



NOWER HILL HIGH SCHOOL

Title:	Assessment Policy
Date of Last Review:	September 2018
Date of Ratification by Governing Body:	
Status:	
Approval Authority:	Student Committee
Staff Lead:	Deputy Headteacher Teaching & Learning
Governor Lead:	Chair of Student Committee
Review Frequency:	3 years
Location:	Frontier Staffroom & website – Curriculum-assessment
Date of Next Review:	September 2021

Principles

- Responding to students' work is important and can be a very important motivational tool.
- Marking and feedback is most effective when it is formative in nature or when the results of marked assessments are used formatively.
- All forms of feedback to students can be useful in helping students to see how their work can be improved and developed; this can often be strategies other than marking by the teacher.
- Marking is a very important part of a teacher's work but it should not be overwhelming or become too heavy a burden. Planning high quality lessons and preparing high quality teaching resources must command an appropriate amount of a teacher's finite time and a teacher's markload must sit within that context.
- Not all pieces of work produced by students can be 'quality marked' in detail nor is it always necessary. Where work is to be quality marked in detail this is planned in schemes of work and which pieces are marked in detail should be consistent across faculties/departments.
- Marking and the recording of marks given should be planned, purposeful and consistent across faculties/departments. This can be managed through electronic markbooks in SIMS.
- It is the responsibility of departmental teams to agree how work produced by students will be responded to. This should be clear in the scheme of work and should be consistent across faculties/departments. The nature and quality of assessment in the school is an important focus of monitoring and evaluation practices.
- Feedback to students and marking of work should include use of commitment to learning grades and should make use of the school's rewards system
- All faculties/departments should contribute towards marking for literacy.
- Regular succinct tracking will be used to share assessment of students' progress between teachers, other professionals and with parents.
- Our assessments of students will be set in the context of our knowledge of each student's ability, progress and potential. We will be informed by prior attainment and baseline data.
- Students will be given appropriate exposure to assessments which will prepare them for public examinations

Assessment for Learning

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group)

Assessment **for** Learning is very different from Assessment **of** Learning. The latter tends to judge how a student is performing in terms of a grade, mark or level. On the other hand, Assessment for Learning (AfL) is formative and takes place all of the time in the classroom. AfL values the quality of learning and raises self-esteem of the students through concentrating on advice for improvement whilst avoiding demoralising effects of comparing students. AfL leads teachers to work with a more complete picture of the students’ learning needs and therefore, with carefully considered feedback, it helps students learn more effectively.

The key elements of AfL in our school should include the following features:

- Encourage active involvement of all students by engineering effective questioning and discussion that elicits evidence of learning.
- Have strong emphasis upon learning intentions and success criteria which are shared with the students so that they understand precisely what they are doing, why they are doing it and what they are expected to gain from it.
- Make use of oral and written feedback between teacher and students to establish what has been done well and what needs to be done to move learning forward. Feedback should be concise, accessible and encourage students to take ownership of their learning.
- Make regular use of well thought out self-assessment that activates students as owners of their own learning, as well as carefully planned peer assessment that activates students as coaches and mentors for other students.
- Regularly provide opportunities for individual students to reflect and talk about their learning and progress in order for them to recognise how they can improve.
- Use strategies at the end of lessons to test learning outcomes in order to establish a focus for the next lesson.
- Involve the teacher effectively and systematically checking students’ understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.
- Involve recognition of achievement.

Ways in which we respond to work produced by students

Oral Feedback

It is important for teachers to be able to feed back orally to individuals, groups or whole classes as a way of responding to students' work. It saves valuable time to go over a commonly made mistake with a whole class, demonstrating the correction on the board, rather than to write the correction on most or all of the students' work. **Where a teacher has given in depth oral feedback to a student, the student will be given the opportunity to summarise the key messages in the margin or beneath the piece of work.**

Self Marking

This is used where appropriate and when it can prove helpful as a learning exercise, reinforcing learning that has taken place and indicating areas of development to the students. Self-Marking will be most effective when it is very clear what the learning intentions are for the particular piece of work and when they have a good understanding of the assessment criteria in use. **Students will use their own pen which will be the same colour as the writing to mark their own work.**

