



ASPIRATIONS

Assessment and Setting Policy

Magna Academy

Approved by Regional Board:

N Ullah

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Introduction

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

The assessment process and the data it generates should be valid (they measure that which they were intended to measure and data are appropriate for the interpretations intended to be made from them) and reliable (consistent over time) for the purpose intended: a poor-quality assessment may give misleading results and lead to poor-quality decisions.

By using high-quality data efficiently as a tool to help inform practices in the academy, three positive consequences occur:

- Leaders and teachers make conscious decisions about the specific uses of each piece of assessment data they will collect. This enables productive conversations about ensuring these are appropriate and useful for the intended purposes.
- Leaders consider the opportunity costs of assessment. They recognise that the time and effort spent on assessment must be as valuable – if not more so – than other ‘opportunities’ (such as more teaching time) which could have been taken up.
- Assessment data informs decisions about teaching and learning. Lessons and interventions are planned proactively in response to purposeful assessments.

(Adapted from the Education Endowment Foundation)

Characteristics of Strong Practice in Assessment

<p>Promote and support learning</p> <ul style="list-style-type: none"> • Identifies what students know, understand and can do • Enables consistent monitoring of students progress • Identifies individual learning strengths and weaknesses • Encourages progression in learning 	<p>Inform teaching</p> <ul style="list-style-type: none"> • Assists lesson planning • Informs review of content and skills • Promotes a variety of teaching strategies • Enables consistent monitoring of teaching progress • Encourages self-reflection 	<p>Foster a shared involvement and responsibility between Academy and Home</p> <ul style="list-style-type: none"> • Shared responsibility in motivating student to achieve • Creates a shared ownership and collaborative aligned support network • Families have an indication of student’s most likely outcomes in public examinations
<p>Use appropriate and diverse strategies</p> <ul style="list-style-type: none"> • Is both formal and informal • Tests a range of skills • Encourages effective and standardised marking procedures • Is both quantitative and qualitative • Is carried out in a range of contexts 	<p>Recognise student progress and achievement</p> <ul style="list-style-type: none"> • Rewards progress, effort and achievement • Fosters motivation and promotes a commitment to learning • Creates opportunities for self-direction • Fosters self-esteem and social development 	<p>Develop the capacity for self-assessment</p> <ul style="list-style-type: none"> • Shares learning outcomes and assessment criteria • Gives sensitive and constructive feedback • Supports students in self and peer assessment activities • Engages students in realistic target setting

Are both formative and summative

- Promotes a shared learning culture
- Provides clear and regular feedback
- Diagnoses learning difficulties
- Measures student performance
- Identifies clear and shared targets for student progress
- Informs subject choice and career decision making
- Provides effective and progressive student records
- Informs regular reporting to parents/carers

Understanding Our Assessments

Assessment at Magna comprises of four types of assessments:

- Low stakes, ongoing assessment for learning that takes place in every lesson and is not recorded
- Regular Knowledge Retrieval Tests
- End of Unit/Topic Assessments
- Mock Examinations

Knowledge Retrieval Tests

- Depending on the number of lessons in a two week cycle, each subject will set a minimum of one Knowledge Retrieval Test every two weeks. This is a low stakes test, identifying gaps in a students knowledge and to embed the knowledge learnt through teachers targeting areas for immediate improvement and celebrating areas of strength. These will always be peer/self-marked and questions that are frequently incorrectly answered will prompt a review of the teaching of that content. They should also form areas of focus for the next lessons to develop the students capacity to store and retrieve accurate information. This knowledge will inevitably be based upon the students' knowledge organiser, within that subject for that unit. Outcomes will be recorded internally to help direct student interventions.

End of Unit/Topic Assessments

- Each subject will assess students at regular intervals throughout an academic year. The timings of these assessments will be appropriate for that subject curriculum, and taken at the end of each unit/topic in line with a subjects assessment journey.
- Each assessment will assess what has been taught within the current unit/topic and a smaller percentage will assess content from previous units/topics to promote retrieval. This will help to provide a more accurate attainment and projected grade that will be reported.
- These assessments will support the development of students examination skills over time and subjects will pause their curriculum delivery in preparation to focus on personalised learning checklists (PLCs) and effective revision techniques beforehand.
- Outcomes will be [recorded centrally](#) by subject leads in an academy template stored in a shared Google file to help plan and monitor student interventions.

