WELLACRE

Assessment and Reporting 2026-2027

Context

Good quality data helps to evaluate the quality of education at Wellacre. All staff play an important role in ensuring that the data which is captured for each student is accurate and provides teaching staff with the means to identify students progress against Curriculum Related Expectations for each subject.

Data also informs: -

a) Individual/ class adaptations to teaching where misconceptions and/or gaps in learning have been identified.

b) Adjustments to medium term curriculum planning.

c) Training and support required for staff.

d) Trustees and leaders so that they provide appropriate challenge and support.

e) Reports to parents and carers.

f) Students' understanding of their progress against Curriculum Related Expectations.

Performance tables Measures

- Progress 8
- Attainment 8
- The percentage of students who achieve a strong pass-grade 5 in GCSE Maths and either GCSE English Language or GCSE English Literature.
- Percentage of students entered for the EBacc.
- EBacc average points score
- Pupil destinations

Definitions of performance measures

Progress 8/ Attainment 8

Progress 8 and Attainment 8 are based on a calculation of pupils' performance across eight qualifications.

Each student's grade is assigned a points score from one to nine. The Attainment 8 score is the total points for their eight qualifying subjects.

These qualifications come from three Qualifying Baskets:

1. Maths and English
2. EBacc (3 highest)
3. Open (3 highest of qualifications included in Performance measures and up to three 'vocational qualifications' count)

Maths and English scores are **double weighted**. For English it is the best grade of English Language or English Literature (must take BOTH for ONE to be double weighted). The other English grade will be in basket three if it is a higher grade than one of the other qualifications in the 'open' basket.

The EBacc refers to a combination of subjects that the government believes is important for young people to study at GCSE. The EBacc suite of subjects includes: English Language and Literature; Maths; Science; Geography or History; Language: French.

A students' Progress 8 score is calculated by comparing their Attainment 8 score with the average Attainment 8 scores of all students nationally who had a similar starting point. The greater the Progress 8 score, the greater the progress made by the student compared to the average for students with similar prior attainment.

A school's Progress 8 score is calculated as the average of its students' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- A score of zero means pupils in this school on average did as well at KS4 as other pupils across England who got similar results at the end of KS2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of KS2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of KS2

SISRA does this at both pupil level, whole Year group level and by 'basket'.

Progress 8 2024/25 and 2025/26

As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no KS2 prior attainment data available to use to calculate Progress 8 in academic years 2024/25 and 2025/26.

There will be no replacement to Progress 8 measures for the academic years 2024/25 and 2025/26. Secondary accountability measures February 2025

Percentage of students entered for the EBacc and EBacc points score

Students' average points score is the average points scored in the five EBacc subject areas. The EBacc Average point score for the school is calculated by taking the total average points score for all students and dividing it by the number of students in this group.

Pupil destinations

Pupil destinations refers to the percentage of students staying in education or going into employment after KS4. Students are counted in a sustained destination if they have a recorded activity throughout the first two terms of the academic year (or any consecutive 6 months in the year for apprenticeships) after finishing KS4.

KS4 Curriculum options

Students should always have eight qualifying subjects where possible. In special circumstances an alternative curriculum may be more appropriate for certain students which may mean their qualifying subjects are reduced in number. In these circumstances students need to be looked at on an individual basis for Progress 8.

Recording, Tracking and reporting progress in Y11

There are two data captures a year for Year 11.

Y11 targets are based on 9-1 grading for GCSE and D*- L1P for Technical Awards. The target for each subject is displayed in the interim and full reports.

Students' progress is measured against subject specification content under the assessment framework. This will be reflected in the interim and full reports as a 'working at grade'.

This is in addition to three **'Attitude to Learning'** grades. One each for:

- Commitment to Independent Learning at home;
- Effort in class;
- Behaviour for Learning.

These will be awarded on a scale of 1-4:

- 1=Outstanding
- 2=Good
- 3=Inconsistent
- 4=Inadequate

Recording, Tracking and reporting progress Y7 - Y10

The purpose of assessment is to establish the extent to which students have met the Curriculum Related Expectations (CRE). There are two data captures a year and student progress against the Curriculum Related Expectations is reflected using a percentage outcome for each subject.

Reports will contain the students' percentage, and the year group average for every subject.

This is in addition to three **'Attitude to Learning'** grades. One each for:

- Commitment to Independent Learning at home;
- Effort in class;
- Behaviour for Learning.

These will be awarded on a scale of 1-4:

- 1=Outstanding
- 2=Good
- 3=Inconsistent
- 4=Inadequate

Data Capture points,

Students will complete two summative assessments over the academic year. Assessments are explicitly tailored to Curriculum Related Expectations. We only assess what has been explicitly taught and practiced. When crafting assessments**,** Curriculum Middle Leaders must consider the 4 pillars of assessment – Purpose, Validity, Reliability and Value.

- A sample of the taught CRE from the medium term plans is identified to assess. The CRE that are selected cover the increasing domain of the curriculum, have been explicitly taught and practiced (Purpose). Selected CRE have been formatively assessed including Whole Class Feedback Actions.
- A mixture of component and composite questions are crafted, with the required challenge to accurately assess students against the CRE (ValidIty).
- Students have the knowledge required to access and structure the answers to the questions (ValidIty).
- Students are given as long as necessary to complete the assessment (Validity).
- There is a clear, explicit marking criteria, providing staff with clarity on what students are expected to do in order to be successful for each question. (Reliable).
- CML facilitates moderation of the marking process (Reliable).

