

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.

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*). Initially, at Assessment Point 1, we will report on students' 'Attitude to Education'. This is designed to give you an insight into how your child has transitioned to secondary school. As the year progresses, however, we will build on this to the point where we report to you the four areas shown below:

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

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, will be based on the demonstrated learning that has taken place up to the given Assessment Point. Current grades will be awarded from Year 7 Assessment Point 2 by teachers of English, mathematics and science and all subjects at Year 7 Assessment Point 3.

ATGs will be identified by the academy for every student in each subject area. These target grades are generated by the Fischer Family Trust (FFT).

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.

As a parent or carer, your role in supporting your child is incredibly important. To this end, we seek your 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. Additionally, you will also find useful the curriculum overview documents on the academy website. These provide full details of when assessments are due to take place alongside the learning which will take place each half term.

<https://www.farnley.leeds.sch.uk/academy-life/curriculum/>

Cognitive Abilities Tests (CAT4)

In order to provide us with valuable information to ensure that we are able to support your child with a personalised approach to learning wherever possible, our Year 7 cohort will be completing a series of three 45 minute online Cognitive Abilities Tests (CAT4). These tests are designed to assess verbal, non-verbal, quantitative and spatial reasoning. Information generated from these assessments will be submitted to Fischer Family Trust (FFT) so that appropriate target grades can be generated for your child.

Please be reassured that students do not need to complete any preparation for these assessments. We are asking, however, for students to bring a pair of headphones in to the academy for the CAT4 period; this will allow students to have the option to both read and listen to the questions which will ensure the student's reading ability does not influence the assessment. Due to the Covid-19 restrictions, the academy will not be able to provide headphones for students, however, if you do not have access to headphones and would like the academy to support your child with getting access to some, please contact your academy directly via info@farnley.leeds.sch.uk

The Cognitive Abilities Tests will be completed between Monday 9th November and Wednesday 25th November.

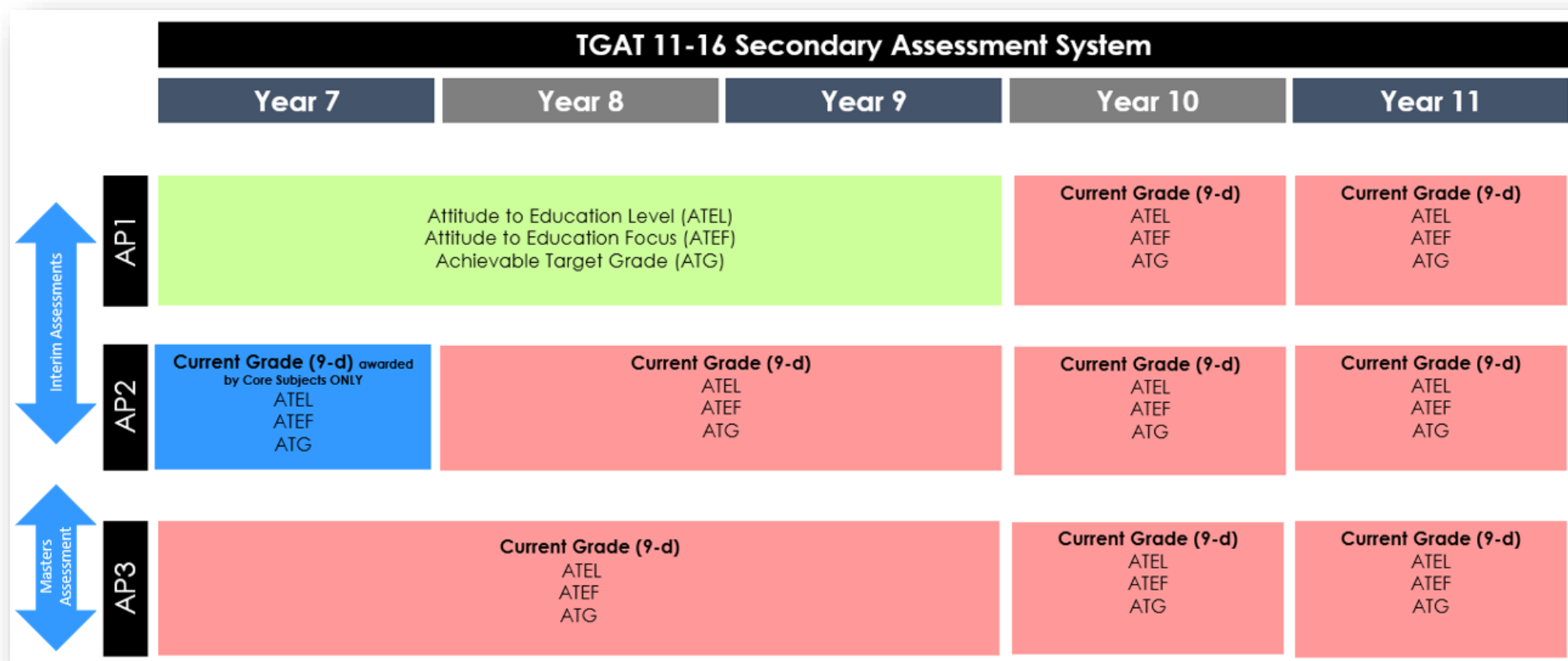
In the event that your child is self-isolating or absent from school on the above dates we will support them in completing these assessments upon their return. The tests cannot be completed from home.

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.

