



# Manchester Academy Assessment Policy

**2018-2019**

## **Manchester Academy - Assessment Policy - 2018-19**

### **Summative Assessment Framework**

#### **Vision and Aims**

This document is to inform teachers and support staff with an interest in and responsibility for assessment, about the vision for summative assessment at Manchester Academy. A revised assessment system has been developed to enable teachers and other users to understand and most effectively use assessment data within the context of a changing curriculum (both nationally and at an Academy level) and with changing outcomes of assessment nationally.

The aims of the framework are to create:

- A more effective formative assessment system which supports breadth and depth of learning, especially within KS3, with a greater focus on knowledge and understanding and skills development;
- A better connected system with better links between Key Stages 3 and 4 to promote a smooth transition in learning;
- A better understanding of effective assessment practice and sharing of standards and expectations and;
- A more consistent assessment of students' work from sequenced lessons (units plans) and;
- More autonomy and professional responsibility for teachers.

#### **Purposes of Assessment**

To be effective, any assessment must have a purpose, therefore any information from assessment at Manchester Academy must serve one of the following purposes:

- To support learning;
- To give assurance to students, parents and others about learners' progress.
- To allow middle Leaders to use data to evaluate how well the curriculum is being taught;
- To provide a summary of what learners have achieved, including thorough summative qualifications;
- To inform future improvements through reasons and intervention -Question Level Analysis (QLA) – big tests/ mini tests – throughout the academic year. A staggered assessment calendar is in place identifying big test, data captures and student intervention as per year group. (See Appendix 1)

#### **Principles of Effective Assessment**

Assessments will follow and reinforce the curriculum and promote high quality learning and teaching approaches. Assessment of student's progress and achievement during their education at Manchester Academy should be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum. Therefore:

- Assessment needs to meet learners' needs and enable all learners to achieve FFT 20 targets (or above) to maximise their potential;

- Assessment enables all earners to answer different styles of questions (multiple choice, short, medium or long answer questions) that allow students to demonstrate their learning in the curriculum;
- Assessment needs to support learning by engaging learners and providing high quality feedback, it should also involve high quality interventions and motivate learners;
- Assessment has to be fair and inclusive and allow every learner to show what they have achieved and how well they are progressing;
- Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning (Multiple choice questions, short, medium and long answer questions);
- Assessment used as the basis for awarding qualifications, needs particular safeguards (standardisation, moderation) to ensure fairness to all candidates and to give confidence to colleges, universities and employers.

### Standards and Expectations

A standard is something against which we measure performance. The current standards that Manchester Academy students will be measured against Key Stage 2 English (Reading) and Maths levels. For Years 7 & 8, the new standardised scores and for Year 9 – 11 fine point scores are used. (See Appendix 2)

### Consequent assessment outcomes:

- Year 11 - GCSE/BTEC grades- current working at grades, (BfL) Behaviour for Learning grade plus FFT20 target given
- Year 10 – Big Test %, Year/subject rank order from the big test, current working at grade and BfL grade plus FFT20 target given
- Year 7 – 9 – Big test %, Year/subject rank order from big test, class average and BfL grade
- Assessment should include the levels of knowledge, understanding, attributes and skills expected within a curriculum area.

The expectations comprise of an entitlement and application to the learning of every student, all of whom will progress at different rates. Some will require additional support and may take longer for their learning to be secure/improve.

For example at KS3 student trying to improve/sustain their start rank order from one data capture to another.

For example at KS4 – students working to improve their current working at grade and achieve their FFT20 grade or above.

Others will achieve secure learning sooner. Therefore, assessment approaches should help students to show their progress.

Quality assurance takes place to assure the big tests that departments/subjects produced match the National Curriculum intent as set out by the Government. Big Test must reflect the requirements of GCSE.

### Year 7 – 9 (KS3)

Start rank order (See Appendix 3) - at each data capture the year/subject rank order is recorded throughout the academic year. Data recorded through the academic year includes - Big Test % and class average %. This allows students to demonstrate their achievements in a range of ways and it can then assist in the planning of QLA - interventions through different teaching strategies.

