



**Manchester Academy**

The best in everyone™

Part of United Learning

# Manchester Academy Assessment Policy

## 2023-2024

<b>For office use: -</b>		<b>Review Period:</b>	One year
		<b>Owner:</b>	Shumaila Latif
<b>Last review:</b>			
<b>Date of next Academy review:</b>			
<b>Type of policy:</b>	United Learning Policy	<b>Local Governing Body</b>	
		<b>Group Board:</b>	

# Manchester Academy Assessment Policy 2023-2024

## Vision and Aims

This document is to inform teachers and support staff with an interest in and responsibility for assessment, about the vision for formative and 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 and summative 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.
- A more consistent assessment of students' work from sequenced lessons (units plans) and a more autonomy and professional responsibility for teachers.

## Types of Assessment

**SUMMATIVE** is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

- External Examinations
- Internal School Examinations - Big test/Pre-Public Examinations (PPE)
- End of Topic/Unit Tests

**FORMATIVE** is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback, and diagnosing future learning priorities.

Examples;

- Class work
- Homework
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Research

**SELF ASSESSMENT** encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes.
- Identifying their own strengths and areas for improvement.
- Encouraging individual learning goals and action plans for future progression.
- Fostering a self-reflective learning culture.
- Encouraging independence in learning.

## **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 – 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-Assessment Calendar)

## **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 FFT20 targets to maximise their potential.
- Assessment enables all learners 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 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 (See Appendix 2)

## **Roles and Responsibilities**

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

1. Principal
2. Vice Principal
3. Assistant Vice Principal (Quality of Education)
4. CALs (Curriculum Area Leaders)

## **Curriculum Area Leaders**

It is the responsibility of Curriculum Area Leaders to apply and embed the principles of the School Assessment Policy within their own departmental practice. They should formulate and maintain a departmental policy on Assessment – which may be the whole school policy or one tailored to a particular subject.

In all departmental policies good practice will be clearly identified through:

1. Consistent departmental planning.
2. Assessment tasks fully integrated within the Big Pictures and unit plans.
3. Constructive feedback via Class Feedback Sheets.
4. Assessment data used to inform teaching and learning.
5. Assessment data regularly and consistently recorded.
6. Regular self-assessment by pupils
7. Liaison with DCCs/Subject teacher re individual pupil performance as required.
8. Liaison with Examinations Officers re-entries for all examinations.
9. Effective organisation re setting/ marking internal examinations.
10. Monitoring and evaluation of all departmental assessment practice and outcomes.

### **Subject Teachers**

It is the responsibility of Subject Teachers to:

1. Implement departmental/whole policies on Assessment, evaluating their implementation.
2. Mark in accordance with departmental policy in a positive, accurate, meaningful and diagnostic way.
3. Compile and maintain individual pupil records as per department policy.
4. Report to pupils, parents, and staff on individual and group progress.
5. Liaise with the CAL/DCC re individual pupil support as required.

### **Examinations Officers**

It is the responsibility of the Examinations Officers to liaise with appropriate Pupils staff/pupils/parents/exam boards regarding all aspects of all Key Stage 3 and 4 Examinations.

### **Pupils**

Pupils are encouraged to take an active part in their learning and to:

1. Participate and contribute to discussions involving learning intentions and success criteria
2. Participate in the techniques of self/peer assessment and evaluation
3. Act on feedback provided by teachers and peers within the classroom
4. Help foster a positive learning environment through positive behaviour
5. Set personal goals and targets through self-management
6. Value their learning
7. Accept responsibility for their learning
8. Understand that everyone has the potential to learn and succeed.

### **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 their department trackers. As such, our new assessment framework was implemented in KS3 from September 2019 for Year 7- 9.

### **Termly - Summative Assessments**

All subjects will participate in two Big Tests and three Pre-Public examinations (PPE's) during the academic year. These are staggered to make sure SEND students get support (See Appendix 1). There are two Big Tests for Year 7-9 in Spring and Summer term. Year 11 sit a progress check test in Autumn 1 and then two PPE's, in Autumn 2 and Spring which fit around United Learning assessment calendar. Year 10 sit 3 PPE's, Autumn, Spring and Summer.

The Big Tests formally assesses the skills and knowledge being covered by the curriculum in that particular term. 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.

