

## Impington Village College: Assessment Policy

This policy is underpinned by the College's vision and mission, and by the attributes of the IB Learner Profile

### College Vision

Impington Village College is an outstanding and innovative learning community that is truly inclusive, inspirational and international. We support our students in becoming globally-minded, critical thinking and caring individuals, who are ready for a world post-education.

### Mission Statement

**Inclusive:** a welcoming place that celebrates difference and diversity.

**Inspirational:** providing a unique experience and a world-class education for all.

**International:** promoting positive values to secure a better future for our students as both local and global citizens.

### Assessment

At IVC students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential. Assessment is integral to teaching and learning at Impington. To measure how successful learning has been, teachers will use a variety of tools to assess student understanding and the acquisition of new skills and knowledge. Assessment is used to inform planning of day to day lessons but also strategic planning of the curriculum and as an opportunity for students to reflect on their learning.

Assessment is ongoing and teachers use multiple forms of assessment to enable progress. Formative assessments are the grounding and preparation for students to learn the skills needed for summative assessments as well as assignments. We use a structure that allows teachers and students to record what was impressive, identify what needs improvement and then demonstrate how 'I Make Progress' (IMP).

### The IB Learner Profile



Termly data drops will take into account the summative learning shown by a student in preference to the formative learning they showed along the way. In this way summative grades are not an average of all assignments; rather, they are an indication of the level the student has attained and sustained. Numerical grades will be reported to parents once students have been assessed on all four assessment criteria.

Effective assessment holistically integrates the following types of assessment:

- **Assessment for Learning:**

Known as formative assessment, it provides teachers with the information they need in order to plan the next stage of learning. This type of assessment is continuous throughout the entire learning process and starts with the assessment of prior knowledge. By continuously monitoring and analysing the students learning, teachers gain insights into students' understanding and abilities.

- **Assessment of Learning:**

Known as summative assessment, this type of assessment takes place at the end of the teaching and learning process. It provides teachers with information on the student's depth of understanding of the completed unit of inquiry.

- **Assessment as Learning**

A part of formative assessment, this type of assessment aims to promote student agency by providing opportunities for students to take responsibility of the learning process. This type of assessment may involve creating learning goals (International Baccalaureate Organization).

**Summative assessment tasks:** Assessment in the MYP is varied, creative and challenging. Students are required to 'transfer' what they have learned in a unit to a 'real world' context in their assessments.

There will usually be an element of choice in how students approach the assessment which will require them to apply their learning to complete an authentic situation.

**Examples:** in Science, a unit about energy transfer may be assessed by asking students to use their knowledge to resolve an issue with a roller-coaster, in English students might write a speech about climate change and in Visual Arts students can create book illustrations for a children's story.

**Formative assessment tasks:**

Throughout a unit, teachers will embed smaller checks on very specific parts of the skills and knowledge taught. Their purpose is to ensure that students have understood what has been taught before the teacher moves on.

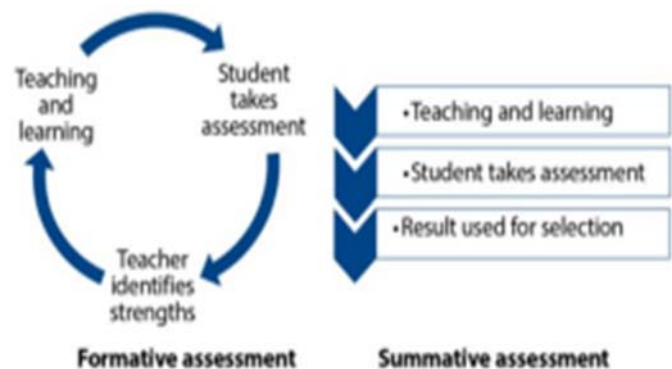


Figure 2: Formative and Summative Assessments (International Baccalaureate Organization 26)

**Examples:** a short quiz, a research homework, an informal presentation, simple question and answer sessions in class.

Teachers use all assessment opportunities to inform teaching and students are encouraged to view assessment as a means to reflect on learning, facilitated through our I Make Progress (IMP) structure. After each summative assessment students and some formative assessments will receive an IMPressive comment, identifying areas of strength, and an IMProve comment with a SMART target for improvement. They will then be given lesson time to complete an IMP task where they resolve the issues identified in their assessment.

In addition to teacher marking, assessment for learning strategies are embedded into our curriculum with frequent opportunities for peer marking and self assessment. Through ATL students are explicitly taught to peer mark and how to self assess as this will encourage them to become more independent and collaborative learners.