For students to demonstrate that their progress is secure and that they have achieved an improved grade as data is collected at each assessment window. Students will need opportunities to show that they:

- Have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum;
- Can respond to the level of challenge set out in the experiences and outcomes, and are moving forward to more challenging learning in some aspects; and
- Can apply what they have learned in new and unfamiliar situations.

Teachers can use these three aspects to decide when a student has met agreed expectations and achieved GCSE/BTEC grade or improved their rank order at KS3 – from a part of a subject area or in a whole subject area within a summative assessment.

### **Assessing Progress**

Teachers should assess progress constantly as part of their daily teaching. This can be done, for example, by watching and listening to students carrying out tasks, by looking at what they write and make, by considering how they answer questions. They should get to know their students well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Teachers should use evidence of learning to identify areas where progress has been particularly strong or less secure. This evidence will be different depending upon the learning activity and students' preferences about how to show what they have learned. Teachers need to use a range of assessment approaches to assess the different types of achievement across the curriculum. These can, and should, include written, oral, demonstrations, practical activities (videoed/photographed) and performance type activities. Individual students must also show evidence in their books by responding to the teacher's high quality feedback – for example on class feedback sheets. This is part of the QLA process.

### **Assessment Arrangements in KS3**

As successful as the move to a mastery curriculum has been for teaching and learning, the measuring of progress within this type of curriculum is now proving to be successful. Individual students and teaching groups can be effectively analysed for gaps in learning and we can clearly provide a view of the progress of a student, a group of students or indeed a year group over a period of time. This allows teachers/Curriculum Area Leaders (CALs) to identify gaps in data or the manner of the curriculum delivery through (QLA). As such, our new assessment framework was implemented in KS3 from September 2018 for Year 7- 9.

### **Termly - Summative Assessments**

All subjects will participate in three Big Tests during the academic year. These are staggered - for example, Year 7 & 10 tests are together over a two-week period and Year 8 & 9 are together over a

two-week window. (See Appendix 1). There is one big test per year group per term. Year 11 also three big test per term, which fit around United Learning assessment calendar as does Year 10.

The Big Tests formally assesses the skills and knowledge being covered by the curriculum in that particular term. In addition, the 50/50 rule will ensure that, students are retaining sufficient understanding from previous testing. The outcomes of the big tests will be benchmarked against the Learning Journey for each ability range – For Year 7 – 9 students are compared from their start rank order to their current year/subject rank order. The class average is also record within each subject. In Year 10 and Year 11 a current working at grade is compared to FFT20 target grade and predicted grade.

There will be robust moderation and it is expected that the test outcomes will confirm the teacher assessments within SIMS/SISRA Analytics. Moderation by United Learning also takes place through mid-year and end of year assessment made by United Learning. At each assessment a set of analysis is presented to the school from the core subjects.

Test outcomes in each subject will then be projected forwards in line with national progression rates for each ability level to provide a projected GCSE grade for each student in each subject. This can then be analysed in line with the effective methods used currently in KS4 (SISRA). Whilst being very clear that this is simply a set of projected pieces of information, the data this gives us can be used to measure progress over time for individual students, year groups, micro-populations and subjects if required.

Reporting to parents - All data information is provided to parents after each big test/mock exam and includes attendance information.