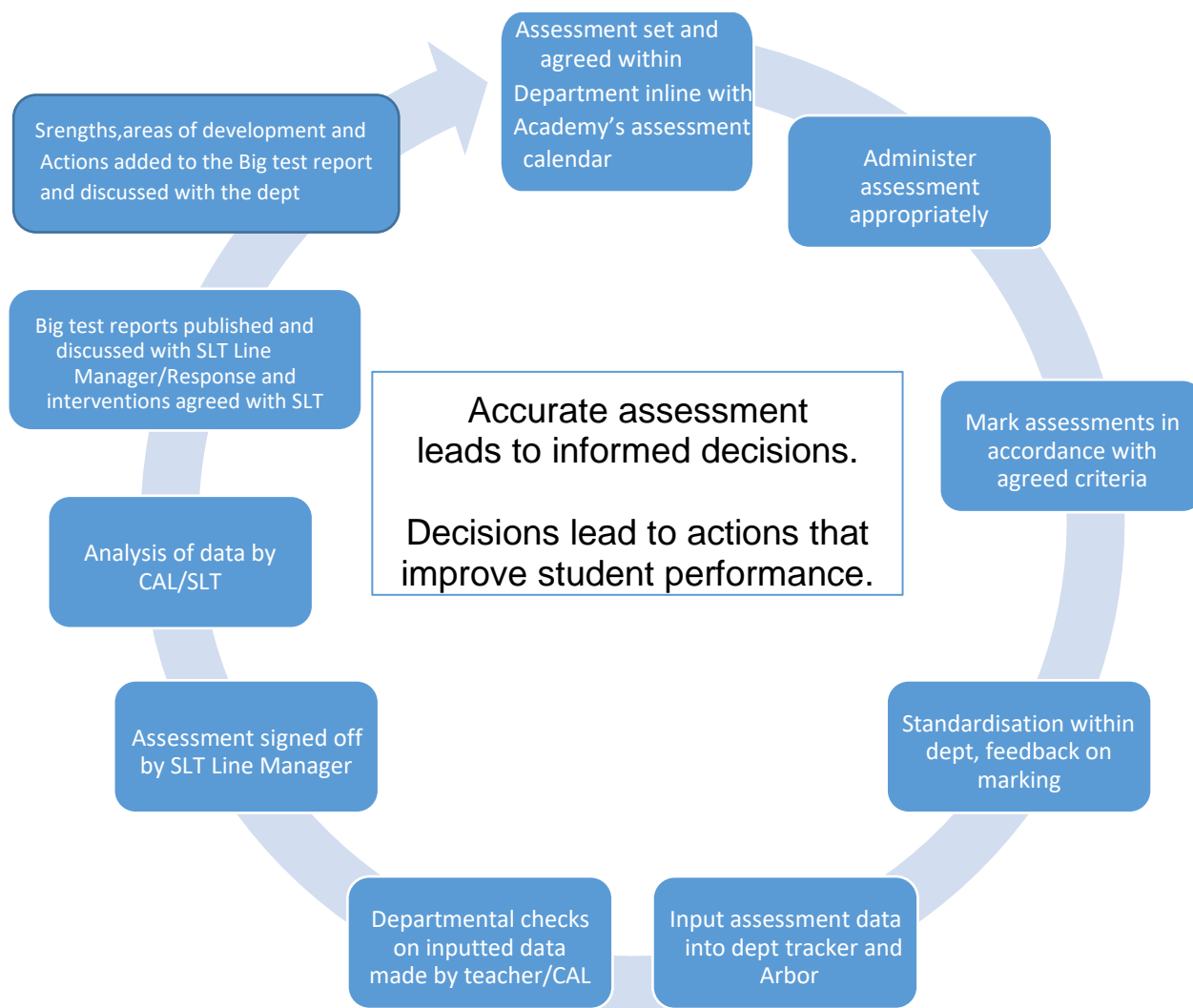
### **The Cycle of Review for Summative Assessment**

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.

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 and marking frequency per departments

All departments will complete mini tests and Big test per table. All departments will also complete a class feedback sheet (CFS) per mini test and Big test except PSHE and PE where CFS will be based on the classwork/practical work. Happy to discuss if you need further clarification.