Peer Marking

This can be used where appropriate, when students can learn from each other and discuss the relative strengths and areas for development in each other's work. This is best achieved when the learning intentions are clear and there is a clear mark scheme. **A different coloured pen, often purple, is used where work has been peer marked or will be indicated otherwise.**

Shared Marking

Using one piece of work from an unnamed student in another class to mark as a class, on the large screen, models the marking process and teaches particular points at the same time. The students may then go on to mark in pairs or mark their own work. Or with prior agreement the work of a named individual can be shared.

Checking

It may be appropriate to do no more than check that a piece of work has been done.

Summative Marking

This usually consists of ticks and is associated with closed tasks, exercises or tests where the answer is either right or wrong. Marks awarded might be e.g. /25, a % or in some subjects at KS3 it may allow an attainment descriptor to be determined. This can also be marked by the students, as a class or in groups.

Quality Marking

What do we mean by quality marking?

Teachers must focus first and foremost on the learning intention of the task. The emphasis in marking must be on both successes against the learning intention and improvement needs. The students will be given clear assessment criteria when the task is set.

Faculties/departments have identified key pieces of work that will be quality marked over the course of each of the seven years. This will be clear in the schemes of work and on the school website for

parents to access. Where work is quality marked teachers will place a school stamp or sticker so that it can be easily identified, see below. This will provide a prompt for the form the comments will take.

	Commitment 1 2 3 4 5 AP
	to learning
	Teacher Comment:
	Suggested improvement:
	Question:

Faculties may have drawn up a coding system for marking their particular subject which will be found at the front of each student's exercise book or folder.

Formative feedback through quality marking will always comprise of at least the following elements:

- what the student has done well
- what they have been less successful in doing
- an indication of how improvement can be made
- a commitment to learning grade

Work is only graded where this can be done accurately and is useful for the student. A culture is created where students do not compare that grade with the students around them but with their own target grade. Where grades are given it is often best to do this after students have received their feedback.

Students' work needs to be marked in a colour that can be clearly seen. At Nower Hill all teachers should mark in a colour which contrasts with that used by the student. Work which has been peer marked, is often marked in purple or another colour and work which has been self-marked is marked in the same colour as the work

Lesson time will be given to students to reflect and if possible act on the formative comments given in the lesson where quality marked work is returned. This is planned into schemes of work.

Marking for literacy

All faculties/departments should contribute towards **marking for literacy**. Appendix A gives the symbols agreed across all faculties to support this.

When quality marking students' work subject teachers should focus on subject specific vocabulary for correction.

Where aspects of literacy are part of the learning objectives for a particular piece of work this should be made clear to students and should be reflected in the quality marking.