Practical subjects

Students will complete practical assessments during the year. Assessments are explicitly tailored to Curriculum related expectations. These will contribute towards data captures, details of which will be shared with the reports.

At every Data Capture, Curriculum Middle Leaders should;

- **Ensure that every student is given the opportunity** to be assessed against the Curriculum Related Expectations for the subject/qualification they are studying.
- Ensure assessments are **moderated**. Data must be **relevant, rigorous and reflect the assessment criteria** for the qualification the student is studying. **What is put in the system should represent an accurate picture of student progress against the Curriculum Related Expectations.**
- **Ensure that the data entry is complete and correct** for their curriculum area ahead of the deadline, ensure gaps are filled.
- Ensure that the **'Attitude to Learning' (ATL) grades are awarded meaningfully to reflect the effort and commitment made by the student** in class and at home.

- **Analyse data** to inform curriculum developments and teaching adaptations - identify emerging patterns, areas of strength and those causing concern.
    - To what extent have students (including students in key groups) met the Curriculum Related Expectations. What are the misconceptions/ gaps in knowledge? Which classes or individual students need support?
    - Are there areas of the curriculum that will need to be adapted in order to support students?
    - What needs to be retaught before the next data capture?
    - What adaptations need to be made to curriculum plans and resources for next time?
    - In KS3 and Y10 review the quintile student target spreadsheet - supporting classroom teachers to identify barriers to learning and how to address them.
- What are the ATL grades? What can be done with those students who are underachieving as a result of their own approach to learning? Are there particular classes with poor/ good ATL? **Seek advice and support from ATs, Heads of House, Inclusion staff** should they be concerned as to pastoral matters which are contributing to lack of progress
- Ensure that they recognise the **progress of students** against the CRE within their Faculty/Subject area
- **Implement intentional strategies** for individual or groups of students whose progress gives cause for concern
- Be mindful that the data is shared with parents and they should **respond swiftly to any parental enquiries regarding progress and achievement** of students in their subjects
- **Meet with the ALT link** to discuss the impact of the curriculum and its implementation.
    - To what extent are students meeting the CRE.
    - What are the gaps in knowledge
    - What are the misconceptions
    - Which classes or individual students need support
    - What needs to be re-taught before the next data collection
    - What adaptations need to be made to curriculum plans and resources for next time
    - What needs to be developed in faculty CPD as a result

These curriculum conversations should be a regular part of ALT link meetings, including discussions about the strategies and curriculum changes that were adapted following the analysis from the data capture.

At every Data capture point Heads of House should;

- Analyse and use attendance, punctuality, and behaviour data to inform next steps and highlight clear priorities.
- Analyse ATL data in order to establish links between behaviour, attitude, commitment and underachievement. Where appropriate work with the inclusion team, curriculum middle leaders, classroom teachers and achievement tutors to put actions in place which will improve outcomes for students.
- In KS3 and Y10 review the quintile student target spreadsheet - work with CML and achievement tutors to support the progress of these students.

At every Data capture point classroom teachers should;

- Ensure that the data is correct and that the faculty's procedures for marking and moderating have been followed.
- **Ensure that the data entry is completed** for their classes by the deadline set on the assessment calendar.
- Ensure that the **'Attitude to Learning' (ATL) grades are awarded meaningfully to reflect the effort and commitment made by the student** in class and at home.
- Evaluate the assessment data of their classes, students in key groups disadvantaged, SEND, High/ middle/ low prior attainers, EAL, LAC and PLAC.
- In KS3 and Y10 review the quintile student target spreadsheet - what are their barriers to learning and how will you address them? Students must be indicated on seating plans.

For shared classes, the **Main Class Teacher** is the one with primary responsibility for the above but all teachers of any class should share information and strategies to support students' progress and regularly reflect on the impact of their teaching on student progress.

Interim Reports

Interim reports all years	Data collection deadline	Completed interim report published
Year 11 DC1	Wk 8 - Thursday 5th November	Wk 9 - Friday 13th November
Year 7-10 DC1	Wk 17 - Thursday 21st January	Wk 18 - Friday 29th January
Year 11 DC2	Wk 21 - Thursday 25th February	Wk 22 - Friday 5th March
Year 7-10 DC2	Wk 36 - Thursday 1st July	Wk 37 - Friday 9th July

Pastoral Reports

Year group	Pastoral written reports open	Closing date for pastoral written reports (Tutors)	Closing date for HOH pastoral written reports and HOH checks	Publication date through Arbor
Year 11 Pastoral Reports	Wk 21 - Mon 22nd February	Wk 23 - Fri 12th March	Wk 24 - Fri 19th March	Wk 25 - Thu 25th March
Year 7- 10 Pastoral Reports	Wk 31 - Mon 17th May	Wk 34 - Fri 18th June	Wk 36 - Fri 2nd July	Wk 37 - Fri 9th July