KS4	Y10	Y11	Minimum Mini test per term	PPE per term	Class feedback sheets per term
Science and English	9	9	5	1	5 on mini test 1 on PPE
Maths	10	10	5	1	5 on mini test 1 on PPE
Option subjects	5	5	4	1	4 on mini test 1 on PPE

KS3	Y7	Y8	Y9	Minimum Mini test per term	BT per year
English	9	9	9	5	2
Maths	9	9	9	5	2
Science	8	8	8	5	2
Geography	3	3	3	3	2
History	3	3	3	3	2
PE	3	3	3	3 (per sport)	N/A
Computing & Business	3	2	3	3 for year 7 2 for year 8	2
French	2	2	2	2	2
Spanish	2	2	2	2	2
Art	2	2	2	2	2
RE	1	1	1	1	2
PSHE	1	1	1	N/A	N/A
Drama	1	2	1	1 for 7 and 9 2 for year 8	2
Music	1	1	1	1	2
Food Tech	1	1	1	1	2
Construction	1	1	1	1	2

## Assessment Data and reporting

The academic year 2022/23 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 from Manchester Academy to the parents:

<b>Year Group</b>	<b>English &amp; Maths</b>	<b>EBacc Subjects</b>	<b>Other subjects</b>	<b>Predicted or Forecast Grades KS4</b>	<b>Attitude to Learning</b>
7	KPI Completion MiDYIS overall Start rank order Big test score and % Year-Subject rank order	KPI Completion MiDYIS overall Start rank order Big test score and % Year-Subject rank order	MiDYIS overall Start rank order Big test score and % Year-Subject rank order	MiDYIS derived predictions	AtL 1 – Outstanding Learner AtL 2 – Learner needing rapid improvement AtL 3 – Inadequate Learners
8	KPI Completion MiDYIS overall Start rank order Big test score and % Year-Subject rank order	KPI Completion MiDYIS overall Start rank order Big test score and % Year-Subject rank order	MiDYIS overall Start rank order Big test score and % Year-Subject rank order	MiDYIS derived predictions	
9	KPI Completion MiDYIS overall Start rank order Big test score and % Year-Subject rank order Transferring to: Eng. /Ma GCSE	KPI Completion MiDYIS overall Start rank order Big test score and % Year-Subject rank order Some subjects may transfer to GCSE	MiDYIS overall Start rank order Big test score and % Year-Subject rank order Some subjects may transfer to GCSE	MiDYIS derived predictions	
10	9 – 1 GCSE Grades	9 – 1 GCSE Grades	9 – 1 GCSE Grades	Grades predicted to the end of Yr.11	
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	

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

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.

**Attitude to 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.

### **Year 7 – 9 (KS3) -Ranking order**

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.

## **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 occur regularly.

## **Aptitude data from MiDYIS/YELLIS:**

All students are given MiDYIS/YELLIS tests when they start Manchester academy, all new admissions are also tested upon their start along with the other reading test (NGRT). MiDYIS data supports to decide the option pathway and YELLIS helps us to determine KS4 Targets, possible learning difficulties and giftedness. We take into account the pupils' starting point in setting goals and measuring progress. All pupils have scope to make excellent progress regardless of where they start. The SENCO reviews the MiDYIS/YELLIS and GCSE data and determines pupils with possible learning difficulties. Reports to parents also include the MiDYIS data (see appendix 5).

## **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, attitude to learning, and attendance as well as the MiDYIS/YELLIS data. These reports will be supplemented with a progress evening 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 2023-24

Week Beginning	Arbor deadline	UL deadline	UL Assessments/activities	ASSESSMENT Year 7	ASSESSMENT Year 8	ASSESSMENT Year 9	ASSESSMENT Year 10	ASSESSMENT Year 11	PARENTS EVENING	STAFF INSET
04/09/2023	08/09/2023	15/09/2023	AMA to ensure the contextual data is in the MIS and up-to-date for all pupils, including KS2 prior attainment where available							Staff Inset 14/09/23
	N/A	29/09/2023	Baseline reading age assessment	NGRT Test A						
11/09/2023	N/A	Year 7 -10 Baseline Assessment - 29/09/2023	Baseline MiDYIS for new intake Maths/English	Year 7 Baseline Assessment - MIDYIS/English and Maths papers available from 3/07 (06/09 - 15/09)	Year 8 Assessment mop up (06/09 - 15/09)	Year 9 Assessment mop up (06/09 - 15/09)	Year 10 YELLIS (06/09 - 15/09)			
18/09/2023										
25/09/2023	N/A	KS4 target setting - 29/09/2023	Confirmed KS4 targets					KS4 target setting (during T1 or earlier) and destinations extracted from Arbor		