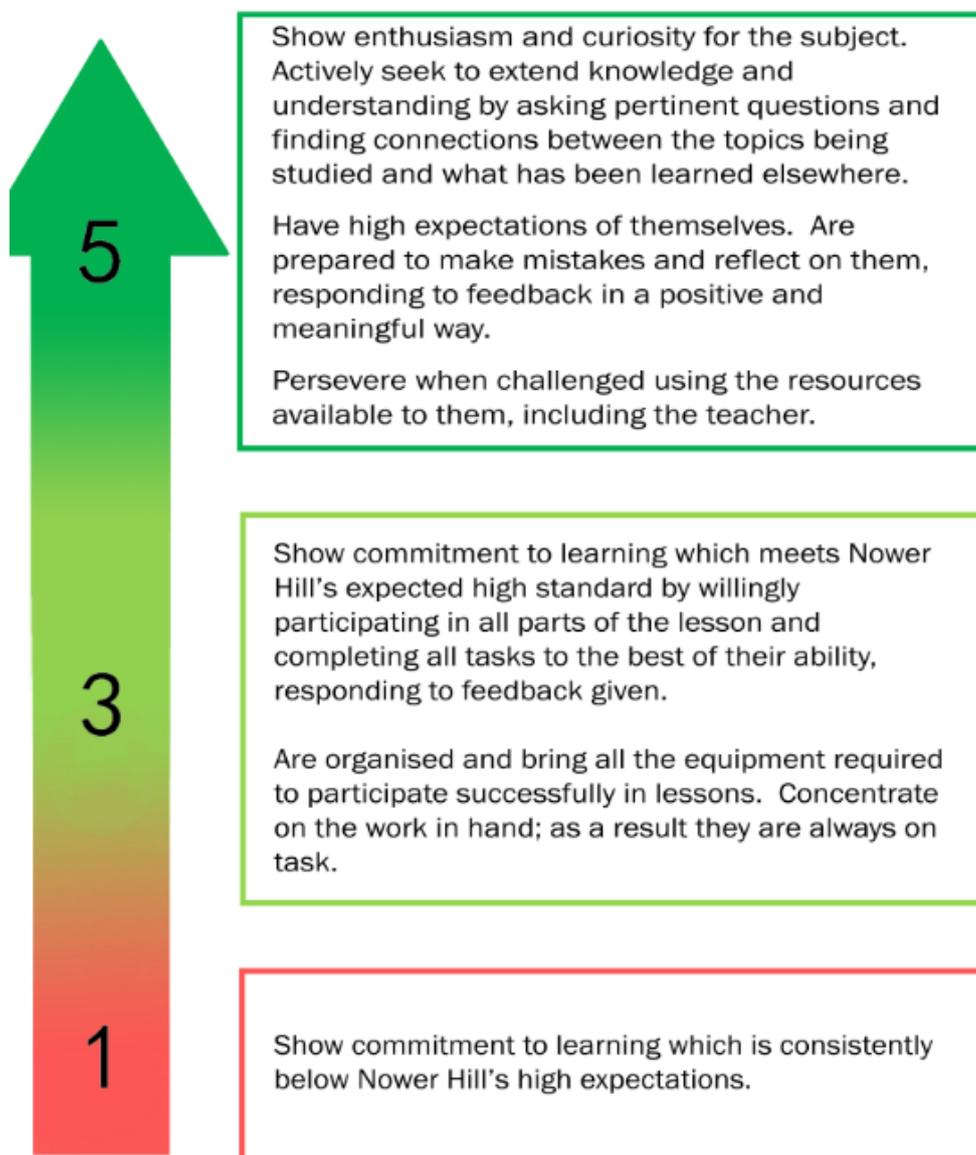
When a teacher formatively marks work, at least one paragraph will be corrected for literacy using the notations in Appendix A. Students should be given time in the following lesson to rework at least that one paragraph

During lessons, teachers will circle words which are misspelt. These should be corrected by students in the margin. Parents are encouraged to highlight any words they notice are misspelt and get students to correct.

Feedback using Commitment to Learning Grades

All work marked by the teacher will receive a commitment to learning grade.

The commitment to learning grades teachers' use will be the same as those we use for student tracking



5 for effort should result in an achievement point for the student.

How will marking, feedback and checking be monitored and evaluated?

1. The Deputy Head and Assistant Head (Teaching and Learning) with HOFs/HODs will monitor assessment by looking at students' books and folders, schemes of work, teacher records and by talking with teachers and students.
2. Assessment practices will be the focus of link management meetings.
3. Faculty/Departmental teams will share good practice and improve the quality and consistency of assessment by standardisation activities, moderation and quality marking monitoring.

Quality marking monitoring will occur on a termly basis. The strengths and areas for development will be fed back to colleagues via faculty meeting and shared with link managers.

4. HOFs/HODs should develop a folder of work which exemplifies good marking and which contains samples of work at particular levels or grades. HOFs/HODs should agree with teachers of their subject what assessment records will be kept over the course of a year.

Other aspects of Assessment, Recording and Reporting at NHHS

Student Tracking

At NHHS there is regular, termly tracking of students, over 7 years. The data is submitted electronically and is shared between teachers and students, parents and colleagues (see example of information to parents Appendix B).

