

APPROACH TO LEARNING

Approach to Learning comprises your child's attitude toward learning, as well as effort put into specific tasks and learning outside of lessons (e.g. prep). It is important to note that a child is very likely to meet descriptors across at least two categories between reporting periods. Therefore a 'best fit' approach is taken when choosing the most relevant category for your child.

A*

This child is extremely focused on broadening and deepening their skills in and enjoyment of this subject.

Often characterised by:

- A consistent focus on furthering their own learning and that of others
- Respectful and responsible independent use of learning equipment and resources
- Curiosity and an enquiring mind; asking well-considered questions
- Acting on feedback independently and with rigour
- A positive and determined attitude towards learning
- Collaborating sensitively and responsively with others
- A consistently tenacious approach towards prep, using initiative to develop tasks further

A

This child is working hard to improve their skills in and enjoyment of this subject.

Often characterised by:

- A generally consistent focus on their own learning and that of others
- Showing consideration when using learning equipment and resources
- Asking thoughtful questions
- Acting upon feedback when prompted
- Usually demonstrating a positive attitude towards learning; displaying determination at times or with teacher support
- Collaborating well with others and demonstrating some initiative
- Consistently striving to complete prep tasks well, but rarely seeking further challenge

B

This child shows some willingness to improve in this subject.

Often characterised by:

- Showing some willingness to focus on learning, but cannot consistently manage distractions
- Using learning equipment and resources, but not always using care or independence
- Developing their ability to ask appropriate and relevant questions
- Acting on feedback if reminded, or in a perfunctory fashion
- Following instructions with few or no prompts and developing self-motivation, initiative or determination
- Sometimes being reluctant, inconsistent or passive when asked to collaborate with others, but is prepared to develop this skill
- Usually completing prep tasks, with variable effort or quality

C

This child's approach to learning is sometimes hindering their progress in the subject.

Often characterised by:

- A lack of interest in their own learning and that of others, either through inattention or disruption
- A lack of respect for learning equipment or resources
- Not asking questions, even when their ability to complete tasks is affected by not seeking help or clarification
- Reluctance to act on feedback
- Requiring repeated prompting, giving up easily and/or not valuing the learning process
- Unwillingness to collaborate with others
- Prep often not submitted or incomplete

PROGRESS

The progress grade gives teachers an opportunity to demonstrate the extent to which children are improving related to expectations **within the teaching group**. There are no limits set on numbers who receive each judgement. The judgements are:

SIGNIFICANT

EXPECTED

MODERATE

The following or a combination of the following will be used to determine the level of progress made by children:

- Tests set at regular intervals, such as weekly progress checks, end-of-topic tests or half-termly assessments
- How fully and effectively children act on regular feedback given by teachers. Children are generally expected to indicate clearly in exercise books where they have acted on teacher feedback
- The progression, improvement, deepening or broadening of skills shown in children's classwork, verbal contributions and prep tasks
- How closely and fully children meet particular success criteria in classwork and prep tasks
- All other types of formative assessment teachers continually undertake, for example questioning, quizzing, listening to the child participate in group discussion, critiquing the child's ability to self- and peer-assess, etc.
- Teachers' professional understanding of national age-related standards (such as reading age) and/or progress toward expectations at more advanced assessment points (CE, GCSE)
- Comparisons of pupil progress across the year group (moderation)
- pupils' performance across time in a range of standardised assessments

As the curriculum structure varies between subjects, there is not one prescriptive format that every subject follows.

ATTAINMENT

Attainment is observed through:

- the degree to which a pupil has met learning objectives
- test and other assessment data
- depth of understanding shown in their written work and in discussion

Attainment will be graded using the following system:

A*

A child who is graded at this level demonstrates an excellent understanding of the topics and skills taught. He/she can apply their learning in new and unfamiliar situations.

A

A child who is graded at this level is meeting age-related expectations. He/she is able to use and apply their knowledge and skills confidently.

B

A child who is graded at this level is working within age-related expectations. He/she has a growing understanding and can apply concepts/key skills.

C

A child who is graded at this level is working towards age-related expectations. He/she is beginning to grasp some of the ideas and skills taught.

In Maths and English, age-related expectations are based on national attainment until the end of Year 6, with some additional requirements for English to ensure the children are prepared for the entrance exams to their senior school. In other subjects that do not rigidly follow the National Curriculum, the age expectations are based on the syllabus developed by each department.

From the beginning of Year 7, attainment in the examined subjects and the Humanities relates to the Common Entrance syllabus. Pupils in 7S and 8S will be assessed in relation to the expectations for those on the scholarship course.