

October 2020

Dear Parents and Carers

We hope this letter finds you and your family safe and well.

We are writing to you today to provide an overview of the assessment arrangements for your child over the course of this academic year.

The assessment system across the 11-16 academies in The GORSE Academies Trust has, over the years, supported teachers in conducting reliable and robust assessments, which in turn, has enabled teachers to plan and implement a highly personalised, engaging and challenging curriculum to support our young people with securing the best possible outcomes.

At the heart of this assessment system is our drive to instil strong 'Attitudes to Education'. We expect all our learners to demonstrate a pleasing attitude to education, in readiness for the challenges and opportunities within further education, employment and training, and adult life.

### 2020/21 Assessment & Reporting

Within the assessment system for 2020/21, your child will be formally assessed by teachers three times within the academic year, known as Assessment Points 1, 2 and 3 (*see figure 1*). Depending on the year group, at each Assessment Point, students will be awarded:

- an Attitude to Education Level (**ATEL**)
- an Attitude to Education Focus (**ATEF**)
- an Achievable Target Grade (**ATG**)
- a current working grade

The **ATEL** will be awarded with a view to promoting students' attitudes towards their education, in order to ensure students see the importance of a positive and purposeful attitude as a key component in their current and future education, employment and training. The ATEL will be based on the four descriptors (*see figure 2 for further details*), which are 'Outstanding Learner', 'Good Learner', 'Requiring Improvement Learner' and 'Unsatisfactory Learner'.

An **ATEF** will be identified by teachers, based on the educational needs of the student, with a view to providing students with a key focus for improvement before the next Assessment Point.

The **current grade** awarded at each Assessment Point (with the exception of Year 7, Year 8 and 9 AP1- *see figure 1 for further details*), will be based on the demonstrated learning that has taken place up to the given Assessment Point.

**ATGs** will be identified by the academy for every student in each subject area. For Year 8-11, these target grades are generated by the Fisher Family Trust (FFT) using a wide range of information including the student's KS2 assessment results.

All of the above data (ATEL, ATEF, ATG and a current working grade) will be shared with parents and carers at each Assessment Point by letter. Additionally, students will record this information in the back of their Student Planner, alongside a self-reflection on how they could improve and further enhance their ATEL at future Assessment Points.

### Key Assessment Opportunities

Over the course of the academic year, Years 7 to 9 students will complete five key assessments. Two of these, called the Interim and Masters Assessments, are standardised across all the secondary academies within The GORSE Academies Trust. **Interim assessments** will take place between November and February. The **Masters Assessments** will be scheduled to take place between April and June. Details for when these assessments are due to take place are outlined within the curriculum overview documents on the academy website <https://www.farnley.leeds.sch.uk/academy-life/curriculum/>

Year 10 will have three assessments, two Interim and one Masters Assessment. Year 11 students will complete mock examinations in November and in February. The knowledge and skills students should be covering prior to each of these assessments are shared on the academy website within the curriculum overview documents (see link to the curriculum webpage above).

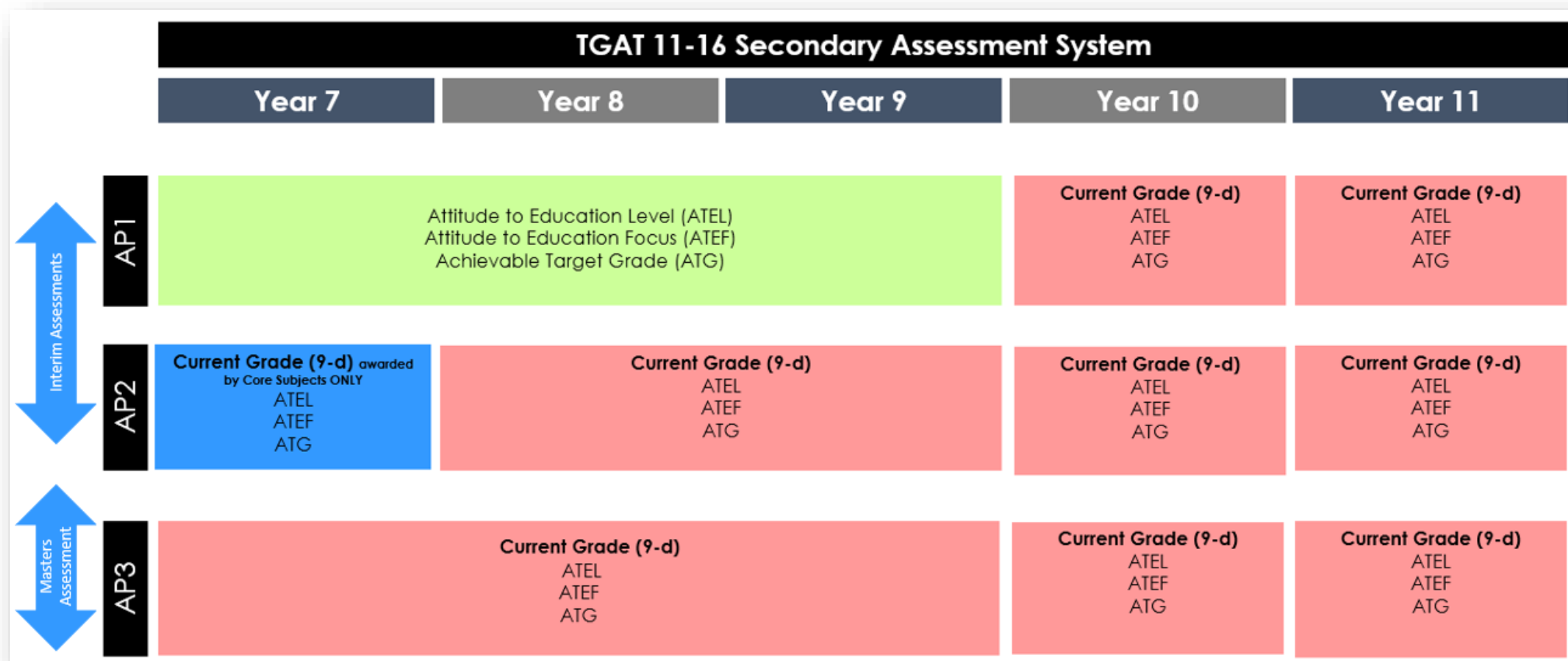
As a parent or carer your role in supporting your child is incredibly important. To this end, we seek your continuing support in analysing and discussing your child's Assessment Point Summary Report and planner pages at each Assessment Point, as well as supporting them by examining their weekly diary pages in the Student Planner for homework, rewards and sanctions.