The termly tracking covers attainment and progress, commitment to learning, behaviour, homework completion and punctuality. Commitment to Learning is on a scale of 1 to 5 as previously explained

Data in relation to behaviour, homework completion, being equipped for lessons and punctuality is taken directly from the lesson by lesson electronic registration system, SIMS lesson monitor.

Attainment is more complicated and is different at different points of a student's career at NHHS. Examples of the tracking report in each year can be found in Appendix C. The schedule for tracking each year group can be found on the back of these tracking sheets.

Attainment in Tracking at KS3

In Year 7 & 8 students will be awarded an attainment grade on a five-point scale in each of their subjects. The table below summarises the descriptors:

Attainment Descriptor	What this means in Year 7 & 8
Skilful and Accomplished	Mastery of the skills and knowledge learnt at this stage
Confident	Able to meet the challenges with a measure of confidence and independence that leads to consistently secure achievement in the subject at this stage
Proficient	Is able, with some support to meet most of the challenges of the curriculum at this stage
Developing	Not yet securely demonstrating skills against all aspects of the curriculum at this stage
Emerging	Beginning to demonstrate skills against some of the aspects of the curriculum at this stage.

Students may stay on the same attainment descriptor across Year 7 and 8 and still make progress, they may also be awarded a lower or higher attainment descriptor corresponding to their cumulative attainment to that date.

Attainment in Tracking at KS4

In years 9 and 10, students are given a current attainment fine grade at each tracking point. The tracking point also gives an expected outcome at the end of Year 11. This is based on the current attainment grade and the progress we expect students to make between that point and the end of Year 11. Where students improve their commitment to learning greater progress can be made, the converse is also true.

At the end of Year 10 and in Year 11, students' attainment is tracked with a predicted grade for the GCSE examination, based on the cumulative attainment and the progress teachers expect them to make based on their current commitment to learning.

Attainment in Tracking at KS5

In Year 12, students are given both a current attainment grade based on their work cumulatively to that point and a predicted grade. The predicted grade is based on the student's current attainment and the progress the teacher expects them to make based on their current commitment to learning.

In Year 13 students are just given a predicted grade at each tracking point.

Traffic Lights

The inputting of data into our SIMS tracking marksheets triggers a 'traffic light' showing, at a glance, whether progress is above (green), in line with (yellow) or below (red) our expectations. These same colours are seen on the Progress Information reports which go home to parents in relation to students Commitment to learning and homework grades (see Appendix B)

How is the tracking data used?

- Tracking data is used by tutors, Year Coordinators, Deputy Headteacher and Assistant Headteacher Student Support, Deputy Headteacher Teaching & Learning and Headteacher in daily interactions with students, parents and colleagues. It is also used to identify students for interviews at the beginning of each academic year, for monitoring groups and pastoral interventions.
- Tracking data is imported into SISRA analytics so that the data can be interrogated by Senior Leaders, HoDs, HoFs and YCos to identify individuals and groups of students who are underperforming. This information is then used to target individuals for letters home, interviews, monitoring and interventions.
- Tracking data is used to evaluate the success of intervention strategies, so that good practice can be identified and shared.
- Tracking data is also used to help decide on the most appropriate curriculum pathway for each student.
- In subjects where there are sets, tracking is used as one of the pieces of evidence to support placing students into the appropriate set.