Mock Examinations

- Year 7 & 8 students will sit an end of year holistic assessment 'End of Year Examination', assessing the content from that year's academic subject curriculum and will be reported as assessment point 2. This is in addition to their regular end of unit/topic tests, will last 50 minutes and will have a combination of short and extended answer questions. These will take place during normal timetabled subject lessons, and will be timetabled during a specific fortnight. They will be marked by the class teacher, moderated within the department, and an attainment level will be assigned to the level the student achieved against the subject's Age Related Expectations (ARE). Subjects will pause their curriculum delivery for a week in preparation to focus on personalised learning checklists (PLCs) and effective revision techniques beforehand. Outcomes will be recorded centrally in a standardised academy [key](#)

[stage overview tracking document](#) in a shared Google file to help plan and monitor student interventions and set changes.

- For Year 9 and Key Stage 4 and 5 in all subjects, students will participate in two mock examination sittings each year and will be reported as Assessment point 1 and 2. These, where appropriate, will use Vocational, GCSE or A Level examination material as directed by the trust from the curriculum covered until the point of mock assessment. Summer 2019 grade boundaries will be used for all Key Stage 4 and 5 mocks. Subjects will pause their curriculum delivery for a week in preparation to focus on personalised learning checklists (PLCs) and effective revision techniques beforehand. The outcomes will enable us to see how much our students have developed over the full range of skills in each subject and how much they have developed their overall subject knowledge. The outcomes will inform us of what students may benefit from targeted intervention. Outcomes will be recorded centrally in a standardised academy [key stage overview tracking document](#) in a shared Google file to help plan and monitor student interventions and set changes.

Subject Assessment Journeys

Each subject will review and update their subject assessment plans annually. Please see Appendix 1. Subject assessments and the attainment achieved feeds into our reporting cycle to students and their families, reporting home twice a year for all year groups. This information supports the grades being awarded at the two Assessment Points (AP1 and AP2).

Assessment Points and Reporting Overview

APO: Early in Year 7 and 12 students will receive a report from tutors/teachers sharing an holistic 'snap-shot' regarding a students first unit performance.

AP1 and 2: Academic reports will be generated twice a year after each Assessment Point (AP1 & AP2). Parents/Carers will be notified in writing in advance of every assessment point period to help with preparations at home, access effective revision resources in support and receive key dates. Students will receive a printed copy of their report and parents/carers will be able to access an electronic copy using their SIMS login accounts. There will be a subject parents' evening strategically placed after AP1 for each year group where students and parents/carers can meet with their child's subject teachers to discuss their attainment and agree on targets for improvement. For all year groups, reports will indicate the attainment that the student has made within each of their subjects. Teachers, departments, the Senior Leadership Team and the Academy Trust, will use these outcomes to make informed decisions for student interventions and the Magna Academy Improvement Plan.

AP3: There will be an additional Trust AP3 data collection for all year groups in English/Maths and Science mid Unit 6. Data will be used for internal purposes only.

Please see below the assessment plan per year group:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Year 7	GL & NGRS/T	APO	AP1			AP3 Trust (E/M/S)	AP2
Year 8	GL & NGRS/T		AP1			AP3 Trust (E/M/S)	AP2
Year 9	NGRS/T			AP1		AP3 Trust (E/M/S)	AP2
Year 10				AP1		AP2	

						AP3 Trust (E/M/S)	
Year 11			AP1		AP2	AP3 Trust (E/M/S)	
Year 12	APO			AP1		AP2	
Year 13			AP1		AP2		

Subject Teachers: In addition to a student's attainment in each subject, teachers will use the scale of; Excellent, Good, Satisfactory and Unsatisfactory to measure a student's:

- Attitude to Learning: This looks at a student's work ethic, how well a student is conducting themselves and their approach and engagement in their learning.
- For KS4/5 Only. Homework completion and quality: This considers all of the work that has been submitted, the standard that is being produced, the capacity to meet deadlines, wider reading and effective revision.

