

Assessment and Reporting

Over the course of an academic year, students develop their knowledge and skills in each subject across three learning cycles. Teachers continually assess and monitor students' learning and their acquisition of skills and knowledge throughout the year. Assessment at the Norwood School involves Formative Assessment (including questioning, self and peer assessment, marking students' work, verbal feedback and meaningful written feedback) and Diagnostic Testing within each learning cycle and Summative Assessment through exams at the end of each learning cycle.

Parents are updated on their child's academic performance at the end of a learning cycle, showing how well students have done in each subject and the effort that has been demonstrated.

How do we determine a student's effort in their learning?

Effort levels are informed by a student's:

- attendance and punctuality to lessons
- how well they are organised and prepared for their learning
- participation and engagement with their classwork
- engagement and completion of their homework

The effort levels reflect the following:

1. An excellent effort shown in that subject and the above criteria are always met.
2. A good effort shown in that subject and the above criteria are usually met.
3. Overall effort is below what we expect and the above criteria are only sometimes met.
4. A poor overall effort shown and the above criteria are hardly ever met.

How do we determine a student's achievement in their learning?

In English, Maths, Science, History, Geography, Religious Studies, French, Spanish and ICT the grading system below is used to show how well students have demonstrated their learning within a learning cycle. The categories are relative to students' individual starting points. Students' prior attainment at Key Stage 2 and our own baseline testing have been used to determine individual pathways and targets. Teachers use their knowledge of what students' targets are and what content and skills they have been studying in order to assess whether they are 'Beginning', 'Developing', 'Securing', 'Embedding', 'Extending' or 'Excelling' in the subject. Our aim is for students to develop a secure understanding of key concepts needed for successful performance in Key Stage 4.

Excelling	The student is excelling and demonstrating excellent understanding in all concepts and skills in their work. They have the ability to teach or demonstrate this to others.
Extending	The student is confidently extending their understanding and applying the main concepts and skills from their work to new and unfamiliar contexts.
Embedding	The student is embedding their understanding of the main concepts and skills in their work and applying them across a range of tasks and activities.
Securing	The student is securing their understanding of the main concepts and skills when applied to familiar contexts.
Developing	The student is developing their understanding of some of the main ideas and skills in their learning.
Beginning	The student is beginning to grasp some of the main ideas and skills in their work.

By the end of the first learning cycle, students are giving 'Starting Profiles' in their practical subjects. This means that in Visual Arts, Drama, Dance, Music, Oracy and Physical Education, students are assessed across against a range of different characteristics as learners, in order to 'profile' their ability within the subject.

Please click on the links below in order to see the Starting Profiles for each subject.