02/10/2023	N/A	New Year 7 Baseline- 13/10/2023	Baseline assessments for new intake	New Year 7 Baseline Assessment Maths/English				Year 11 Progress Check all subjects in class (In Class)- (2/10-6/10)		
09/10/2023									Y11 Information Evening 12/10/23	
16/10/2023	Year 11- 16/10/2023	Year 11 - 20/10/2023 - first set of predictions to UL	Year 11 Predicted grades - all subjects					Year 11 data entry week (16/10)	Y7 Settling in Eve 19/10/23	
<b>Monday 23rd October - Friday 27th October - HALF TERM</b>				Baseline data & ATL 1 reports home	Baseline data & ATL 1 reports home	Baseline data & ATL 1 reports home	Baseline data & ATL 1 reports home	Progress check & ATL 1 reports home		
30/10/2023	Year 10 - 20/11/2023	Year 10 - 20/11 NGRT A - 24/11/2023	Baseline reading age assessment		NGRT Test A		Year 10 PPE 1 all subjects in class (30/10 - 10/11)			
06/11/2023										
13/11/2023								Year 11 PPE 1 all subjects		

20/11/2023	Year 10 - 20/11/2023	Year 10 - 20/11/2023	English, Maths, Science, Spanish, French (Papers are available from 30/10/2023) History & Geography				Year 10 data entry week (deadline 20/11)	13/11 - 25/11 (in hall/gym)		Staff Inset Day 2 23/11/23 Staff Planning Day 1 24/11/23		
27/11/2023												
04/12/2023	Year 11- 04/12/2023	Year 11- 07/12/2023						Year 11 data entry week (4/12)	Y10 Parents Eve 07/12/23			
11/12/2023												
<b>Friday 15th December - Monday 1st January - CHRISTMAS HOLIDAY</b>				Baseline data & ATL 2 reports home	Baseline data & ATL 2 reports home	Baseline data & ATL 2 reports home	PPE 1 & ATL 2 reports home	PPE 1 & ATL 2 reports home				
01/01/2024										Staff Inset Day 3 2/2/24		
08/01/2024				Year 7 Big Test 1 (In the classrooms) - (08/01 - 19/01)	Year 8 Big Test 1 (In the classrooms) - (08/01 - 19/01)	Year 9 Big Test 1 (In the classrooms) - (08/01 - 19/01)	Year 10 PPE 2 (In the hall & gym) - (08/01 - 19/01)		Y11 Parents Eve 11/01/24			
15/01/2024												
22/01/2024	07/02/2024											
29/01/2024												
05/02/2024										Staff Planning Day 2 KS3 Big Test		

										Marking 09/2/24
12/02/2024				Year 7 data entry week (12/02)	Year 8 data entry week (12/02)	Year 9 data entry week (12/02)	Year 10 PPE 2 & ATL 2 data entry week (12/02)			
<b>Monday 18th February - Friday 23rd February - HALF TERM</b>				Big Test 1 & ATL Spring 1 reports home	Big Test 1 & ATL Spring 1 reports home	Big Test 1 & ATL Spring 1 reports home	PPE 2 & ATL Spring 1 reports home	ATL Spring 1 reports home		
26/02/2024										
04/03/2024			English, Maths, Science, Spanish, French (Papers are available from 05/02/2023) History & Geography					Year 11 PPE 2 all subjects - 4/03 - 15/03 (in hall/gym)	Y9 Options Eve 07/03/24	
11/03/2024									Y9 Parents Eve 14/03/24	
18/03/2024										
25/03/2024	25/03/2024	28/03/2024						Year 11 data entry week (25/03)		
<b>Monday 1st April - Friday 12th April - HALF TERM</b>				ATL Spring 2 reports home	ATL Spring 2 reports home	ATL Spring 2 reports home	ATL Spring 2 reports home	PPE 2 & ATL Spring 2 reports home		
15/04/2024										
22/04/2024										