### **Differentiation and Challenge**

All assessments will have opportunities for challenge and differentiation built in. Inclusion is at the heart of everything we do and assessments will be accessible, fair and provide all students with the opportunity to perform to the best of their ability. Inquiry based learning will support students in having some control over the design of assessments which will enable them to communicate ways in which they can best show what they have learnt.

### **Criterion based assessment:**

All subject areas have 4 strands of assessment criteria defined by the IB. Each year, each subject are will assess at least twice against each assessment criteria. Assessment criteria are scored out of 8 and from these a score will be calculated to create a grade out of 7 from the grade boundaries determined by the MYP. Grades will be awarded using a 'best fit' approach, in which staff will use their professional judgement to assign students a grade, based on assessments throughout the year.

The purpose of numerical assessment is to give students an opportunity to be knowledgeable, thinkers and risk takers. There is an element of performance in all formal assessment and this provides students with the opportunity to consolidate the knowledge and skills they have learnt through a process of inquiry. Feedback from these assessments should open space for reflection and for both teachers and students in order to communicate how best to support student progress.

Students will know when they are being assessed formally against criterion. Teachers will ensure that students understand the criterion they are being assessed against. and where possible, teachers will supply task specific rubric. This numerical data will be reported to parents twice yearly.  
MYP assessment criteria across subject groups:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

## MYP Grade Conversion chart

Grade	Grade Boundary	Descriptors
1	1-5	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of a limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts with occasional significant misunderstandings or gaps. Begins to demonstrate some creative and critical thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations.
6	24-27	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations

## Reporting

Communication about a student's progress will happen in two formal ways: 1 Parents Evening a year and 3 formal reports.

The purpose of reporting is to support communication between parents/ carers and the school about a student's academic attainment. We hope that reports provide an opportunity for parents to reflect with their children on academic attainment and form part of an on-going supportive dialogue between the college and home about a child's attainment.

Reports will communicate effort grades, written comments and targets linked to recent assessment and the Easter and Summer reports will also report on numerical data. A blank report is attached to this document.

**Effort Grades:**

<b><i>Excellent</i></b>	Your child has an outstanding attitude to learning. They are keen and motivated in class, they are good communicators who contribute to whole class discussion and build on the contributions of others. They are highly principled, producing work to their very highest standard. They are caring towards other students in the class, able to concentrate on the task in hand and take their inquiry beyond lessons with extra research and thinking.
<b><i>Very good</i></b>	Your child has a very positive attitude to learning. They are usually motivated in class, often communicate well in whole class discussion and principled, producing work to a high standard. They are caring towards other students in the class and able to concentrate on the task in hand.
<b><i>Good</i></b>	Your child has a positive attitude to learning. They are usually compliant in class, sometimes communicate in whole class discussion and produce work to a reasonable standard. They are caring towards other students in the class and usually able to concentrate on the task in hand.
<b><i>Disappointing</i></b>	Your child has a passive attitude to learning in school. Although they are usually compliant in class, they rarely communicate well in whole class discussion and produce work to a minimal standard. They find it difficult to concentrate on the task in hand and are easily distracted by other students. You may wish to contact your child's deputy Head of House to discuss how support can be put in place for your child.
<b><i>Concern</i></b>	Your child finds classroom learning challenging. They are sometimes non-compliant in class, rarely contribute to whole class discussion and frequently fail to produce work to a minimal standard. They find it difficult to concentrate on the task in hand, distract other students and their attendance levels are concerning. You may wish to contact your child's deputy Head of House to discuss how support can be put in place for your child.

## **Roles and Responsibilities:**

All MYP teachers will:

- Be fully aware of the MYP assessment criteria for their subjects, published on the My IB site in each subject's guide
- Be fully aware of grade boundaries and grade descriptors for all MYP subjects (1-7)
- Ensure all students are fully aware of the MYP assessment criteria for their subjects, published on the My IB site in each subject's guide
- Assess work according to the IVC expectations: in the assessment books, every eight lessons, using the 'IMP' structure..
- Complete the regular data drops accurately either for ongoing faculty use or for whole school reporting in SIMS
- Understand the difference between and report accurately both forecast and current grades
- Use a variety of types of assessment of student learning
- Modify teaching in light of the learning that has taken place using formative assessment data
- Analyse assessment data to identify patterns of individual student performance and needs
- Work in collaborative teams to design, assess and moderate tasks
- Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong
- Show an awareness of the diversity of the class by using a variety of assessment and teaching strategies
- Provide timely written and oral feedback on assignments
- Avoid assessing summatively without assessing formatively with feedback and feedforward
- Be mindful of any Inclusive Access Arrangements students have and how they might affect assessment
- Work with the Student Manager/SENCO to design assessments that will effectively assess the learning of students with specific learning needs

