



A Level Assessment and Reporting.

At St Benedict's we are committed to ensuring that assessment is an essential part to students learning and to make sure that pupils know where they are on their learning journey. To report on progress in subjects in the sixth form the school uses the same types of grade that the students will receive at the end of their courses, namely A level grades (A*-E) for standard A level subjects and the Distinction, Merit, Pass system for Applied General and Technical Certificate subjects.

Termly Assessment.

Students are assessed each term and for most subjects this will be at least one assessment which covers work covered on the course which has been studied up to that point. For some subjects this will be an in class test or series of tests. In practical subjects a project or series of projects may be used.

Students are only assessed on work that has been taught up to that point and never on material that has yet to be taught. Assessments may also cover work that has been taught in previous terms to reflect the demanding level of knowledge required at A level and Level 3 Applied Courses. Where a formal mock examination has been recently held then this will be one of the prime sources used to determine the assessment grade. Teachers will however also use other evidence of performance such as the standard of homework and other work produced in class. They will use these sources of evidence to produce a current attainment grade that best reflects the standard of work produced. For this reason, the grade reported is frequently referred to as the Current Working Grade of the pupil.

Each student will receive a report towards the end of each term which will clearly state the grade that they are working at in each subject. In this way parents will know how their son or daughter is doing in each subject. In the spring and summer term, the report will also state the grades achieved in previous terms so that comparisons can be made with previous performances. However, it should be noted that the most recent grade will always be the best indicator of a student's performance.

A termly report will include the following information:

Subject Target Grade: This is the grade that the student should be aiming at for the end of the course. It is an aspirational grade based on prior achievement at GCSE. Please be clear that the subject target is **not** a forecast grade. Some pupils meet their targets, a few exceed them but some do not achieve their target grade.

Current Working Grade: The current working grade is the teacher's best estimate of the standard that is being achieved by the pupil.

Attitude to Learning Grade: A grade of 1 to 5 which gives a best fit description of the student based on our core values of Compassion, Wisdom and Resilience. The descriptors for each grade can be found at the end of this document.

The **Current Working Grade** should always be interpreted in relation to the **Subject Target Grade** which gives an indication of the grade at which a pupil should be aiming. Good progress is being made when a pupil is close to or on their target grade and excellent progress is made when a pupil exceeds the target grade. Where the **Current Working Grade** is two grades or more below the **Subject Target** there are possible causes for concern. The **Attitude to Learning Grade** will give further information on where these causes might be.

In the spring and summer term, the report will also state the grades achieved in previous terms so that comparisons can be made with previous performances. However, it should be noted that the most recent grade will always be the best indicator of a student's performance.

For example, by the summer term a student's grades might look like:

Subject	Subject Target Grade	Attainment Term 1	Attainment Term 2	Attainment Term 3 (Mock Exam)	ATL Grade Teacher One	ATL Grade Teacher Two
Subject A	B	B	C	B	4	4
Subject B	B	C	B	B	3	4
Subject C	B	A	B	A	4	4

In the above example grades are either static or getting better. This is an example of good progress being made because the grades are close to, on or even above the **Subject Target Grade**. Remember that even static grades will show progress as assessments made later in the year will be based on more material than previous assessments. However, it would also be possible for grades to drop if a student is not keeping up with the increase in demand as a course progresses.

Teachers will make it clear to pupils when they have any formal in class assessments, most of which will take place during normal lessons. The end of year exam is however likely to take place in the more formal setting of a mock examination. Parents are asked to encourage students to revise for them so that they are gradually building up the knowledge needed to meet the demands of the A level courses.

John D'Mello

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Attitude to Learning Descriptors for Sixth Form:

Grade	Description
5	Attitude to learning is exemplary , excellent effort in all learning leading to excellent progress. Always respectful, polite and kind in their communication, sustaining mature and trusting relationships with peers and staff. Always shows resilience in trying to overcome conceptual barriers to learning, using initiative and self-discipline. Always ready to learn – fully motivated, committed and always ready to make insightful contributions in class. Always punctual and with the correct equipment. Homework always done to the best of ability, reflecting mature and assiduous thinking.
4	Attitude to learning is frequently very good, very good effort leading to very good progress. Frequently respectful, polite and kind in their communication, sustaining mature and trusting relationships with peers and staff. Frequently shows resilience in trying to overcome conceptual barriers to learning, using initiative and self-discipline. Frequently ready to learn – motivated, committed and ready to make insightful contributions in class. Frequently punctual and with the correct equipment. Homework is frequently done to the best of ability, reflecting committed and engaged thinking.
3	Attitude to learning is for the most part good, with some good effort leading to some progress but could be improved. For the most part respectful, polite and kind in their communication, sustaining mature and trusting relationships with peers and staff. For the most part shows resilience in trying to overcome conceptual barriers to learning, using initiative and self-discipline but sometimes needs reminding. For the most part ready to learn – motivated, committed and ready to make insightful contributions in class. For the most part punctual and with the correct equipment. Homework for the most part meets expectations of the teacher.
2	Attitude to learning is on occasion good, leading to marginal progress but needs improvement. On occasion respectful, polite and kind in their communication but too often undermining mature and trusting relationships with peers and staff. On occasion shows resilience in trying to overcome conceptual barriers to learning but too often needs reminding. On occasion ready to learn – motivated, committed and ready to make insightful contributions in class but too often needs reminding. On occasion punctual and with the correct equipment but too often needs reminding. Homework too often doesn't meet expectations of the teacher. An occasional homework point has had to be issued.
1	Capable of good attitude to learning but little progress is being made and needs significant improvement. Capable of being respectful, polite and kind in their communication but needs significant improvement. Capable of showing resilience in trying to overcome conceptual barriers to learning but needs significant improvement. Capable of being ready to learn – motivated, committed and ready to make insightful contributions in class but needs significant improvement. Capable of being punctual and with the correct equipment but needs significant improvement. Homework rarely meets expectations of the teacher. A number of homework points have had to be issued.
0	Capable of good attitude to learning can but too often have been serious lapses and needs immediate improvement. Capable of being respectful, polite and kind in their communication but needs immediate improvement. Capable of showing resilience in trying to overcome conceptual barriers to learning but needs immediate improvement. Capable of being ready to learn – motivated, committed and ready to make insightful contributions in class but needs immediate improvement. Capable of being punctual and with the correct equipment but needs immediate improvement. Homework rarely meets expectations of the teacher and does not reflect true ability. A number of homework points have had to be issued.