29/04/2024									Y8 Parents Eve 02/05/24
06/05/2024									
13/05/2024									
20/05/2024									
<b>Monday 27th May - Friday 31st May- HALF TERM</b>				ATL Sum 1 reports home	ATL Sum 1 reports home	ATL Sum 1 reports home	ATL Sum 1 reports home	<b>Y11 Exam Window</b>	
03/06/2024									
10/06/2024	13/05/2024	14/06/2024	Year 7 & 8 End-of- year reading age assessment - NGRT Test C	Year 7 Big Test 1 (In the classrooms) - (10/06 - 21/06)	Year 8 Big Test 1 (In the classrooms ) - (10/06 - 21/06)	Year 9 Big Test 1 (In the classrooms ) - (10/06 - 21/06)			
17/06/2024							Year 10 PPE 3 (In the hall & gym) - (17/06 - 28/06)		
24/06/2024									
01/07/2024	08/07/2024	11/07/2024							Y7 Parents Eve 04/07/24
08/07/2024									
15/07/2024				End of year reports home	End of year reports home	End of year reports home	End of year reports home		
									Staff Inset Day 4 22/07/24 & 5 23/07/24 Staff Planning Day 3 24/07/24

<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. Departments have been provided with a mini test frequency table based on the hours.</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 and submit to SLT as per assessment calendar.</li> <li>▪ The Big tests should allow for deep marking by the teacher (Green pen marking) and a big test % should be put on Arbor along with Attitude to Learning (ATL) grade.</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 in some subjects (QLA).</li> </ul>



## **Appendix 2 - Scaled scores**

**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 KS3 pupils who join Manchester Academy are tested using MidYIS (Middle Years Information System) and KS4 are tested using a Cognitive Ability Test (CATs).
- Some pupils who join Manchester Academy have done so from overseas and have no KS2 data, for those 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. Using KS2 starting Rank, pupils are placed into quintiles so school staff can monitor progress of each group.

## **Appendix 4 – Attitude to Learning**

### **Attitude to Learning 1 – Outstanding Learner**

<b>COMMUNITY CITIZENS</b>	<b>ATTITUDE TO LEARNING</b>
<ul style="list-style-type: none"> <li>• Are proud of their Academy and are role models for other students at all times.</li> <li>• Wear their uniform with pride, everyday.</li> <li>• Are ambassadors for the Academy.</li> <li>• Attend regularly and are punctual every day.</li> <li>• Engage in a range Academy enrichment opportunities.</li> <li>• Are friendly and treat all members of the Manchester Academy community with kindness, respect and tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>• Take full responsibility for their own learning and take pride in producing quality work that is always well presented.</li> <li>• Thrive on challenge and demonstrate an eagerness to learn, both in the classroom and beyond.</li> <li>• Make every effort to do their best in assessments and tests by attending revision sessions and completing all tasks to a high standard.</li> <li>• Work with all staff and students to build positive relationships that support outstanding learning and teaching.</li> <li>• Engage fully with any support offered to improve their learning.</li> </ul>

### **Attitude to Learning 2 – Learner needing rapid improvement**

<b>COMMUNITY CITIZENS</b>	<b>ATTITUDE TO LEARNING</b>
<ul style="list-style-type: none"> <li>• Usually arrive on time but have too many occasional days off.</li> <li>• Usually wear full uniform correctly.</li> <li>• Do not always fully respect the Academy environment and our expectations.</li> <li>• Engage in some Academy enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Usually complete all learning tasks but do not always work as hard as they could every lesson.</li> <li>• Usually take pride in their presentation and delivery but are not consistent.</li> <li>• Take assessments and tests seriously and want to do well but do not do enough revision and extended learning to prepare fully.</li> <li>• Do not stop the teacher from teaching or other students from learning but can be passive.</li> <li>• Do not show consistent effort across all subjects.</li> </ul>

### **Attitude to Learning 3 – Inadequate Learners**

<b>COMMUNITY CITIZENS</b>	<b>ATTITUDE TO LEARNING</b>
<ul style="list-style-type: none"> <li>• Lack self-discipline at break and lunch.</li> <li>• Do not wear their uniform with pride every day and need to be repeatedly reminded to look smart.</li> <li>• Miss too much learning time by being absent and/ or regularly late to school and lessons.</li> <li>• Do not get involved in Academy enrichment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not complete enough work in lessons to make outstanding progress.</li> <li>• Do not prepare well for assessments and tests.</li> <li>• Do not value their learning and avoid revision classes, extended learning and other offers of support such as tutoring or mentoring.</li> <li>• Cause disruption to learning by arguing with staff or other students.</li> <li>• Do not follow simple rules and instructions, needing to be repeatedly reminded to stay on task. As a result there is too much lost learning time.</li> </ul>