### **The Cycle of Review for Summative Assessment**

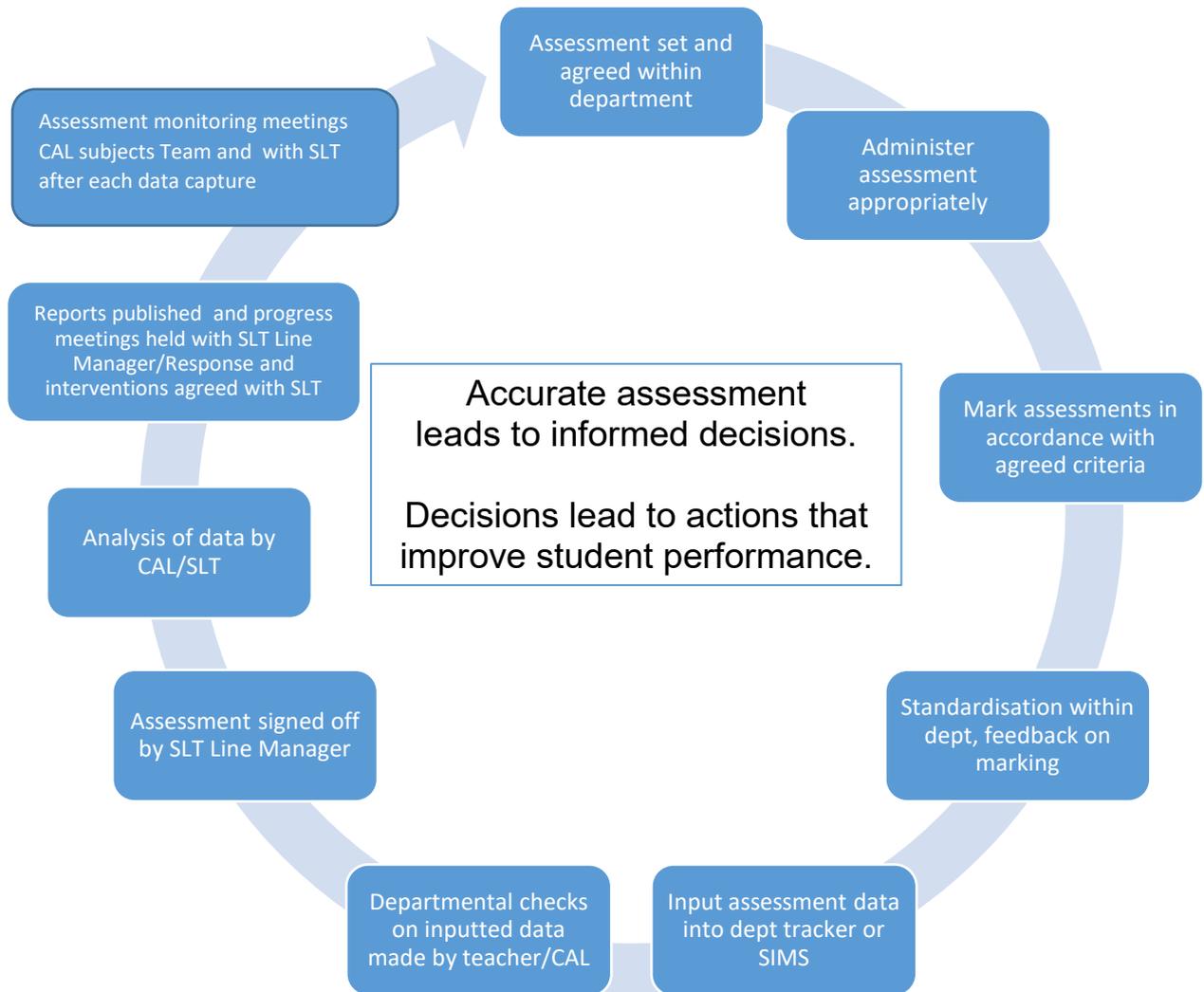
At three separate points of the year, teachers at Manchester Academy will be expected to take stock of their students' progress in order to be able to plan ahead and to report on progress. This is vital in ensuring that students' progress is on track and that action is being taken to address any problems at the earliest possible point. This summative assessment should be a culmination of a students' progress throughout the year to date – not necessarily just the result of a test, assessed piece of work (written or practical) or an exam. To this end, teachers should be using subject or departmental trackers to build up a holistic judgement of each student's progress. This will be especially important within KS3 where both KPI's and summative tests will be used to form an assessment of progress. This approach should promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge.

Additionally, an intervention week has been planned into this assessment calendar to ensure that students, who have fallen behind in terms of progress, have the opportunity to catch up, and to allow other students to extend their knowledge and understanding and hence increase attainment.

In addition to the big tests - Year 7 will undergo Baseline Testing in Week 1 and 2 to confirm current rank order in each subject, with teaching and learning then based around this.

Prior to each data captures - there are identified periods on the unit plans where opportunities for assessment of students (mini tests) and standardisation of assessments are required. Departments may have alternative assessment slots within their unit plans; however, these must be recorded within agreed trackers for consistency within the department.