Tutors: In addition to a student's academic attainment, tutors will use the scale of; Excellent, Good, Satisfactory and Unsatisfactory to measure a student's:

- KS3 Only: Homework - This considers all of the work that has been submitted, the standard that is being produced and the capacity to meet deadlines.
- Organisation: This considers how well prepared a student is for learning, the smartness of their uniform/appearance, having the correct equipment and their punctuality throughout the academy day.
- Personal Development: This considers how well a student is engaging in tutor activities, enrichment opportunities and their contribution made to academy life (British Values).

Management Information System (MIS): The following pastoral data will centrally be included in each report using our MIS:

- Attendance: Percentage of student's authorised attendance.
- Punctuality: Number of late marks recorded.
- Positive Behaviour Points: The number of positive points awarded by staff.
- Negative Behaviour Points: The number of negative points awarded by staff.
- KS3 Only: New Group Reading/Spelling Tests (NGR/ST) Outcomes.
- KS5 ONLY: UCAS tariff points based on projected grade.

Assessment and Reporting at Key Stage 3

At the start of Year 7, students will be categorised as one of three prior ability categories:

1. High Prior Ability (120 - 110 scaled SAT score)
2. Middle Prior Ability (100 - 109 scaled SAT score)
3. Low Prior Ability (99 and below scaled SAT score)

At Key Stage 3 Year 7 and 8 sit GL CAT4 Cognitive Abilities Test and New Group Reading/Spelling Tests (NGR/ST) at the start of each year. Year 9 sit the NGR/ST at the start of each year. The Tests are a standardised, adaptive assessment to measure skills against the national average. Our aim is to use it to identify where intervention may be needed, and then to monitor impact and progress made. It is adaptive, responding to a student's ability as they complete the test so more able readers are challenged and others remain engaged. The NGR/ST provides an age which can be compared with a student's age at the time they took the test. The age is provided in years and months for example 14:01 is 14 years and 1 month. This information also supports our teachers' professional judgement on the attainment that is generated through classwork, homework and internal assessments. These assessments form part of a student's profile, along with their Key Stage 2 outcomes and feeder school transfer information. Students are encouraged to take these assessments seriously as the outcomes will assist in the identification of those students who require intervention, SEND provision, subject

setting, GCSE options and establishing targets for the end of Key Stage 4.

Age Related Expectations (ARE) at Key Stage 3

Subject teams will continuously assess what students are attaining within their own subject, with respect to their subject specific ARE. We use ARE to identify what is expected of a student by a specified age or year group. In the national curriculum, there is a set standard of expectation which is defined by threshold descriptors indicating what a student should be able to do by the end of each key stage. Each subject has a bespoke ARE criteria for KS3 using the standardised academy template. Below is a grid summarising how these Age Related Expectations relate to the students chronological age and how it will be inputted into SIMS to generate attainment.

For example, using a Year 9 student:

Attainment	Age Related Expectation	Chronological Age
Exceptional Attainment	Significantly working above age related expectations	Students who show they have the potential to achieve a grade 9 at the end of Year 11
High Attainment	Working above age related expectation	Expectations for a Year 10 student
Middle Attainment	Working at age related expectation	Expectations for a Year 9 student
Low Attainment	Working below age related expectations	Expectations for a Year 8 student
Unbanded Attainment	Significantly working below age related expectations	Below expectations of a Year 8 student

Subject teams will use summative assessments throughout a student's Key Stage 3 provision following their subject's assessment journey. Each subject team will track how each student has performed in these assessments, in relation to age related expectations. The outcomes will allow subject teams to plan and monitor bespoke academic interventions to improve a students attainment in relation to their ARE. These summative subject assessments will be quality assured, ensuring that they are fit for purpose and robustly moderated post marking to ensure the gradings are accurate.