## Appendix 5 – MiDYIS

Wasi Abbas - Year 7 Spring 1 Assessment Report				
Manchester Academy				
<b>Year group</b>	<b>Form</b>			
Year 7	7C			
<b>Head of Year</b>	<b>Form tutor</b>			
Mr D Clarke	Ms G Grant			
<b>Attendance*</b>	<b>Lates</b>	<b>Unauthorised Absences</b>	<b>Authorised Absences</b>	<b>Report date</b>
81.8%	0	0	12	04 Jan 2022

### KEY

#### Attitude to Learning (ATL) Score explained:

ATL 1: Excellent Learner  
 ATL 2: Learner needing rapid improvement  
 ATL 3: Inadequate Learners  
 Community Citizen ATL awarded by the Form Tutor

#### Ranking:

Manchester academy rank all the students upon their start based on their MiDYIS (see the details below) and students are then re ranked after each Big test.

#### Progress measure:

Students' progress is measured against their rank and Quintiles (five groups we put students into: 0-20%, 20-40%, 40-60%, 60-80% and 80-100%).  
 AEP: Above expected progress (If students have moved up in the next 20%)  
 EP: Expected progress (If students have moved up in the next 20%)  
 BEP: Below expected progress (If students have moved down in the next 20%)

### Big Test % and ATL alternative data & codes

Sometimes, pupils may be missing a percentage score or ATL and may instead have a word or a code. These are explained below:

SA: Absent for the test (may be due to sickness, authorised or unauthorised absence, poor attendance)  
 TA: Teacher has been absent when tests were conducted  
 New: Too new to Manchester Academy to have been tested yet

Course	Autumn Quintile	Spring Quintile	ATL	Big Test - Percentage	Progress measure
Art: KS3 Art Quintile	2		2		
Computing: KS3 Computing Quintile	3		1		
Drama: KS3 Drama Quintile	2		2		
English: KS3 English Quintile	2	3	2	39%	BEP
Food Technology: KS3 Food Technology Quintile	4		2		
French: KS3 French Quintile	3		2		
Geography: KS3 Geography Quintile	1		1		
History: KS3 History Quintile			1		
Mathematics: KS3 Maths Quintile	3	2	1	48%	AEP
Music: KS3 Music Quintile	3		2		
PE: KS3 PE Quintile			1		
PE: PE Matrix					
PSHE: KS3 PSHE Quintile					
R.E.: KS3 RE Quintile	4		1		
Science: KS3 Science Quintile	4		2		
Spanish: KS3 Spanish Quintile			1		
Construction: KS3 Construction Quintile	2		TA	SA	

Community Citizen ATL	Mark: 1
MidYis - Mathematics	Mark: 79.86
MidYis - Non-Verbal	Mark: 68.17
MidYis - Overall Score	Mark: 75.77
MidYis - Skills	Mark: 64.41
MidYis - Vocabulary	Mark: 78.22

## Middle Years Information System

Your child sat MidYIS (Middle Years Information System) at the start of this academic year. MidYIS provides statistically secure data from which we set realistic, yet challenging, targets for your child. MidYIS helps to recognise strengths and weaknesses and enables us to intervene to identify gifted students or those in need of extra support in particular areas.

- **Vocabulary test** – 10 min
- **Maths test** – 24 min
- **Skills test**, which contains three sections listed below:
  - **Proof-reading** – approximately 4-5 x 1 minute exercises looking at spelling, punctuation, grammar.
  - **PSA – Perceptual Speed & Accuracy** – this includes 30-second bursts at comparing typed text with a 'hand-written' version. Students have to speedily compare strings of letters, numbers & symbols.
- **Non-verbal reasoning** – Several 5 minute sections of exercises looking at cross-sections, block counting & pictures.

In the case of all subjects the overall MidYIS score, which is a combination of the vocabulary and Maths tests, gives a better prediction (has the strongest correlation) of later academic achievement than any of the separate section scores.

- Scores over 130 identify students in the top 2 percent nationally
- Scores over 126 identify students in the top 5 percent nationally
- Scores over 120 identify students in the top 10 percent nationally
- A score of 100 is the median (middle) score nationally