The cycle of review should therefore occur as follows:



### Assessment Data

The academic year 2018/19 has a complex assessment requirement at a national level. To try to simplify this complexity for all stakeholders the following data will be required and published within Manchester Academy:

<b>Year Group</b>	<b>English &amp; Maths</b>	<b>EBacc Subjects</b>	<b>Other subjects</b>	<b>Predicted or Forecast Grades</b>	<b>Behaviour for Learning</b>
7	KPI Completion  Start rank order Big test % Year-Subject rank order Class average	KPI Completion  Start rank order Big test % Year/subject rank order Class average	Start rank order Big test % Year/subject rank order Class average	Forecast Grades	BfL4 – BfL1 4 = Outstanding 3= Good 2 = Require Imp. 1 = Inadequate
8	KPI Completion  Start rank order Big test % Year-Subject rank order Class average	KPI Completion  Start rank order Big test % Year/subject rank order Class average	Start rank order Big test % Year/subject rank order Class average	Forecast Grades	BfL 4 – BfL1
9	KPI Completion  Start rank order Big test % Year-Subject rank order Class average  Transferring to: Eng. /Ma GCSE	KPI Completion  Start rank order Big test % Year/subject rank order Class average  Some subjects may transfer to GCSE	Start rank order Big test % Year/subject rank order Class average  Some subjects may transfer to GCSE	Forecast Grades	BfL 4 – BfL1
10	9 – 1 GCSE Grades	9 – 1 GCSE Grades	9 – 1 GCSE Grades	Grades predicted to the end of Yr.11	BfL 4 – BfL1
11	9 – 1 GCSE Grades	9 – 1 GCSE Grades	9 – 1 GCSE Grades D* - P BTEC Grades	Grades predicted to the end of Yr. 11	BfL 4 – BfL1

\*Please see Appendix 4 for Behaviour for Learning criteria (BfL)

The following terminology should be understood and adhered to within any inputting of assessment data:

**Current Working At Grade** - the grade that the student is currently **working at** according to your assessments in your teaching. This should include all elements of assessment within a subject and be an indicator of what grade the student would achieve if they sat the final summative assessment at this time.

**Key Performance Indicators** – a specific element of a subject’s unit plans that should be “mastered” as part of the assessment within this subject.

**Predicted Grade** - the grade that you would professionally predict for students given their current “working at” grade, and their attitude to learning and progression.

*NB. Not just a hopeful prediction of success or just adding one grade on to where they are now!*

**Behaviours for Learning Grade** – how well does a student study in your lesson? This should be based on the whole of the student’s learning experience and includes behaviour, how well they are prepared for the lesson, focus/concentration in lessons, completion of classwork/ homework and completion of extension or voluntary work.

**Minimum Requirement** – this is the minimum expected target grade that this student should achieve based on FFT20 Target grades for each subject. FFT20 = How students performed in the previous year compared to the top twenty percent of schools. The FFT20 target is an aspirational target set by the school.

### **Ensuring Consistency**

The first element of effective assessment systems is for teachers to make reliable judgements. To achieve these practices for arriving at a shared understanding of standards and expectations should involve teachers:

- working together from the guidance provided to plan learning, teaching and assessment (Big Picture Templates/ Unit plans – see Teaching & Learning Policy)
- building on existing standards and expectations
- drawing on exemplification (possibly from exam boards)
- engaging with colleagues to share and confirm expectations

The final bullet point above is the key element that needs to be developed both internally, within departments and externally with additional school-to-school support. CAL’s should ensure that standardisation and moderation occurs regularly.

### **Reporting**

Parents (and students) will receive a range of information on their children’s progress at each data capture point during the academic year. The content of this information will include academic progress, behaviours to learning, and attendance. These reports will be supplemented with a progress evenings for each year group, to enable teachers to be able



to share full and open accounts of each student’s progress, and to provide a transparent account of how successful students are in their learning behaviour.