- If a student has performed exceptionally higher than expected in relation to their age for a summative assessment and in their classwork, then they will be recorded as achieving Exceptional Attainment (EA). This should be only awarded, if the standard produced is in line with what would be expected from a student at this point in time, who would eventually go onto achieve a grade 9 at the end of their GCSE, in that subject.
- If a student has performed higher than expected in relation to their age for a summative assessment and in their classwork, then they will be recorded as achieving High Attainment (HA). This should be only awarded, if the standard produced is in line with what would be expected from a student who is a year older and in line with their ARE.
- If a student has performed as expected in relation to their age for a summative assessment and in their classwork, then they will be recorded as achieving Middle Attainment (MA). This should be only awarded, if the standard produced is in line with what would be expected from a student of this age for their ARE.

- If a student has performed below expected in relation to their age for a summative assessment and in their classwork, then they will be recorded as achieving Low Attainment (LA). This should be only awarded, if the standard produced is in line with what would be expected from a student who is a year younger and in line with their ARE.
- If a student has performed significantly below expected in relation to their age for a summative assessment and in their classwork, then they will be recorded as achieving Unbanded Attainment (UA). This should be only awarded, if the standard produced is in line with what would be expected from a student who is at least two years younger and in line with their ARE. For example, a Year 9 student would be awarded UA if they are working at the expected standard for a Year 7 student or below.

Subject teams are to use their summative assessment data for that academic year, to give a holistic subject grade for each student, when reporting their data for Assessment Point 1 and 2.

Key Stage 3 Assessment Point data will generate an 'Attainment' grade for each student within each subject, which will be reported to the student and their parents/carers in relation to the subject's ARE.

Below is a table summarising how these ARE is related to the students chronological age when converted into their printed reports after the Progresso data drop:

Attainment Grade	Descriptor
Exceptional (EA)	On track to achieve grades 8 or 9 in GCSE at the end of Year 11
Advanced (HA)	On track to achieve grades 6 or 7 in GCSE at the end of Year 11
Secure (MA)	On track to achieve grades 4 or 5 in GCSE at the end of Year 11
Developing (LA & UA)	On track to achieve grades 1 to 3 in GCSE at the end of Year 11

Students that achieve 'exceptional', 'advanced' or 'secure' are considered to be working in line with Magna Academy's and the Key Stage Age Related Expectations. Please see Appendix 2 for an example of a subject Age Related Expectations.

In addition to AP1 and AP2 Year 7 students and their parents/carers will receive an APO summary at the start of Unit 2. The report will include information on how well they have settled, the quality of their summer activity task responses and the first data drop relating to their NGR/ST assessments taken in Unit 1.

Attainment Conversion to Progress

Once teaching staff have entered their student's current attainment into our MIS, these attainment standards are then converted to current progress measures. This is based on each student's prior ability on entry to Year 7. The progress measure that is derived from this, is what is reported to students and their parents/carers on their AP1 and AP2 reports. In addition to this subject teams will also be able to analyse their current performance data at these points and at the end of each unit using 4Matrix.

Prior Ability on Entry (Scaled SAT Score)	Current Attainment (Teacher Input on MIS)				
	EA	HA	MA	LA	UA

High Prior Ability (120 to 106)	Above Progress	Expected Progress	Below Expected Progress	Significantly Below Progress	Significantly Below Progress
Middle Prior Ability (105 to 95)	Significantly Above Progress	Above Progress	Expected Progress	Below Expected Progress	Significantly Below Progress
Low Prior Ability (Below 95)	Significantly Above Progress	Significantly Above Progress	Above Progress	Expected Progress	Below Expected Progress

Future Projections

Using robust data based on the outcomes of our previous cohorts, we use the attainment conversion to progress measure to roughly indicate a student's projection grade at the end of year 11 in each subject. Current Progress measures for each prior ability category have been mapped against a possible expected GCSE outcome at the end of Year 11. These grades have been mapped using national expectations and our own past performance data at the end of Year 11.

