



ASPIRATIONS

Assessment Policy

Magna Academy

**Approved by Regional
Board:**

Date: September 2021

Last reviewed on:

September 2021

Next review due by:

September 2022

Contents

Introduction

Characteristics of Good Practice in Assessment

Understanding Our Assessments

Subject Assessment Journeys

Assessment Points and Reporting Overview

Assessment and Reporting at Key Stage 3

Assessment and Reporting at Key Stage 4

Assessment and Reporting at Key Stage 5

Setting

Accountability

Sources of Guidance

Appendices:

Appendix 1 – Magna Academy Assessment Journey Exemplar

Appendix 2 – Magna Academy National Age Related Expectations (ARE) Exemplar

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
- End of Year Examinations/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 topic in line with a subjects assessment journey. These assessments will assess what has been taught within the topic, and are pre-planned within the subjects' curriculum. 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 in a standardised academy sheet in a shared google file to help plan and monitor student interventions.

End of Year Examinations

- For 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 topic tests, and will last 50 minutes. These will take place during normal timetabled subject lessons, and will be timetabled during a specific week. 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 sheet in a shared google file to help plan and monitor student interventions and set changes.

Mock Examinations

- 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. 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 sheet 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

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 Progresso 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.

Please see below the assessment plan per year group for 2021-2022:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	GL & NGRT	AP0	AP1	GL & NGRT	GL & NGRT	AP2
Year 8	GL & NGRT		AP1	GL & NGRT	GL & NGRT	AP2
Year 9	NGRT			AP1 & NGRT	NGRT	AP2
Year 10			AP1		AP2	
Year 11		AP1		AP2		
Year 12	APO		AP1		AP2	
Year 13		AP1		AP2		

In addition to a student's attainment, the following areas 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.
- Homework completion and quality: This considers all of the work that has been

submitted, the standard that is being produced and wider reading.

- Personal Organisation: This is a judgement on how well prepared a student is for learning, the smartness of their uniform/appearance, having the correct equipment and their punctuality to lessons.
- Attendance: Percentage of student's authorised attendance.
- Positive Behaviour Points: The number of positive points awarded by staff and where they are against the year group average.
- Negative Behaviour Points: The number of negative points awarded by staff and where they are against the year group average.

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 - 106 scaled SAT score)
2. Middle Prior Ability (105 - 96 scale SAT score)
3. Low Prior Ability (95 and below scale SAT score)

At Key Stage 3 Year 7 and 8 sit GL CAT4 Cognitive Abilities Test and New Group Reading/Spelling Tests (NGR/ST) on three separate occasions throughout each year. Year 9 sit the NGR/ST on three separate occasions throughout Year 9. 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. Outcomes of every GL and NGRT assessment will be shared with students and their parents/carers.

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 Porgeesso 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	Working at age related	Expectations for a Year 9 student

Attainment	expectation	
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 student's 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 5 or 4 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 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

In order for High Prior Ability students to achieve a 'significantly above progress' mark, we would need to create an additional attainment category for subject teams to input into our MIS. The same applies for Low Prior Ability students to achieve a 'significantly below progress' mark. The model above already indicates our High Prior Ability students which are working at an exceptional level and likewise with those students who are Low Prior Ability level, working below what is expected.

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 students at Magna Academy will be set a FFT5 aspirational target for their GCSEs and vocational courses. These targets are shown on their reports throughout Key Stage 4. It is a highly aspirational target, derived by the Fischer Family Trust, which uses national statistical data. These targets equate to a student making exceptional progress, placing them nationally within the top five percentile for progress, compared to children with the same Key Stage 2 outcomes.

Mock Exam Grade:

- GCSE Subjects: The level of attainment that the student achieved in their most recent mock examination. This is represented in a fine grade.
- Vocational subjects (BTEC/RSL): Attainment grades need to be holistic grade based upon what they have completed and what is still to come. Giving an overall final anticipated grade at this moment in time. This is represented in a fine grade.