## Appendix 1 - Staggered Assessment calendar 2018-19

<b>Manchester Academy Assessment Calendar 2018-19</b>			
<b>Week Beginning</b>	<b>Year 7 / Year 10</b>	<b>Year 8/ Year 9</b>	<b>Year 11</b>
29-10-18		Big Tests x 2 weeks	
5-11-18		Data collection week Marksheets for rotation subject always open – Com/ PE/DT/Mu /Dr	
2-11-18		Intervention week	
19-11-18			
26-11-18	<b>BIG TEST 1 - Year 7 Com. / PE / DT/ Mu/ Dr only</b>	<b>Big Test 1 - Year 8 &amp; 9 Com. / PE / DT/ Mu/ Dr. only</b>	<b>Year 11</b> English Language Paper 1 – Mock result to UL by 14/12/18
3-12-18			<b>Year11</b> Mock exam week
10-12-18	<b>BIG TEST 1 Year 7 - Data collection 14/12/18 (This data collection will form part of Big Test 2)</b>  Year 7 UL Big test Data collection - 14/1/19 Maths / English	<b>Big Test 1 - Year 8 &amp; 9 Com. / PE / DT/ Mu/ Dr - Data collection - 14/12/18 (This data collection will form part of Big Test 2)</b>  Year 8 & 9 UL Big test – Maths / English ( <b>SIMS ENTRY DEADLINE 14/1/19</b> )	<b>Year 11</b> Mock exam week Paper 1 2018-Science in hall Tuesday -11/12/2018-Biology -P1 & 2 Wednesday-12/12/18-Chemistry -P3 & 4 Thursday-13/12/18-Physics-P3 & 4 (Timetable scheduled for fortnight) <b>(SIMS ENTRY DEADLINE 7/1/19)</b> <b>Year 11</b> Do Intervention from Big Test from Wk. beg. 3/12/18

17-12-18	<b>Year 7 Big Test 1 - Intervention Com. / PE / DT/ Mu/ Dr – Do Intervention</b>	<b>Big Test 1 – Intervention - Year 8 &amp; 9 Com. / PE / DT/ Mu/ Dr</b>	<b>Year 11 Do Intervention from Big Test from Wk. beg. 10/12/18</b>
<b>The deadline date for Yr. 11 is 7/1/19 but if staff can input BT%/Grades BfL before Christmas it is to our advantage</b>			
<b>Christmas Holiday</b>			
7-1-19		<b>Big Test 1 - Year 8 and Year 9 – Humanities and MFL</b>  Yr. 8 Science - 7/01/19 in the hall P3 - (The exam will decide on student doing Single Science) <b>(SIMS ENTRY DEADLINE 16/01/19)</b>	<b>Year 11 Do Intervention from Big Test from Wk. beg. 10/12/18</b>
14-1-19	<b>Year 7– UL Science Big Test on R Tuesday p1 15/01/19 in the hall</b> <b>(SIMS ENTRY DEADLINE 25/01/19 )</b>	<b>Year 8– UL Science - Big Test on Red Friday p4 18/01/19 in the hall (The exam will decide on student doing Single Science) (SIMS ENTRY DEADLINE 25/01/19)</b>	
21-1-19		<b>Big Test 1 - Data Collection</b>	
28-1-19	<b>Big Test 2 - – Year 7 (Core and EBacc) &amp; Year 10 (All subjects)</b>  Note: Maths and English Language UL Test – In the hall – Results to UL.  Yr. 10 Science exam in the hall-SAM paper	<b>Big Test 1 – Intervention</b>	