Appendix A

Standard Marking Codes		
Symbol	Meaning	Action
Sp with word underlined	Spelling error	<ol style="list-style-type: none"> 1. Teacher to write correct spelling clearly in lower case OR 2. Encourage student to look up correct spelling in Dictionary <p>At the end of the work follow: Look, Cover, Correct, Check procedure X5.</p>
P	Punctuation error	<ol style="list-style-type: none"> 1. Teacher to correct punctuation OR 2. Student to use Helper Sheet <p>At the end of the work student redraft at least 1 corrected sentence.</p>
//	New paragraph	<ol style="list-style-type: none"> 1. Read through 2. Note where the subject/topic changes <p>Start a new line</p>
? and or exp	This does not make sense / cannot be read / wrong tense	<ol style="list-style-type: none"> 1. Teacher to write example OR 2. Student to read aloud and make changes <p>Rewrite in a more engaging way.</p>
Vocab	Wrong word or a better word available	<ol style="list-style-type: none"> 1. Teacher to write alternative. OR 2. Student to use a Thesaurus and check that the new word makes sense <p>Rewrite at end of work</p>
e.g.	Example needed	<ol style="list-style-type: none"> 1. Teacher suggest an example OR 2. Student find example and use p.e.h.e. <p>Rewrite at end of work</p>
 Wow! Brilliant! Fabulous! Genius!	Excellent / Good Point	Enjoy being clever and give yourself a pat on the back!

Appendix B Example Tracking Reports for Years 7 to 13

Year 7 and 8

Nower Hill High School Progress Report
 Year 7 & 8 Tracking Period B: 4th December 2017 – 9th February 2018



Forename Surname TXX

SUBJECT	Year 7 TPA Attainment	Year 7 TPB Attainment	Year 7 TPC Attainment	Year 8 TPA Attainment	Year 8 TPB Attainment	Commitment to Learning				Homework Grade				
						Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA	Y8 TPB	Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA
Art	Confident	Confident				4	4				4	4		
Citizenship	Skilful & Accomplished	Skilful & Accomplished				4	3				4	4		
Classics	Confident	Skilful & Accomplished				4	4				5	5		
Computer Studies	Confident	Confident				4	4				3	3		
Design & Technology	Proficient	Confident				3	4				4	3		
Drama	Proficient	Proficient				3	3				3	-		
English	Confident	Confident				3	3				3	3		
French	Confident	Skilful & Accomplished				4	5				4	4		
Geography	Confident	Confident				4	4				4	4		
History	Confident	Confident				4	4				4	4		
Maths	Skilful & Accomplished	Skilful & Accomplished				3	3				3	4		
Music	Proficient	Proficient				3	3				3	3		
Oracy	-	-	-			4	3				-	-	-	
PE	-	-	-			4	5				-	-	-	
Religious Studies (PRE)	Confident	Skilful & Accomplished				5	5				4	4		
Science	Skilful & Accomplished	Skilful & Accomplished				4	4				4	4		

Attainment Descriptors	What this means in years 7 & 8
Skilful & Accomplished	Mastery of the skills and knowledge learnt at this stage.
Confident	Able to meet the challenges with a measure of confidence and independence that leads to consistently secure achievement in the subject at this stage.
Proficient	Is able, with some support, to meet most of the challenges of the curriculum at this stage.
Developing	Not yet securely demonstrating skills against aspects of the curriculum at this stage.
Emerging	Beginning to demonstrate skills against some aspects of the curriculum at this stage.

Tracking Period:	Average Commitment to Learning					Average Homework Grade					Attendance at School %					Times Late for School					Summary of Achievements					Summary of Behaviour					21 Challenge Pledge	
	Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA	Y8 TPB	Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA	Y8 TPB	Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA	Y8 TPB	Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA	Y8 TPB	Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA	Y8 TPB	Y7 TPA	Y7 TPB	Y7 TPC	Y8 TPA	Y8 TPB		
Scores for Ashill	3.75	3.81				3.71	3.77				100	100				1	1				64	28										
Average scores for Year 7	3.54	3.60				3.43	3.46				97	96				1	1				60	41				2	2					

Please see the explanation notes on the reverse of this report which help to explain the data. If you have any further queries, please contact Mr Hardy, Deputy Headteacher Teaching and Learning/Standards and Progress.

