

St Benedict's Catholic College

Assessment and Reporting – Autumn Half Term



Dear Parent/Carer

Assessment and Reports

We have reviewed and updated our assessment and reporting system so that it continues to be meaningful and impactful for all of our stakeholders. It is imperative that assessment and reports link to our curriculum design and complement the teaching and learning taking place in and beyond our classrooms.

With core knowledge at the heart of our curriculum, it is essential to regularly check that our students have cemented and secured new skills and knowledge so that they are prepared for success both in our college and the world beyond.

Reading and Literacy

Reading is actively taught, promoted and assessed throughout the year. Students will be tested on their proficiency in reading and the results will inform us of who would particularly benefit from the additional interventions and support that we can offer. Reading ages will be reported alongside each student's chronological age.

Recent studies have shown that the required reading age of a typical GCSE exam paper is 15 years and 9 months. The national average reading age of 15-year-olds is 13 years and 0 months, which means that before the exam has even begun many students are already disadvantaged. The study also found that if students aren't rigorously supported, this gap can widen each academic year.

This highlights that while it remains a key focus across all subjects taught within school, there is an urgent need for students to prioritise reading at home. We ask that students always have access to appropriate reading materials and practise reading to their parents, siblings, friends (or even pets) for at least 20 minutes per day. It is recommended to adopt the '3 Book Bag' approach which should include:

1. A book that is at their reading age or slightly above to provide sufficient challenge
2. A non-fiction book
3. A book that is below their reading age, but they enjoy reading out loud with enthusiasm.

Assessment Points in the Year

There will be two assessment points for years 7 - 10 (Autumn and Summer) and two assessment points in year 11 (Autumn and Spring). Reading ages will be reported twice across years 7 - 10 (Autumn and Summer). There will be two pre-public examinations "mocks" for year 11 (Autumn and Spring). For years 10 - 11 the assessment points will be linked to GCSE papers.

Reporting to Parents/Carers

Our reports will continue to be sent out via email through EduLink.

The first report will be at the end of the first half term as we feel that it is important to give parents/carers an indication of how their children are settling back into college. This report will include Attitude to Learning grades (AtL only). The AtL statements are explained below. Students will be striving to achieve a score average as close to 1 as possible.

Attitude to Learning Levels

<u>1.</u>	<u>Highly</u> Motivated Learner	Your child is highly motivated to succeed; attends well, is punctual, organised and extremely focussed in lessons. They take responsibility for their own learning; always meet deadlines and go above what is expected when completing independent work. They are a reflective learner who responds positively to feedback and acts on advice in order to make progress.
<u>2.</u>	<u>Engaged</u> Learner	Your child is motivated to succeed; attends well, is punctual, organised and focussed in lessons. With instruction and guidance, they complete tasks and meet all deadlines. They act on feedback to make progress and show a desire to improve.
<u>3.</u>	<u>Passive</u> Learner	Your child is sometimes motivated to succeed and occasionally shows interest towards their learning. Their classwork/homework may be incomplete or lack detail. They listen to teachers and other students, but don't always volunteer answers unless directly asked. They sometimes act on feedback to learn from their mistakes but must ask for help when they don't understand.
<u>4.</u>	<u>Disengaged</u> Learner	Your child is rarely motivated to succeed; their progress may be affected by poor attendance, punctuality and lack of equipment. They need to work independently and are easily distracted when learning. They must meet deadlines and hand in homework on time. They must develop resilience; act upon feedback and try to improve their work.

The second report will include AtL as well as Working at Grades. These grades will outline the progress students are making in individual subjects based on their assessment pathways.

Parents' Evenings

At St Benedict's, parents' evenings are facilitated by the use of the video call system offered by the college's intuitive and easy-to-use online appointment booking platform. While we utilise this virtual system to maximise the efficacy of the evening, we still retain and warmly invite you to the other face to face opportunities throughout the year that strengthen and embody our community, vision and ethos. More information on this platform and the booking process will be sent out nearer the time, however you can have a demonstration of this software by using this [link](#)

Please note that each event is tailor-made for the year group it is intended for, and as such the length of appointments will differ with each year group. Parents/carers also have the opportunity to request a further call back from the teacher should the allocated time be insufficient. Parents/carers are welcome to contact teachers directly at any point throughout the college year for an update on their child's progress.

Yours sincerely

Mr R Radley
Assistant Principal

Reporting Explained Year 7 – 11 Autumn Half Term ATL Report



Attendance	%	Authorised absence	Number of Authorised Absences	Unauthorised absence	Number of unauthorised Absences
<i>The minimum target for attendance is 97%. Studies have shown that any student with attendance below 97% may not make expected progress.</i>					

The average reading age required for GCSE exam papers is 15 years 9 months (15/9) – Renaissance Learning Report.

Your child's reading age is Result

Reading age is calculated once the student has completed a reading assessment.

The college has 2 sessions a day an AM and PM session. When a student is absent for 1 day it will appear as 2 authorised or unauthorised absences due to the AM and PM session each day.

Subject	Attitude to Learning (AtL)
Subject	1
Subject	1
Subject	3
Subject	1
Subject	4
Subject	3
Subject	2
Subject	1
Subject	3
Subject	1
Subject	1
Subject	1
Subject	1

AtL (Attitude to Learning) see descriptors on report below.

Attitude to Learning – a summary of (student name) attitude, ability and willingness to learn. Further explanation of each level is shown below.

1.	<u>Highly</u> Motivated Learner	Your child is highly motivated to succeed; attends well, is punctual, organised and extremely focussed in lessons. They take responsibility for their own learning; always meet deadlines and go above what is expected when completing independent work. They are a reflective learner who responds positively to feedback and acts on advice in order to make progress.
2.	<u>Engaged</u> Learner	Your child is motivated to succeed; attends well, is punctual, organised and focussed in lessons. With instruction and guidance, they complete tasks and meet all deadlines. They act on feedback to make progress and show a desire to improve.

3.	<u>Passive Learner</u>	Your child is sometimes motivated to succeed and occasionally shows interest towards their learning. Their classwork/homework may be incomplete or lack detail. They listen to teachers and other students, but don't always volunteer answers unless directly asked. They sometimes act on feedback to learn from their mistakes but must ask for help when they don't understand.
4.	<u>Disengaged Learner</u>	Your child is rarely motivated to succeed; their progress may be affected by poor attendance, punctuality and lack of equipment. They need to work independently and are easily distracted when learning. They must meet deadlines and hand in homework on time. They must develop resilience; act upon feedback and try to improve their work.

The closer the score is to '1' the better the AtL for the student. 1.0 is the highest score possible. 4.0 is the lowest score possible.



This allows comparison of your child's average AtL compared to their peers.

In this example, the student is scored 1.2 for AtL. The year group average is 1.4, therefore the student's AtL is +0.2 better than their year peers, on average.

If your child has recently started at the college, then teachers may not have yet been able to make an assessment.