Fine Grade GCSE	Fine Grade Vocational	Descriptor
7+	Distinction+	Almost working at the grade above
7	Distinction	Secure at this grade
7-	Distinction-	Insecure at this grade

Most Likely Outcome: For Key Stage 4, students will also be given a 'Most Likely Outcome' on their report, for each of their GCSE subjects. This will be based upon their attainment during each of the mock examination series. This is an estimate, mapped against our internal data from previous Magna Academy cohorts. The 'Most Likely Outcome' grade will be derived from what the majority of our students went on to achieve at the end of Year 11, from this point in time.

For example; The majority of students, who achieved a grade 3 in their Year 10 English AP1, went on to achieve a grade 5 in their final English GCSE examinations. Therefore, at this moment in time, this students 'Most Likely Outcome' is a grade 5 for the end of their GCSE course.

It is possible that the 'Most Likely Outcome' could change after each mock examination series, as it will be dependent upon student performance at that moment in time.

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.

Mock Exam Grade:

- A-Level: The level of attainment that a student achieved in their most recent mock examination. This is represented in fine grade.
- Vocational subject (BTEC/RSL): Attainment grades need to be holistic grade based upon what they have completed and what is still to come. Giving an overall final anticipated grade at this moment in time. This is represented in a fine grade.

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

Projected Grade: This is the grade that a student is currently expected to achieve at the end of the course. It is represented as an A Level/BTEC fine grade, and 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 including mock exam results
- The students current level of attainment
- The students attitude to learning
- The students standard of classwork
- The students standard of homework
- Evidence of independent learning and effective revision

In addition to AP1 and AP2, Year 12 students and their parents/carers will receive an APO summary at the start 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.

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.

Year 7 - Unit 1	<ul style="list-style-type: none"> ● All Subjects taught in tutor groups during unit 1 with the exception of English and Maths Direct Instruction (DI) that will commence soon after the baseline GL Assessments data drop - 27th September 2021 (third week in September annually).
Year 7 Unit 2	<ul style="list-style-type: none"> ● Setting starts at the beginning of unit 2 following internal subject unit 1 assessments and GL assessment/NGR/ST data drop - 14th October 2021. ● After the assessment point 1 data drop - 24th January 2022. ● After the assessment point 2 data drop - 18th July 2022. Groups set in advance for the beginning of Year 8.
Year 8	<ul style="list-style-type: none"> ● After the assessment point 1 data drop - 24th January 2022. ● After the assessment point 2 data drop - 21st June 2022. Groups set and will remain for the beginning of Year 9.
Year 9	<ul style="list-style-type: none"> ● After the assessment point 1 data drop - 14th March 2022. ● After the assessment point 2 data drop - 18th July 2021. Core subjects set in advance for the beginning of Year 10.
Year 10	<ul style="list-style-type: none"> ● After the assessment point 1 data drop - 28th February 2022. ● After the assessment point 2 data drop - 23rd May 2022. Core subjects set in advance for the beginning of Year 11.
Year 11	<ul style="list-style-type: none"> ● After the assessment point 1 data drop - 13th December 2021. ● After the assessment point 2 data drop - 4th April 2022.

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	Top set and 2 mixed ability 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 in tutor groups	Mixed ability in tutor groups	Mixed ability in tutor 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 in tutor groups	Mixed ability in tutor groups
Core PE	Mixed ability not in tutor groups	Top/middle/bottom sets	Top/middle/bottom sets	Top/middle/bottom sets	Mixed ability in tutor groups	Mixed ability in tutor groups

All other subjects will be taught in mixed ability groups.

Set changes will only be authorised during the dates set out in the tables above. Middle leaders must meet the setting deadline set. Any set change requests from subject middle leaders or HOY between the dates set, must be authorised by the Vice Principal responsible for standards.

