English language acquisition. Hours of Rosetta Stone studied lead to completion of 7 units per year. Good progress is to complete the programme over 8 terms.

English Proficiency:

English Proficiency is assessed through a large range of specific criteria codified by the Bell Foundation, assessed and moderated by our EAL team to determine the accurate band of fluency each student is currently working at. Each band has 10 assessment descriptors. Pupils are not expected to achieve all the descriptors within a band (some may not be applicable to certain ages, for example). Pupils could attain the descriptors in a different order to those listed; this is not unusual and is not a cause for concern. However, it is important to be aware that the descriptors are sequenced to reflect internal progression within each band of descriptors; descriptors 1-3 are 'early development' and descriptors 5-7 are 'getting closer to the next band'. Good progress is to make one band progress each year. The A-E bands are as below:

A= New to English

B= Early acquisition

C= Developing competence

D= Competent

E= Fluent

NS= Native Speaker

Parents FAQs:

1) How will I know if my child is making good progress in all their subject?

- Your child will be given a personalised target grade in each subject. If they meet this, they will be making good progress.

2) How often will my child get a grade?

- Your child in years 7-10 will get a grade once a year. In year 11, twice a year followed by their GCSE exam results in Summer 2020.

3) My child is doing really well and exceeding their target. Will his/her grade change?

- Yes, if they perform consistently well across the academic year, their target grade will be reviewed.

4) My child has a target of 5 but their KS2 results were really low. Why?

- Our mission as a school is to ensure that all pupils have the opportunity to go to university and pursue a career of their choice. A grade 5 is now deemed as a 'good pass'. This is the minimum requirement for English and Maths for pupils to attend further education courses. We have growth mind-set and believe that every child can achieve and succeed when they work hard.

5) If my child gets a certain grade, does that mean they could sit a GCSE tomorrow and get that grade?

- No. These grades are based on long term predictions. The grade your child gets is the minimum grade we expect them to get at the end of year 11 should they continue to work hard and complete the work required of them.