*Nower Hill High School Progress Report
Key Stage 4 (Year 9) Tracking Period B: 30th October 2017 – 29th March 2018*



Forename Surname 9XX

SUBJECT	Likelihood of student achieving various GCSE grades based on their Key Stage 2 results and National Comparisons									Target Grade	Current Attainment Grade (TPB)	Current Attainment Grade (TPC)	What current grade is likely to be at the end of year 11	Commitment to Learning			Homework Grade		
	1	2	3	4	5	6	7	8	9					TPA	TPB	TPC	TPA	TPB	TPC
English	0%	1%	9%	23%	29%	25%	10%	3%	0%	5	6		8	3	4		4	4	
Mathematics	1%	3%	14%	31%	28%	16%	5%	2%	0%	5	3		5	4	4		5	5	
Science	0%	2%	11%	22%	24%	21%	15%	4%	1%	5-5	3-2		4-3	4	4		3	3	
Citizenship (non GCSE)	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3		-	3	
PE (non GCSE)	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4		-	-	
Art	0%	3%	8%	16%	21%	24%	14%	10%	4%	4	4		6-	3	3		3	3	
French	1%	5%	22%	24%	21%	14%	8%	4%	1%	4	2+		5-	3	3		3	3	
Geography	1%	7%	15%	17%	21%	19%	13%	6%	1%	5	2+		5-	3	3		3	3	
P.R.E.	1%	3%	8%	12%	17%	23%	19%	12%	5%	5	3-		5	4	5		4	3	

Tracking Period:	Average Commitment to Learning			Average Homework Grade			Attendance at School %			Times Late for School			Summary of Achievements			Summary of Behaviour		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Scores for Amina	3.44	3.67		3.57	3.38		100	100		0	0		33	82				2
Average scores for Year 9	3.48	3.57		3.21	3.41		96	95		1	3		34	76		3	10	

Commitment to Learning Explanations

- 5. Show enthusiasm and curiosity for the subject. Actively seek to extend knowledge and understanding by asking pertinent questions and finding connections between the topics being studied and what has been learned elsewhere. Have high expectations of themselves. Are prepared to make mistakes and reflect on them, responding to feedback in a positive and meaningful way. Persevere when challenged using the resources available to them, including the teacher.
- 3. Show commitment to learning which meets Nower Hill's expected high standard by willingly participating in all parts of the lesson and completing all tasks to the best of their ability, responding to feedback given. Are organised and bring all the equipment required to participate successfully in lessons. Concentrate on the work in hand; as a result they are always on task.
- 1. Show commitment to learning which is consistently below Nower Hill's high expectations.

Homework Grade Explanation

- 5 Homework is always fully complete and the student has made a clear effort to extend his/her learning.
- 4 Homework is always completed on time and often to a higher than expected standard.
- 3 **Homework is always completed on time and always to the expected high standard.**
- 2 Homework is occasionally late, incomplete or below the expected standard.
- 1 Homework is frequently late, incomplete or of a poor standard.

If you have any queries, please contact Mr Hardy, Deputy Headteacher, Teaching and Learning/Standards and Progress.

Nower Hill High School Progress Report
Key Stage 4 (Year 10 & Year 11) Tracking Period B: 13th November 2017 – 9th March 2018



Forename Surname 10XX

SUBJECT	Likelihood of student achieving various GCSE grades based on their Key Stage 2 results and National Comparisons									Target Grade	Current Attainment Grade (TPA)	Current Attainment Grade (TPB)	What Current Grade will be at the end of Y11	Predicted Grade Y10 (TPC)	Predicted Grade Y11 (TPA)	Commitment to Learning				Homework Grade			
	1	2	3	4	5	6	7	8	9							Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA	Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA
English Language	0%	0%	8%	19%	29%	30%	12%	3%	1%	5	4	4	5			3	3			4	2		
English Literature	0%	0%	8%	19%	29%	30%	12%	3%	1%	5	-	4	5			-	-			-	-		
Mathematics	0%	3%	10%	34%	30%	16%	5%	2%	0%	5	4	5-	6-			4	5			3	3		
Science (Combined)	0%	2%	11%	21%	24%	22%	15%	4%	1%	5-5	5-4	5-4	5-5			3	3			2	3		
PE (non GCSE)	-	-	-	-	-	-	-	-	-	-	-	-	-			3	4			-	-		
Citizenship (non GCSE)	-	-	-	-	-	-	-	-	-	-	-	-	-			4	3			4	3		
Ancient History	2%	7%	14%	15%	18%	19%	16%	7%	2%	5	4	5+	6+			3	4			3	3		
History	2%	7%	14%	15%	18%	19%	16%	7%	2%	5	5	4-	5-			5	5			5	5		
Latin	0%	5%	19%	25%	23%	16%	8%	3%	1%	5	5	5+	7-			3	4			2	3		
P.R.E.	1%	3%	7%	10%	16%	23%	20%	13%	7%	6	6	7	8			4	5			4	5		