	Monday -28/01/19-Chemistry paper 1 -P3 & 4 <b>(SIMS ENTRY DEADLINE 8/2/19)</b>		
4-2-19			
11-2-19	<b>Big Test 2 - Data collection in to SIMS</b>		<b>Year 11</b> UL English –Literature paper 2 – Wednesday 13 <sup>th</sup> February <b>(SIMS ENTRY DEADLINE 27/2/19)</b>
<b>February Half Term</b>			
25-2-19	<b>Big Test 2 - Intervention</b>		<b>Year 11</b> UL English –Literature paper 1 – Friday 1 <sup>st</sup> March <b>(SIMS ENTRY DEADLINE 5/3/19)</b>
4-3-19			<b>Year 11</b> Mock exam week
11-3-19	<b>Big Test 2 – Year 7 Com./ PE / DT/ Mu/ Dr Data collection - (This data collection will form part of Big Test 3)</b>  <b>(SIMS ENTRY DEADLINE 29/3/19)</b>		<b>Year 11</b> Mock exam week Paper 2 2018-Science in hall Monday -04/03/2018-Biology -P1 & 2 Tuesday-05/03/18-Chemistry -P1 & 2 Thursday-07/03/18-Physics-P1 & 2 (Timetable scheduled for fortnight) <b>(SIMS ENTRY DEADLINE 18/3/19)</b>  <b>Year 11</b> Predicted grades – All subject to UL <b>(SIMS ENTRY DEADLINE 13/3/19)</b>
18-3-19	<b>Big Test 2 – Year 7 Com./ PE / DT/ Mu/ Dr Data collection</b>  <b>(SIMS ENTRY DEADLINE 29/3/19)</b>	<b>Big Test 2 Year 8 and Year 9 - All subjects</b>  -	

25-3-19	<p><b>Big Test 2 – Data Collection Year 7 Com./ PE / DT/ Mu/ Dr</b></p> <p>Year 7–Science Big Test on B Wednesday p4 27/03/19 in the hall <b>(SIMS ENTRY DEADLINE 5/5/19)</b></p>	<p><b>Big Test 2 Year 8 and Year 9 - All subjects (Not Com/ PE/ DT/ Mu/ Dr)</b></p> <p>Year 9 UL Science big test in the hall on the 25/03/19 during p3</p> <p>Year 8– UL Science - Big Test on B Tuesday p4 26/03/19 in the hall – Science Data collection - Big test <b>(SIMS ENTRY DEADLINE 5/5/19)</b></p>	
1-4-19	<p><b>Year 7 Intervention - Com./ PE / DT/ Mu/ Dr</b></p> <p>Yr. 10 Science exam in the hall-SAM paper Monday -1/04/2019-Biology paper 1 -P1 &amp; 2 <b>(SIMS ENTRY DEADLINE 22/4/19)</b></p>	<p><b>Big Test 2 Year 8 and Year 9 Intervention Com/ PE/DT/Mu/Dr</b></p>	<p>Year 11 UL English –Literature paper 1 – 2/4/18 <b>(SIMS ENTRY DEADLINE 22/4/19)</b></p>
		<p><b>Big Test 2 Year 8 and Year 9 - All subjects - Data collection Deadline 5/4/18</b></p> <p><b>(This data collection will form part of Big Test 3)</b></p>	

<b>Easter</b>			
22-4-19		<b>Big Test 2 Year 8 and Year 9 Intervention – All subjects</b>	
29-4-19			<b>Year 11</b> UL English Language paper 2 – 2/5/18 <b>(SIMS ENTRY DEADLINE 29/3/19)</b>
6-5-19			<b>Year 11</b> UL English –Literature paper 2 – 8/5/18  <b>Year 11 – All subjects predicted grades (SIMS ENTRY DEADLINE 10/5/19)</b>
13-5-19			<b>Year 11 External exams start</b>
20-5-19			
<b>Half Term Holiday</b>			
3-6-19	<b>Big Test 3 – Year 7 and Year 10 - All subjects (SIMS ENTRY DEADLINE 21/6/19)</b>		
10-6-19	<b>Big Test 3 – Year 7 and Year 10 – All subjects</b>  <b>UL 2018 Science paper</b> Monday -17/06/19-Biology paper 1 -P3 & 4 Tuesday-18/06/19-Chemistry paper 1 -P3 & 4 Thursday-20/06/19-Physics paper 1 -P3 & 4		

	<p><b>Year 7</b> to UL – English/ Math/ Science/ Geography/ History / MFL – All subjects from 10/6/19 to 21-6/19 <b>(SIMS ENTRY DEADLINE 26/6/19)</b></p> <p><b>Year 10</b> to UL – English Language/ Maths / Science <b>(SIMS ENTRY DEADLINE 26/6/19)</b></p>		
17-6-19	<p><b>Big Test 3 – Data collection - All subjects</b></p> <p><b>Year 7</b> to UL – English/ Math/ Science/ Geography/ History / MFL - intervention from – (10/6/19 to 21/6/19)</p> <p><b>Year 10</b> to UL – English Language/ Maths / Science – Intervention from – (10/6/19to 21/6/19)</p>	<b>Big Test 3 – All subjects</b>	

