



Assessment and Reporting

2021 – 2022

Year 8





YEAR 8 : YOUR ASSESSMENT JOURNEY

- Your Year 8 targets will be based on information from how you performed in your recent baseline test that you completed before half term.
- Some of your subjects have a target based on just your reading test, some on your Maths arithmetic and reasoning test and others a combination of both – this is dependant on the nature and demands of the subject.
 - History = English
 - Science = Maths
- In Year 8 we will have use this information to think about what your **potential** will be across the next 4 years and what level you should be working at for each year. Each of you will now be on an individualised pathway.
- This will be different for different students and for different subjects.
- Your Year 8 Target is three grade below your final GCSE Target grade. This means that in each year to end of year 11 in 2025 will increase by one grade.



Sybil has a Y8 Target of **Securing -** in English.
 In year 9, her target will be **Securing**.
 Once Sybil reaches Y10, her Target will be a **Grade 5**.
 This will increase to a **Grade 6** in Y11.

STUDENT D : SYBIL

HALEWOOD ACADEMY LEARNING JOURNEY - YEARS 7 – 11

When your child enters the school in year 7, they are placed on a particular pathway based on prior attainment. A student's pathway may change	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
					9	Excelling	Grade 9
				8	8	Mastering +	Grade 8
			M	7	7	Mastering	Grade 7
		M-	M-	6	6	Mastering -	Grade 6
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below



Sebastian has a Y8 Target of **Securing +** in Maths.
 In year 9 this target will move to **Mastering -**.
 In Y10, his Target will be a **Grade 7**. This will increase to a **Grade 8** in Y11.

STUDENT B: SEBASTIAN

HALEWOOD ACADEMY LEARNING JOURNEY - YEARS 7 – 11

When your child enters the school in year 7, they are placed on a particular pathway based on prior attainment. A students pathway may change	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
						9	Excelling
				8	8	Mastering +	Grade 8
			M	7	7	Mastering	Grade 7
		M-	M-	6	6	Mastering -	Grade 6
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4		Grade 4
Pathway C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below



Shirley has a Y8 Target of **Developing -** in Spanish.
 In year 9 this will move to **Developing**.
 In Y10, Shirley's Target would increase to **Grade 2**.
 This will increase to a **Grade 3** in Y11.

STUDENT G : SHIRLEY

HALEWOOD ACADEMY LEARNING JOURNEY - YEARS 7 – 11

When your child enters the school in year 7, they are placed on a particular pathway based on prior attainment. A students pathway may change	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
				8	9	Excelling	Grade 9
			M	7	8	Mastering +	Grade 8
		M-	M-	6	7	Mastering	Grade 7
				6	6	Mastering -	Grade 6
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below



You need to know your Target Grade so that you know what you are aiming for. This is a minimum expectation and you should be aiming higher and should be making progress as the year goes on.

Your teachers will help with this and will ask that you have a copy of this in your books.

 <p><u>Progress Tracker</u></p> <p>Target: _____</p> <p>P2S3 : _____</p> <p>P2S2 : _____</p> <p>P2S1 : _____</p> 	 <p><u>Progress Tracker</u></p> <p>Target: _____</p> <p>P2S3 : _____</p> <p>P2S2 : _____</p> <p>P2S1 : _____</p> 
 <p><u>Progress Tracker</u></p> <p>Target: _____</p> <p>P2S3 : _____</p> <p>P2S2 : _____</p> <p>P2S1 : _____</p> 	 <p><u>Progress Tracker</u></p> <p>Target: _____</p> <p>P2S3 : _____</p> <p>P2S2 : _____</p> <p>P2S1 : _____</p> 



YEAR 8 : YOUR ASSESSMENT JOURNEY

- You will continue to complete **Green Zones** in all subjects which are like mini assessments. **Remember: Green Zones are important** and you need to try your best and respond to the feedback from teachers to improve your performance. These learning points will be used by your teacher to review your **knowledge / skills / understanding** on a particular topic and help identify where there may be gaps in knowledge that will need to be re-taught / learnt.
- Your class teacher will likely give you **Green Zones** linked to the GCSE exam specification and past paper questions. These are important as they will give you confidence to tackle this type of question in your mocks and final examinations in 2025.
- You may be asked in some subjects to complete part of past exam papers. Remember to try your hardest and answer all questions
- Prior to a **Green Zone** your class teacher will tell you what is being assessed and what knowledge / skills / understanding that you will need to use.
- When you have completed a **Green Zone** your teacher will likely use Mark Schemes / Department Assessment Steps to assess your work.



