

## Assessment calendar 2018-19

Below you will find an Assessment Calendar for the academic year highlighting what year groups, subjects and data will be collected at each Data Collection Point.

AUTUMN TERM	
Assessment point	Year groups
<b>Assessment Fortnight:</b> Monday October 1 <sup>st</sup> – Friday October 12 <sup>th</sup>  <b>Year 9, 10, 11, 12 &amp; 13 Progress Updates sent home:</b> w/c Monday November 5 <sup>th</sup>	Years, 9, 10, 11, 12 & 13
<b>Assessment Fortnight:</b> Monday December 3 <sup>rd</sup> – Friday December 14 <sup>th</sup>  <b>Year 7 &amp; 8 Progress Updates sent home:</b> w/c Monday January 7 <sup>th</sup>	Years 7 & 8
<b>Year 11 &amp; 13 Mock Examinations:</b> Mon December 3 <sup>rd</sup> – Fri December 14 <sup>th</sup>  <b>Year 11 &amp; 13 Results sent home:</b> Friday December 21 <sup>st</sup>	Years 11 & 13
SPRING TERM	
<b>EXTERNAL EXAMS:</b> Mon January 7 <sup>th</sup> – Friday January 18 <sup>th</sup>	Year 10, 11, 12 & 13
<b>Assessment Fortnight:</b> Monday January 28 <sup>th</sup> – Friday February 8 <sup>th</sup>  <b>Year 9, 10, 11 &amp; 12 Progress Updates sent home:</b> w/c Monday February 25 <sup>th</sup>	Years 9, 10, 11, 12
<b>Year 11 &amp; 13 Mock Examinations:</b> Monday March 11 <sup>th</sup> - Friday March 22 <sup>nd</sup>  <b>Year 11 &amp; 13 Results handed out:</b> w/c Monday April 1 <sup>st</sup>	Year 11 & 13
<b>Assessment Fortnight:</b> Monday March 11 <sup>th</sup> - Friday March 22 <sup>nd</sup>  <b>Year 7 Progress Update sent home:</b> w/c Monday April 1 <sup>st</sup>	Year 7
SUMMER TERM	
<b>Assessment Fortnight:</b> Monday April 29 <sup>th</sup> – Friday May 10 <sup>th</sup>  <b>Year 8 &amp; 10 Progress Updates sent home:</b> w/c Monday May 20 <sup>th</sup>	Years 8 & 10

<b>EXTERNAL EXAMS:</b> Begin w/c Monday May 13th	Year 10, 11, 12 & 13
<b>Year 10 and 12 Mock Examinations:</b> Monday June 17 <sup>th</sup> – Friday June 28 <sup>th</sup>  <b>Results sent home:</b> w/c Monday July 8 <sup>th</sup>	Years 10 & 12
<b>End of Year exams:</b> Mon June 17 <sup>th</sup> – Fri June 28 <sup>th</sup>  <b>Progress Updates sent home:</b> w/c Monday July 8 <sup>th</sup>	Years 7, 8 & 9
<b>A Level Results: Thursday 15<sup>th</sup> August</b>	
<b>GCSE Results: Thursday 22<sup>nd</sup> August</b>	

## Attitude to learning grades (Years 7-13)

The descriptor for each grade is an Indication of the types of attitude displayed by students in your lessons. It is a best-fit model and the student may not display all of the characteristics in the category.

<b>ATL 5</b>	The student's attitude to learning is conscientious and diligent. They are highly motivated, use their initiative, ask questions to extend their learning and take responsibility for their own learning. Students seek challenge and support as necessary, and extend their studies by proactively seeking opportunities to develop their subject knowledge beyond the classroom. They are keen to share their work and discuss related topics with staff and peers. Prep is completed to a very high standard.
<b>ATL 4</b>	The student's attitude to learning is pro-active. Students are motivated individuals who complete tasks fully and independently in lessons, actively reviewing and improving their work before seeking support from a teacher. They consistently undertake extension activities and produce Prep of a good standard. They are willing to redraft and improve work repeatedly to attain the highest standard of work possible.
<b>ATL 3</b>	The student shows a willingness to learn, but they can often be passive rather than pro-active when it comes to their own learning. Students can work independently to produce work of a good standard, but rely on the teacher to direct evaluation and assessment. They make little use of extension activities in lessons and they require prompting and encouragement to complete redrafts and improvements. Prep is generally completed to an acceptable standard.
<b>ATL 2</b>	The student may not complete tasks fully, and may require a significant level of monitoring to ensure that concentration is maintained. Students may be slow to start tasks and do not actively seek support if they are unsure what to do. Students may lack resilience and are content with completing the minimum requirements. Prep is often incomplete and rushed.
<b>ATL 1</b>	The student's attitude to learning is cause for concern and they often fail to actively engage with or take responsibility for their own learning, even with encouragement and support. Students may be fully dependent on staff and may resist support or create barriers to learning, giving up quickly if they are struggling. They can be disengaged and only rarely demonstrate interest in topics or pride in their work. They are often without the appropriate equipment and rarely complete Prep.