Accountability

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 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 Year Accountability

- Each Head of Year will analyse their cohorts AP1 & AP2 data, as calendared on our Magna Academy Assessment Calendar, using the Assessment Points Head of Year Analysis Proforma.
- It will focus upon variation in the progress of individuals and groups of students across their

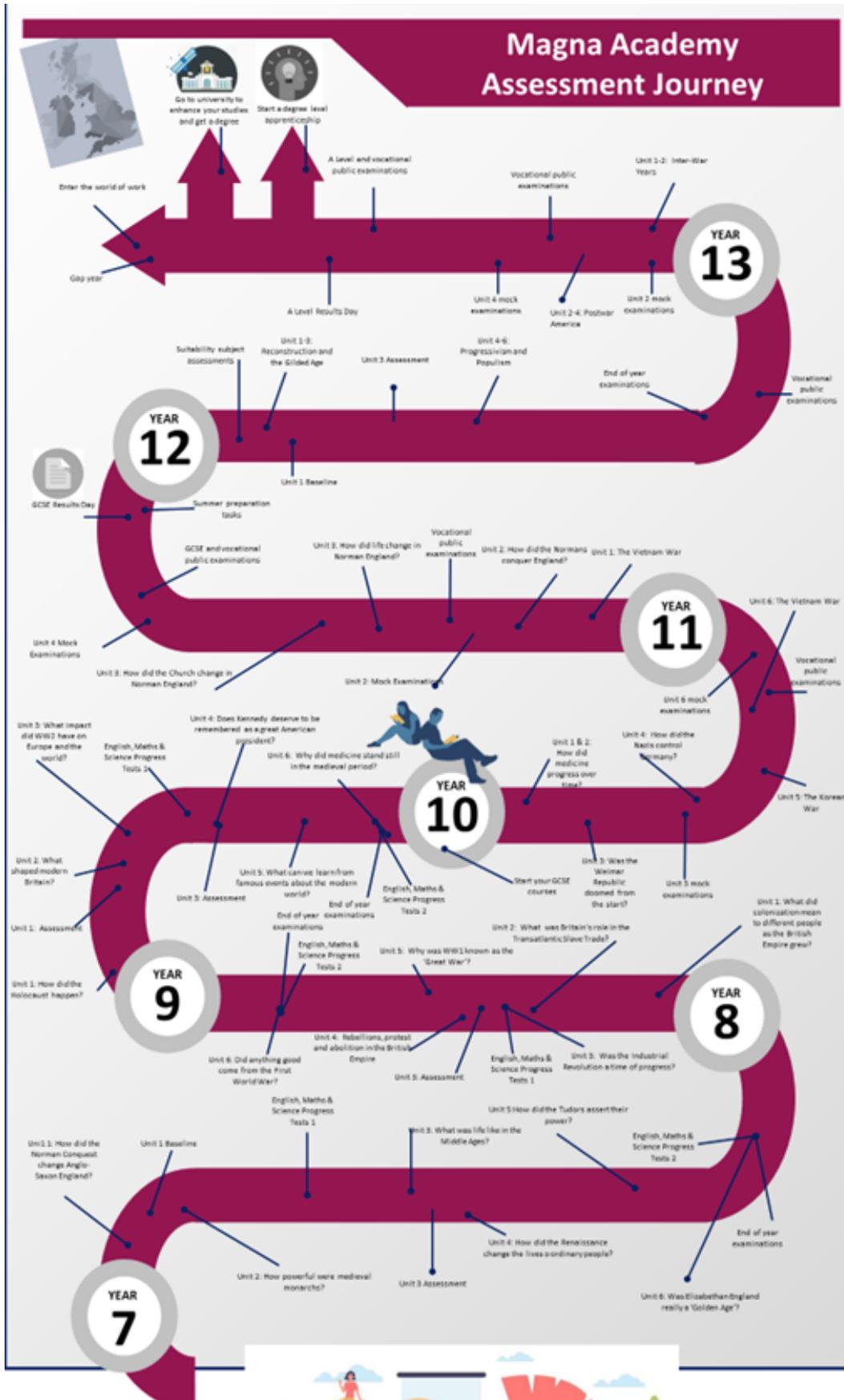
subjects.

- Findings will inform the Head of Year 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

Magna Academy Assessment Journey



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>