In addition to **Green Zones**, your teachers will be assessing your knowledge, skills and understanding all the time through

- ✓ Your work in books and how you do in your review and apply stages of your RAMAR lesson
- ✓ Your responses to questioning in lessons – this could be in books or verbally
- ✓ Your homework completion and quality

HOWEVER

The biggest weighting will be on how you perform in your P2S assessments

P2S1 – Assessments have started this week

P2S2 – WB 14th and 28th February 2022

P2S3 – WB 9th May 2022

KEY TO SUCCESS IS HARD WORK IN AND OUT OF SCHOOL AND REVISION

Parents Evening 10th February 2022



Y8 REPORTS

- At **two points** in the school calendar, we will send a report home.
- Each subject teacher will **review** all of the work from your P2S exams, Green Zones, Classwork and Homework to determine what Grade they will report home. This will be a best fit but the largest weighting will be on full exam paper performance
- Even though you may have scored well on a section of an exam paper or an exam style question, your class teacher will have to consider these pieces of work in relation to the whole KS3 course. The more of the course you complete, the harder you work, the more your class teachers can examine.
- Your class teacher will also choose a **comment to describe your progress**. To make this judgement, your class teacher will look at your work and see how it **compares to your potential**.
- If your work is better than your potential then your progress comment will reflect this.
- If your class teacher believes that you should be performing better than you are doing in your assessments, then your progress comment will reflect this.
- Your class teacher will also report information about your **behaviour** in lessons and will take into account what has been placed in class charts
- Your report will also give an overview of **Behaviour Points, RACER Points, Attendance and Punctuality**



AN EXAMPLE REPORT

1

2

3

4

	Teacher	End of Year Target	Current Progress	Progress Comment	Behaviour	Attitude to Learning	Attitude to Home Learning
English Language	Mrs P. Boyd-Rugen	7	7	Expected progress is being made	1	1	1
English Literature	Mrs P. Boyd-Rugen	5	6	Very good progress is being made	1	1	1
Mathematics	Ms J. Clieve	5	4	Limited progress is being made	2	2	2
Science Trilogy	Mr A. Mooney	55	55	Expected progress is being made	1	1	1
Child Development	Mrs C. Knight	5	3	Progress is a concern	3	3	3
Geography	Mr E. McGovern						
Music	Mrs C. Foster	M	M	Expected progress is being made	1	1	1
Photography	Mr B. O'Callaghan						

Achievement Points:	5	Average Achievement Points:		45
Behaviour Concerns:	0	Average Behaviour Points:		11

Attendance:	96.95	04 September 2019 – 17 January 2020
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Due to the nature of assessment, pupils should be hitting their target grade throughout the academic year.

Current Progress:	Excellent	Very Good	Expected	Limited	Concern
Behaviour:			Expected	Unsatisfactory	Cause for Concern
Attitude to Learning:			Positive	Requires Improvement	Cause for Concern
Attitude to Home Learning:			Positive	Requires Improvement	Cause for Concern
Attendance:	Excellent	Good	Concerns	Serious Concerns	
	99% or higher	97% up to 98.9%	90% up to 96.9%	Less than 90%	

End of Year Target	This is the target we expect all students to achieve at the end of the academic year. This is based upon their prior attainment at KS2 (Year 6 SATs).
Current Progress	
Behaviour grade	A teacher assessment of their behaviour during lessons.
Attitude to Learning grade	A teacher assessment of the attitude to learning applied in class and at home.
Attitude to Home Learning grade	A teacher assessment of the attitude to home learning.
Attendance	School target is 97%. Below 96% equates to 7 school day off each year, which is 35 missed lessons. Poor attendance has a significant impact on progress.



REPORT KEY

1. End of Year Target:

When a child enters the school in Year 7, they are placed on a particular pathway based on prior attainment.

2. Current Progress:

This is a description of the knowledge/skills/understanding that a student is working at in each subject, this ranges from Emerging to Excelling. + - have been used to indicate the extent to which that description has been met.

3. Progress Comment:

The comment reflects the learning that has been completed and expectations of where a student should be at this point in the year depending on the pathway a student is on.

4. Behaviour / Attitude to Learning / Attitude to Home Learning:

Students are given a score (1, 2 or 3) for their behaviour, attitude to learning in lessons and attitude to home learning. **Criteria:** *1 = Positive, 2 = Requires Improvement, 3 = Cause for Concern.*

5. Achievement Points / Behaviour Concerns:

Achievement Points are the number of reward points a student has achieved since the start of the academic year.

Behaviour Concerns are a total of points accrued for any instances of poor behaviour.

6. Attendance

Attendance describes how we would describe a students attendance since the start of the academic year



Working Together to Succeed

- Follow all standards and expectations within school
- Attend school for at least 96% of the time from now on. If between 5 and 10% of school is missed you will achieve on average one grade lower.
- Get into school on time, lost minutes = lost learning time
- Make the most of the Enrichment timetable that your class teachers are offering
- Work independently at home – do your homework and revision
- ALWAYS DO YOUR BEST



DON'T HAVE ANY REGRETS



I don't regret the
things I've done.
I regret the things
I didn't do when
I had the chance.

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CALM
AND
BEST OF
LUCK**