Tracking Period:	Average Commitment to Learning				Average Homework Grade				Attendance at School %				Times Late for School				Summary of Achievements				Summary of Behaviour Points				21 Challenge Pledges
	Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA	Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA	Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA	Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA	Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA	Y10 TPA	Y10 TPB	Y10 TPC	Y11 TPA	
Scores for Jenna	3.50	4.00			3.29	3.38			100	97			0	0			34	35			3	3			
Average scores for Yr 10	3.53	3.58			3.33	3.34			96	95			1	3			35	40			5	5			

Commitment to Learning Explanation

5 Show enthusiasm and curiosity for the subject. Actively seek to extend knowledge and understanding by asking pertinent questions and finding connections between the topics being studied and what has been learned elsewhere. Have high expectations of themselves. Are prepared to make mistakes and reflect on them, responding to feedback in a positive and meaningful way. Persevere when challenged using the resources available to them, including the teacher.

3 Show commitment to learning which meets Nower Hill's expected high standard by willingly participating in all parts of the lesson and completing all tasks to the best of their ability, responding to feedback given. Are organized and bring all the equipment required to participate successfully in lessons. Concentrate on the work in hand; as a result they are always on task.

1 Show commitment to learning which is consistently below Nower Hill's high expectations.

Homework Grade Explanation

5 Homework is always fully complete and the student has made a clear effort to extend his/her learning.

4 Homework is always completed on time and often to a higher than expected standard.

3 Homework is always completed on time and always to the expected high standard.

2 Homework is occasionally late, incomplete or below the expected standard.

1 Homework is frequently late, incomplete or of a poor standard.

Please see the explanation notes on the reverse of this report which help to explain the data. If you have any further queries, please contact Mr. Hardy, Deputy Headteacher Teaching and Learning/Standards and Progress.

*Nower Hill High School Pupil Progress Information
Tracking Period B: 9th October 2017 – 23rd February 2018*



Firstname Surname

Average GCSE Point Score (APS):6.42 6NS

Tracking Period:	Y12	Folder Check			Current Attainment			Predicted Grade			Commitment to Learning			Achievements			Number of Unsatisfactory or Missing Homeworks			Teacher	
	Target Grade	TPA	TPB	TPC	Baseline Test	February Mock Result	June Mock Result	TPA	TPB	TPC	T P A	T P B	T P C	T P A	T P B	T P C	T P A	T P B	T P C		
Economics	B	O	O		A	D		B	C		3	3			3						Miss Teacher name
Politics	B	D	CO		C	B		C	B		3	4									Mr Teacher name
History	B	O	O		C	D		B	C		3	3			8		2				Ms Teacher name
Law	B	D	CO		D	D		D	C		2	3			2		2	1			Mr Teacher name
Totals	-	-	-		-	-	-	-	-	-	-	-	-		13		4	1			

Tracking Period:	Average Commitment to Learning			Attendance			Summary of Achievements			Summary of Unsatisfactory Homework & Behaviour Points		
	TPA	TPB	TPC	TPA	TPB	TPC	TPA	TPB	TPC	TPA	TPB	TPC
Scores for Firstname	2.75	3.25		91	92			15		4	1	
Average scores for Year 12	3.33	3.42		97	96		3	15		1	3	

Please discuss the above information with Cameron.

Folder Check:

CO (Completely Organised) - folder is organised, labelled and secure, contains specification and other assessment criteria, classwork and homework are filed appropriately.