This data will be updated at the end of each unit on 4Matrix, giving subject teams regular updates of how their students are progressing. This will inform decisions about interventions required for students and within their subject curriculum. It will form the basis of a regular dialogue with the subject lead and senior leader line management meetings, utilising the subject areas quality assurance folder. This data will also be used to report to the Aspirations Academies Trust, as part of the annual governance reviews.

Prior Attainment on Entry (Scale SAT Score)	Current Progress				
	Sig Above Expected	Above Expected	At Expected	Below Expected	Sig Below Expected
High Prior Ability (120 to 106)	Grade 8		Grade 7	Grade 5	Grade 3
Middle Prior Ability (105 to 95)	Grade 8	Grade 6	Grade 5	Grade 3	Grade 1
Low Prior Ability (Below 95)	Grade 8	Grade 4	Grade 3	Grade 1	

Assessment and Reporting at Key Stage 4

All of our subjects at Magna Academy will be set an Academy target for GCSE and vocational courses. It is an aspirational target, derived by the Fischer Family Trust (FFT), which uses national statistical data. These targets equate to a student making exceptional progress, placing them nationally within the top twenty percentile for progress, compared to children with the same Key Stage 2 outcomes.

Mock Exam Grade - GCSE Subjects ONLY:

- The level of attainment that the student achieved in their most recent mock examination.
- If a student has missed a mock exam they will receive an 'X' despite efforts to retake at a suitable time.
- This is represented in a fine grade.
- There will be no mock grade entry for vocational subjects.

Current Grade - All Subjects:

- The current level of attainment that a student is working at using all tangible assessed evidence of work completed up to the date of data input.
- This needs to be a combination of the most recent mock exam result, end of unit/topic assessment results, knowledge retrieval test results and other examples of assessed work including controlled assessments and homework.
- This is represented in a fine grade.
- Current grades will be used to target RA interventions.

Projected Grade - All Subjects:

- This is the grade that a student is currently expected to achieve at the end of the course and must be higher than the current grade.
- The projected grade is based on a teacher’s professional judgement, using the following factors:
 - Data and projections from previous cohorts
 - The increasing level of course content/difficulty of what is still to be delivered
 - The students previous assessment outcomes
 - The students current level of attainment
 - The students standard of classwork
 - The students standard of homework
 - Evidence of independent learning and effective revision
- This is represented in a fine grade.
- Vocational courses will not report on projected grades until Year 11 and 13 respectively until after online/written examination results have been received.

The fine level grading is broken down into three categories based on how secure the grade is.

Fine Grade A Level	Fine Grade BTEC	Descriptor
B+	Merit+	Almost working at the grade above
B	Merit	Secure at this grade
B-	Merit-	Insecure at this grade

Explanation of GCSE and Vocational (e.g. BTEC/RSL) Level 2 grading:

GCSE	Vocational (e.g. BTEC/RSL)	Old GCSE Equivalent
Grade 9	-	-
Grade 8	Level 2 Distinction* (L2D*)	A*
Grade 7	Level 2 Distinction (L2D)	A
Grade 6	Level 2 Merit (L2M)	B
Grade 5	-	B/C
Grade 4	Level 2 Pass (L2P)	C
Grade 3	Level 1 Distinction (L1D)	D/E
Grade 2	Level 1 Merit (L1M)	F

Grade 1	Level 1 Pass (L1P)	G
U	U	Unclassified

Assessment and Reporting at Key Stage 5

ALPS Target Grade: This is the minimum grade a student should achieve at the end of the A Level or BTEC course. This is based upon each student's GCSE outcomes at the end of Year 11, benchmarked against national A Level data, generated by ALPS (Advanced Level Performance System). ALPS are a third party organisation who use and analyse level 3 national statistics, generating appropriate targets for level 3 qualifications. All of our subjects at Magna Academy will be set an Academy target for A Level and vocational courses.

Mock Exam Grade - A Level Subjects ONLY:

- The level of attainment that the student achieved in their most recent mock examination.
- If a student has missed a mock exam they will receive an 'X' despite efforts to retake at a suitable time.
- This is represented in a fine grade.
- There will be no mock grade entry for vocational subjects.