24-6-19	<p><b>Big Test 3 - Year 7 and Year 10 – All subjects – Intervention</b></p> <p><b>Year 7 – UL Science Big Test on B Wednesday p4 26/06/19 in the hall</b></p>	<p><b>Year 8 &amp; 9 UL Test – English/ Math/ Science/ Geography/ History / MFL - Data Collection deadline UL 5/7/19)</b></p> <p><b>Year 9 UL Science big test on the 24/06/19 in the hall p3</b></p> <p><b>Year 8–UL Science Big Test on B Tuesday p4 25/06/19 in the hall</b></p>	<p><b>Year 11 External exams finish 26/6/18</b></p>
	<p><b>Big Test 3 - 24/6/19 - Year 7 - Com./ PE / DT/ Mu/ Dr</b></p>		
1-7-19	<p><b>Big Test 3 - Year 7 Com./ PE / DT/ Mu/ Dr - Data collection - (This data collection will form part of Big Test 1 Year 8)</b></p>	<p><b>Year 8 &amp; 9 - Data Collection - All subjects</b></p>	<p><b>Year 11 All subjects - Final Predicted grades (After teachers have seen their external exam paper) (SIMS ENTRY DEADLINE 5/7/19)</b></p>
8-7-19	<p><b>Year 7 Intervention - Com/ PE / DT/ Mu/ Dr</b></p>	<p><b>Big Test 3 – Year 8 and 9 Intervention</b></p>	
15-7-19			

## End of the Academic Year

<b>End of the Academic Year</b>	
<b>Mini Tests %</b>	<ul style="list-style-type: none"> <li>▪ Mini tests no longer appear on the assessment calendar. It is up to the CAL to determine when mini test take place in relation to unit plans/ units / topics etc.</li> <li>▪ The CAL may need to liaise with other colleagues in their department if they have more than one subject for example – Yr. 10 Construction / Hospitality and Technology.</li> <li>▪ There should be four mini test per term ( 2 x half term)</li> <li>▪ <i>(Note: If you are a subject who has one lesson per week / per fortnight – only 1 mini test per half term)</i></li> <li>▪ QLA – Intervention must take place after each mini test.</li> <li>▪ CAL/Coordinators/ Seconds in Dept. / Subject Lead Teachers to moderate (Department meeting)</li> </ul>
<b>Big Test %</b>	<ul style="list-style-type: none"> <li>▪ For some subjects the big tests will come under United Learning (UL Big Test). However, tests will always be made up of new/prior learning.</li> <li>▪ The Big tests should allow for deep marking by the teacher (Green pen marking) and a big test % should be put on SIMS along with a Behaviour for Learning (BfL) grade.</li> <li>▪ In Year 10 /11 SIMS - A current working at grade and predicted grade should be added to teacher Marksheet.</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>▪ After the big test/ mini test week – after deep marking – student will be made aware of areas of learning to improve through Question Level Analysis (QLA).</li> <li>▪ Teacher may also wish to consider ClassCharts information as part of their QLA intervention</li> </ul>
GMM/ MHU – Version 2 – 7/12/18	

## **Appendix 2 - Year 7 & 8 scaled scores**

**Year 7 & 8 scaled scores** are national curriculum tests at the end of key stage 2 (KS2) (often referred to as SATs) are administered in mathematics, English reading and English grammar, punctuation and spelling. We use scaled scores to report the results of these tests to ensure we can make accurate comparisons of performance over time.