O (Organised) - folder contains the necessary information but is not fully labelled or folder is organised but lacking one of specification / assessment criteria / classwork / homework.

D (Disorganised) - folder lacks more than one of specification / assessment criteria / classwork / homework or folder is disorganised and hard to navigate.

SC (Serious concern) - folder missing or incomplete regularly.

Commitment to Learning:

5 - Show enthusiasm and curiosity for the subject. Actively seek to extend knowledge and understanding by asking pertinent questions and finding connections between the topics being studied and what has been learned elsewhere.

Have high expectations of themselves. Are prepared to make mistakes and reflect on them, responding to feedback in a positive and meaningful way.

Persevere when challenged using the resources available to them, including the teacher.

3 - Show commitment to learning which meets **Nower Hill's expected high standard** by willingly participating in all parts of the lesson and completing all tasks to the best of their ability, responding to feedback given.

Are organised and bring all the equipment required to participate successfully in lessons. Concentrate on the work in hand; as a result they are always on task.

1 - Show commitment to learning which is consistently below Nower Hill's high expectations.

Nower Hill High School Pupil Progress Information
Tracking Period C: 11th December 2017 to 16th March 2018



Firstname Surname

Average GCSE Point Score (APS): 7.78 6XX

Tracking Period:	AS Results	A2 Level	Folder Check			UCAS Predicted Grade	Predicted Grade			Commitment to Learning			Achievements			Unsatisfactory or missing homework			Behaviour other than homework			Teacher
	Achieved at AS	Target Grade	TPA	TPB	TPC	-	TPA	TPB	TPC	TPA	TPB	TPC	TPA	TPB	TPC	TPA	TPB	TPC	TPA	TPB	TPC	
Biology	B	A*	CO	-	CO	A	A	A	A	4	4	5	1	1								Mr Teacher name
Chemistry	C	A*	O	-	CO	A	C	B	A	4	4	4		1								Mrs Teacher name
English Literature	B			-																		
Mathematics	A	A*	CO	-	CO	A*	B	A	A	4	4	4			2							Mr Teacher name
Totals	-	-	-	-	-	-	-	-	-	-	-	-	1	2	2							

Tracking Period:	Average Commitment to Learning			Attendance			Summary of Achievements			Summary of Unsatisfactory Homework & Behaviour Points		
	TPA	TPB	TPC	TPA	TPB	TPC	TPA	TPB	TPC	TPA	TPB	TPC
Scores for Firstname	4.00	4.00	4.33	93	100	99	1	2	3			
Average scores for Year 13	3.55	3.56	3.69	95	95	95	2	4	4	0	0	1

Please discuss the above information with John.

<p>Folder Check:</p> <p>CO (Completely Organised) - folder is organised, labelled and secure, contains specification and other assessment criteria, classwork and homework are filed appropriately.</p> <p>O (Organised) - folder contains the necessary information but is not fully labelled or folder is organised but lacking one of specification / assessment criteria / classwork / homework.</p> <p>D (Disorganised) - folder lacks more than one of specification / assessment criteria / classwork / homework or folder is disorganised and hard to navigate.</p> <p>SC (Serious concern) - folder missing or incomplete regularly.</p>	<p>Commitment to Learning:</p> <p>5 - Show enthusiasm and curiosity for the subject. Actively seek to extend knowledge and understanding by asking pertinent questions and finding connections between the topics being studied and what has been learned elsewhere.</p> <p>Have high expectations of themselves. Are prepared to make mistakes and reflect on them, responding to feedback in a positive and meaningful way.</p> <p>Persevere when challenged using the resources available to them, including the teacher.</p> <p>3 - Show commitment to learning which meets Nower Hill's expected high standard by willingly participating in all parts of the lesson and completing all tasks to the best of their ability, responding to feedback given.</p> <p>Are organised and bring all the equipment required to participate successfully in lessons. Concentrate on the work in hand; as a result they are always on task.</p> <p>1 - Show commitment to learning which is consistently below Nower Hill's high expectations.</p>
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