



ASSESSMENT, REPORTING AND RECORDING MODEL

November 2016

In the past, schools measured academic progress by referring to National Curriculum levels set by the government. Now that we are no longer required to do this, Ian Mikardo has developed a bespoke assessment framework. This is tailored to meet the range of abilities and needs presented by our students.

Our curriculum is designed to provide a balanced range of learning experiences, and to focus on deep learning and understanding of concepts that will be relevant to our students' future lives, rather than achieving certain levels.

Calculating Levels of Progress

The KS3 curriculum has three phases. Phase 1 provides a body of learning for Year 7 (Red year group), Phase 2 relates to Year 8 (Green) and Phase 3 relates to Year 9 (Lilac.) We recognise that our students' learning needs do not always reflect their chronological age, and for this reason each student has access to the phase that is most appropriate for them. The decision on this is taken by teachers and allows for students of differing abilities to learn within their year group, exploring the same topics, but moving towards differing goals.

Within each phase, we describe progress as 'Emerging', 'Developing', 'Secure' or 'Mastered'. A student's current learning position will be described using the phase of the curriculum he is accessing, e.g. 'Phase 1 Developing', 'Phase 1 Mastered' and so on.

Students need to meet the following percentages to be assessed within each category:

Emerging ≤25% **Developing**- 25% > ≤50% **Secure** - 50% > ≤75% **Mastered** - 75% > ≤100%

Our assessment measures

- **Emerging:** *The student is 'approaching' the expected standard of skill and knowledge expected.*
- **Developing:** *The student is meeting the assessment criteria mostly independently and seeking support appropriately.*
- **Secure:** *The student is meeting the success criteria and exceeding some of the milestones expected at this stage of learning.*

- **Mastered:** *The student consistently demonstrates skills & knowledge beyond the expected performance indicators for this stage and is producing evidence of development beyond the expected standard.*

Expected Progress

Our expectation is that students demonstrate a 50% increase in attainment (or two categories) within each phase of the curriculum. Figure 1 below shows expected progress for different levels of entry onto the curriculum, and indicates expected attainment for KS4 and GCSEs.

How the school will report and describe progress and attainment

Each student's learning is assessed by the subject teacher, as described above. Backed by professional knowledge and judgement, this enables the teacher to forecast what each student should achieve by the end of the academic year.

For the purposes of reporting, student learning will be described in terms of, '*working towards expected progress*', '*working within expected progress*' or '*exceeding expected progress*'. This will enable the teacher to focus conversations on learning and progress, rather than labelling a learner with a level.

Assessment Methods and Evidence of Learning

At Ian Mikardo we recognise that traditional methods of assessment do not always reflect our students' progress and attainment. As an innovation to our practice, we are using online learning portfolios to help us assess students. This enables us to accumulate video, audio, picture and document files to demonstrate students' progress. Staff will make these files available to parents and carers through mobile and internet enabled technology. This allows learning to be celebrated, and encourages parents and carers to be involved in their children's learning and progress.

Figure 1

Starting Point: Beginning of Year 7	End of Year 7			End of Year 8			End of Year 9			Expected Attainment at GCSE
<i>*Progress Descriptor</i>	P1D	P1S	P1M	P1S	P2E	P2D	P2D	P2S	P3E	
Phase 1 Emerging	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	1/2 (G/F)
<i>Progress Descriptor</i>	P1S	P1M	P2E	P2E	P2D	P2M	P2M	P2M	P3E	
Phase 1 Developing	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	2/3 E/D
<i>Progress Descriptor</i>	P1M	P2E	P2D	P2D	P2S	P2M	P2M	P3E	P2D	
Phase 1 Secured	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	3/4 (D/C)
<i>Progress Descriptor</i>	P2E	P2D	P2S	P2S	P2M	P3E	P3E	P3D	P3S	
Phase 1 Mastered	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	Working towards expected progress	Working within expected progress	Exceeding expected progress	4/5 (C)

**P1E –Phase 1 Emerging P1D – ‘Phase 1 developing’. P1S – ‘Phase 1 Secure’ P1M – ‘Phase 1 Mastered’ etc.*