Current Grade - All Subjects:

- The current level of attainment that a student is working at using all tangible assessed evidence of work completed up to the date of data input.
- This needs to be a combination of the most recent mock exam result, end of unit/topic assessment results, knowledge retrieval test results and other examples of assessed work including controlled assessments and homework.
- This is represented in a fine grade.
- Current grades will be used to target RA interventions.

Projected Grade - All Subjects:

- This is the grade that a student is currently expected to achieve at the end of the course and must be higher than the current grade.
- The projected grade is based on a teacher's professional judgement, using the following factors:
 - Data and projections from previous cohorts
 - The increasing level of course content/difficulty of what is still to be delivered
 - The students previous assessment outcomes
 - The students current level of attainment
 - The students standard of classwork
 - The students standard of homework
 - Evidence of independent learning and effective revision
- This is represented in a fine grade.
- Vocational courses will not report on projected grades until Year 11 and 13 respectively until after online/written examination results have been received.

The fine level grading is broken down into three categories based on how secure the grade is.

Fine Grade A Level	Fine Grade BTEC	Descriptor
B+	Merit+	Almost working at the grade above
B	Merit	Secure at this grade

B-	Merit-	Insecure at this grade
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In addition to AP1 and AP2, Year 12 students and their parents/carers will receive an APO summary at towards the end of Unit 1 following an assessment on their summer transition tasks. Summer tasks are prepared by subject leaders to ensure that students have the required knowledge to start their courses in September. Subject teachers will be using student responses to help guide them through key expectations and structures within their subject areas. There will also be a short assessment on the summer induction tasks during the first four weeks of the new term. This result will enable us to celebrate initial success and to also set early actions in support.

Explanation of A Level and Vocational subject UCAS tariff points:

UCAS Points	A Level	Vocational
56	A*	Distinction*
48	A	Distinction
40	B	-
32	C	Merit
24	D	-
16	E	Pass

Setting

Following an extensive staff consultation process and evidence based research the academy has developed the following timings and subject structure of setting across key stages 3/4 after each assessment point data drop.

Subject	Year 7 Unit 1	Year 7 unit 2	Year 8	Year 9	Year 10	Year 11
English	Mixed ability in tutor groups	Top set and 2 mixed ability groups				
Maths	Mixed ability in tutor groups	Top set and 2 mixed ability groups	Top/middle/ bottom sets	Top/middle/ bottom sets	Top/middle/ bottom sets	Top/middle/ bottom sets
Science	Mixed ability in tutor groups	Mixed ability not in tutor groups	Mixed ability not in tutor groups	Top/middle/ bottom sets	Top/middle/ bottom sets	Top/middle/ bottom sets
Humanities	Mixed ability in tutor groups	Mixed ability in tutor groups	Mixed ability in tutor groups	Mixed ability not in tutor groups	Mixed ability groups	Mixed ability groups
MFL	Mixed ability in tutor groups	Top set and 2 mixed ability groups	Top set and 2 mixed ability groups	Top set and 2 mixed ability groups	Mixed ability groups	Mixed ability groups

Core PE	Mixed ability not in tutor groups	Top/middle/bottom sets	Top/middle/bottom sets	Top/middle/bottom sets	Mixed ability groups	Mixed ability groups
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All other subjects will be taught in mixed ability groups.

Set changes will only be authorised during the dates set out in the AAR calendar post assessment point data drop.. Middle leaders must meet the setting deadline set. Any set change requests from subject middle leaders or HOH between the dates set, must be authorised by the Assistant Principal responsible for assessment.

Accountability

KS4/5 Subject Progress Reviews are completed after each Assessment Point and the Summer Public Examinations. The system is designed to direct the maximum support to the areas of greatest need, to ensure that all students in each year group make rapid progress, key students are targeted for academic/pastoral intervention and that all teachers are supported to facilitate this.

Whole Academy Accountability

- These reviews will form a part of the whole academy Self Evaluation (SEF) judgement(s). The Progress Reviews will draw together trends across the academy, looking at subject and specific group variation.
- This forms part of our whole academy monitoring and quality assurance systems. Areas of additional support and training will be identified and become actions of the Academy Improvement Plan (AIP).