The new-scaled scores at the end of KS2 range from 80 – 120 with 100 being “average”. However no guidance has been published yet to advice how these new scaled scores will form estimated GCSE grades for Progress 8 purposes, therefore until further guidance is published the following groupings will be used to enable targets to be derived and therefore progress measured:

<b>KS2 Average Scaled Score</b>	<b>Ability Grouping</b>
115+	HAP+
110	HAP
106	HAP-
103	MAP+
98	MAP
95	MAP-
91	LAP+
85	LAP
Less than 85	LAP-

## **Appendix 3 - Start ranking**

- When pupils start at Manchester Academy (MA) they are ranked according to their end of Key Stage 2 scaled score.
- All pupils who join Manchester Academy are tested using a Cognitive Ability Test (CATs).
- Some pupils who join Manchester Academy have done so from overseas and have no KS2 data (31% of the current Year 7 2018).
- For pupils that have no KS2 data, an assumed KS2 score is created using CAT equivalences.
  - For example - Pupil 1 has a KS2 scaled score of 105 and a CAT score of 102. Pupil 2 has no KS2 score but had a CAT score of 102. Pupil 2's assumed KS2 score is 105.
- Please note, that the only purpose for the assumed KS2 scores is to generate a KS2 starting rank.
- Assumed KS2 and KS2 scaled scores are used to generate the starting rank as opposed to CATs (which all pupils do) because KS2 scaled scores are used to measure progress at the end of KS4 and not CATs.

Using KS2 Starting Rank, pupils are placed into quintiles so school staff can monitor progress of each group

## **Appendix 4 – Behaviour for Learning**

### **BfL4: Outstanding**

- Always meets Academy behaviour expectations - behaviour is exemplary.
- Sets very ambitious goals for themselves. Is aspirant, and has very high expectations of themselves and others.
- Consistently demonstrates a thirst for knowledge; resilient and resourceful, they will persevere when meeting difficulties or faced with challenges.
- Always well organised and fully equipped; plans thoroughly and effectively. A self-starter.
- Is an active participant in all lessons - always willing to ask questions, contribute to discussions and facilitates the participation of others.
- Is a reflective learner who values and responds effectively to support and feedback; is always seeking ways to improve performance.
- All classwork and homework is completed to the highest standards, and targets are consistently met.
- Attends every lesson on time and has above 98% whole school attendance

### **BfL3: Good**

- Always meets Academy behaviour expectations - behaviour is excellent.
- Sets challenging goals for themselves. Is aspirant and has high expectations of themselves and others.
- Demonstrates a thirst for knowledge; is resilient and will usually persevere when facing difficulties.
- Is well organised and fully equipped; plans thoroughly and usually motivated to self-start.
- An active participant in lessons; asks questions, seeks help and tries hard to contribute to all discussions.
- Responds to support and feedback and is keen to progress in their learning.
- The vast majority of classwork and homework is completed on time and to a consistently high standard.
- Attendance is very good with few absences and always 'catches up' missing work.
- Punctuality to lessons is very good.

### **BfL2: Requires Improvement**

- At times, has to be reminded about Academy behaviour expectations.
- Sometimes finds it difficult to set personal goals. Expectations of themselves and others are not yet high enough. They must raise expectations of what they, and others can achieve.
- Does not consistently demonstrate a thirst for knowledge, resilience and independence yet.

- Almost always equipped to learn; plans when prompted but planning sometimes lacks rigour.
- Completes work to a reasonable standard but is capable of pushing themselves further. Does not try their hardest and can at times, settle for an outcome that is 'good enough'.
- A reluctant participant in lessons, occasionally asks questions and will sometimes participate in discussions.
- Responses to feedback and support are not yet consistently good and does not always seek to improve work to the highest standard possible.
- Classwork and homework are not consistently good yet.
- Attendance to lessons is not consistently good.
- Punctuality to lessons is not yet consistently good.

### **BfL1: Unsatisfactory**

- Frequently has to be reminded about Academy behaviour expectations.
- Has low expectations of themselves and others. Potentially disrupts learning / progress.
- The approach to learning, both inside and outside of the classroom, is creating a serious risk of underachievement. Shows little resilience and gives up when facing difficulties.
- Is often disorganised and not fully equipped for learning. Rarely plans ahead, lacks motivation.
- Will only participate in lessons when directed; rarely asks questions or tries to contribute positively to learning.
- Is too reliant on teachers or others to secure success.
- Classwork and homework is not completed to an acceptable standard.
- Attendance to lessons is poor.
- Punctuality to lessons is poor.