Yours faithfully

Miss S Mir  
TGAT Director of Teaching and Assessment

Miss N Pickering  
Assistant Principal

Figure 1: An overview of The GORSE Academies Trust (TGAT) 11-16 Assessment System



### Key

Current grades awarded by all subjects

Current grades not awarded for any subject

Current grades awarded by the Core subjects only  
(English, mathematics and science)

**Figure 2: Attitude to Education Level Descriptors**

At each Assessment Point, both teachers and form tutors will provide students with an Attitude to Education Level (ATEL) and an Attitude to Education Focus (ATEF). When awarding the ATEL, teachers and form tutors will adopt a best-fit approach using the descriptors provided below. An ATEF will be set to support students with securing the next level up, unless they are an outstanding learner, in which case an ATEF from the outstanding descriptors will be set.

## Outstanding Learner

**An outstanding learner exemplifies what all students aspire to achieve. An outstanding learner displays all the qualities of a good learner and much of the following. Outstanding learners:**

- Os1.** independently take responsibility for their learning and behaviour, and know how to study effectively;
- Os2.** are excellent self-managers, use their own initiative and are able to apply newly acquired knowledge into bigger concepts;
- Os3.** lead their own learning, develop their interests and talents, and go beyond the expectations of homework set by the teacher, for example, by carrying out extra reading or research;
- Os4.** are resilient and go above and beyond, by actively seeking to improve the quality of their work;
- Os5.** participate in the wider school community, showing respect and an understanding of others;
- Os6.** carefully consider diverse viewpoints and utilise these to make decisions or conclusions and support others with decision making;
- Os7.** consistently recognise right and wrong, understand consequences and take the opportunity, where appropriate, to investigate moral and ethical issues.

## Good Learner

**A good learner is a responsible and committed student. Good learners:**

- Gd1.** take responsibility for their learning and behaviour;
- Gd2.** consistently try hard both inside and outside the classroom to develop detailed knowledge and skills;
- Gd3.** meet homework/coursework deadlines;
- Gd4.** are often resilient and try hard to improve the accuracy of their work;
- Gd5.** respond to teacher or peer feedback and ensure targets are met;
- Gd6.** consistently recognise right and wrong, understand consequence and when investigating moral and ethical issues offer some reasoned views;
- Gd7.** demonstrate an understanding of the Modern British Values of democracy, the rule of law, individual liberty, respect and tolerance.

## Requiring Improvement Learner

**A RI learner is likely to be a coasting learner who is not reaching their full potential. They are getting the basics right but need to push themselves to fulfil the characteristics of good and outstanding learners. RI learners:**

- Ri1.** are inconsistent in taking responsibility for their learning and behaviour;
- Ri2.** spend an adequate amount of time on tasks and present their work adequately;
- Ri3.** meet some homework/coursework deadlines;
- Ri4.** usually attend lessons on time and with correct equipment;
- Ri5.** make some contributions during discussion work;
- Ri6.** usually act upon feedback to improve performance;
- Ri7.** can identify and describe the Modern British Values of democracy, the rule of law, individual liberty, respect and tolerance, but do not always demonstrate or exemplify these.

## Unsatisfactory Learner

**An unsatisfactory learner demonstrates a poor attitude towards learning. Unsatisfactory learners:**

- U1.** take little responsibility for their own learning and behaviour;
- U2.** leave work incomplete or do not complete it to an appropriate standard;
- U3.** frequently fail to meet homework/coursework deadlines;
- U4.** may be late to lessons or absent for unacceptable reasons;
- U5.** disrupt the learning of others;
- U6.** fail to bring appropriate equipment to lessons;
- U7.** fail to adequately consider different viewpoints or to demonstrate an understanding of Modern British Values of democracy, the rule of law, individual liberty, respect and tolerance.