Subject Accountability

- Subject analysis of the AP1 & AP2 report cycle will take place for each year group as calendared on our Magna Academy Assessment Calendar, using the Assessment Point Subject Progress Review Proforma.
- It will focus upon variation in the progress of groups, classes, teachers and areas of the curriculum.
- This analysis will also identify those students who are persistently underachieving in a subject area.
- Findings will inform the subject SEF judgements and Subject Improvement Plan (SIP), with updated actions relating to the curriculum; staff training and student's needs.

Heads of House Accountability

- Each Head of House will analyse their cohorts AP1 & AP2 data, as calendared on our Magna Academy Assessment Calendar.
- It will focus upon variation in the progress of individuals and groups of students across subjects and will inform pastoral interventions.
- Findings will inform the Head of House Academic SEF judgements and AIP objectives.

Sources of Guidance

- <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/764174/NFER_AWL_report.pdf

Appendix 2 – Magna Academy National Age Related Expectations (ARE) - Theology & Ethics

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
KNOW AND UNDERSTAND	I can identify specific keywords and describe different features of the religious and non-religious worldviews I am studying using some of my own knowledge.	I can understand the main beliefs and practices of the religions and worldviews I am studying.	I can explain a range of different beliefs and practices of the religions and worldviews I am studying and I am beginning to show awareness of the differences between them.	<p>I can explain a wide range of different beliefs and practices of religions and worldviews and I can make clear links to the differences between them. I can make supported comments on the diversity within each religion and worldviews I am studying.</p> <p>I can identify how different sources of wisdom and authority may be used to support different religious and non-religious arguments.</p>	<p>I can produce a sustained analysis of the influence of a wide range of beliefs and practices of religions and worldviews I am studying on a range of different individuals and communities.</p> <p>I am beginning to evaluate a range of source material and I use this evaluation to produce substantiated judgments about the utility of the material to the specific religious and/or worldview I am studying.</p>	<p>I am able to consistently evaluate the influence of common and divergent beliefs and practices within and between different religions and worldviews, such as Atheism and Humanism.</p> <p>I can find and use sources of wisdom and authority critically to carry out independent research about a wide range of religious and/or worldviews I am studying and I am beginning to incorporate source material seamlessly to support my own arguments.</p>
REFLECT AND REASON	I can identify the different types of religious beliefs and teachings around the world and identify some sources of wisdom and authority that have influenced them.	<p>I understand why different sources of wisdom and authority exist and recognise why there are differences between them.</p> <p>I am beginning to appreciate that different religions and worldviews exist. I am able to use some of my own knowledge to support or challenge them.</p>	<p>I can explain the reasons why a range of sources of wisdom and authority exist and I am beginning to show awareness of the significance of the differences between them.</p> <p>I can understand why different religions and worldviews exist and I am able to use my own knowledge to show awareness of the different factors that have caused others to question them.</p>	<p>I can produce a developed explanation why different interpretations of sources of wisdom of authority exist between and within a range of religions and worldviews and explain why they inspire people to follow a particular religious or philosophical path.</p> <p>I can explain how different religions and worldviews respond to challenges to their beliefs and draw upon a range of examples from the media, philosophy to support my reflections.</p>	<p>I can produce a sustained analysis of the similarities and differences between a wide range of interpretations of sources of wisdom and authority and provide a range of examples to explain why they inspire people to follow a particular religious or philosophical path.</p> <p>I can research and present a wide range of evidence and examples of how different religions and worldviews respond to challenges to their beliefs. I can offer a substantiated judgement on whether I agree or disagree with them.</p>	<p>I am able to consistently select and evaluate the best sources of wisdom and authority to draw reasoned conclusions why they inspire people to follow a particular religion or philosophy path.</p> <p>I can sustain and give well reasoned arguments using sources of wisdom and my own knowledge to evaluate how different religions and worldviews respond to challenges to their beliefs. I can confidently make a substantiated judgement on whether I agree or disagree with them from a philosophical, theological or ethical perspective.</p>