The MYP coordinator and KS3 leaders

- Carry out regular work scrutinies to ensure assessment policy is being followed
- Analyse whole cohort assessment data
- Report whole cohort assessment data to the Senior Leadership Team
- Communicate assessments/data regularly to parents and students

All students and parents should:

- Be aware of the assessment criteria in each subject
- Understand and use the IMP process for making progress

**Year 7**

**MYP**

**xx Term**

**Progress**

**Student Name**

**House & Tutor group**

Dear Parent/Carer

Please find attached XXX's progress report for the spring term. You will receive a progress report at the end of each term.

Should you wish to discuss XXX's progress in a specific subject, please contact the relevant Lead Practitioners using the contact details below:

<b>Subject</b>	<b>Contact Name</b>	<b>Contact Details</b>
English		
Mathematics		
Science		
Languages		
History/Geography		
Individuals and Societies		
Music, Dance, Drama		
Sport		
Digital Design		
Design Technology		
Visual Arts		

If you are concerned about your child's progress in multiple subjects, please contact their Deputy Head of House, who will be happy to discuss this in greater detail.

<b>House</b>	<b>Deputy Head of House</b>	<b>Contact Details</b>
Keller		
Parks		
Turing		
Wallenberg		

I hope you find this Progress Report useful and informative. We will continue to work with you and support XXX to ensure they achieve their potential throughout their time at IVC.

Yours faithfully,

**Jo Sale**  
**Vice Principal**  
**Impington Village College**



## Report Contents

<b>Target Grade</b>	This is the grade XXX is targeted to be achieving. It is the College's minimum expectation of what XXX is capable of achieving.
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### Effort grade

<b>Excellent</b>	XXX has an outstanding attitude to learning. They are keen and motivated in class; they always contribute to whole class discussion and produce all work to a high standard. They are supportive of other students in the class, able to concentrate on the task in hand and take their enthusiasm beyond lessons with extra research and thinking.
<b>Very good</b>	XXX has a very positive attitude to learning. They are usually motivated in class and often contribute to whole class discussion and produce most work to a high standard. They are supportive of other students in the class and able to concentrate on the task in hand.
<b>Good</b>	XXX has a positive attitude to learning. They are usually compliant in class, contribute to whole class discussion and produce work to a reasonable standard. They are supportive of other students in the class and usually able to concentrate on the task in hand.
<b>Disappointing</b>	XXX has a passive attitude to learning in school. Although they are usually compliant in class, they rarely contribute to whole class discussion and produce work to a minimal standard. They find it difficult to concentrate on the task in hand and are easily distracted by other students.
<b>Concern</b>	XXX finds classroom learning challenging. They are sometimes non-compliant in class, rarely contribute to whole class discussion and frequently fail to produce work to a minimal standard. They find it difficult to concentrate on the task in hand and distract other students.

### Comments

<b>Impressive</b>	Feedback regarding what XXX has done well this term.
<b>Improve</b>	Feedback regarding what XXX can do to improve his during next term.

*Due to the nature of the assessment and activities in foundation subjects, it is not possible to report on student progress consistently in Music, Performing Arts, Design and Technology and PE at the end of each term. These subjects will provide an effort grade for the Autumn and Spring terms and then a comment and final grade at the end of the academic year.*

## Attendance, Achievement and Behaviour

### Attendance to 15 April 2022:

Percentage Attendance: 97.6

Authorised Absences: 6

Unauthorised Absences: 0

**Achievement Points: 71**

**Behaviour Points: 0**

### IB MYP Programme

This report will show how XXX is performing compared to the target grade in each subject area. For further details regarding the IB MYP Programme, please refer to the IVC MYP Parent Handbook on the College website: [Handbook](#).



**Year 7 xx Term 2021-22**

## Overview

MYP Group	Subject	Target Grade	Autumn Effort Grade	On Target	Spring Effort Grade	On Target	End of Year Grade	On Target
Language and Literature	English	6	Very Good	Below Target	Very Good			
Language Acquisition	French	6	Excellent	Above Target	Excellent			
	German	6	Excellent	Above Target	Very Good			
Individuals and Societies	History	6	Excellent	Nearly at	Very Good			
	Geography	6	Very Good	Nearly at	Excellent			
	Ethics	6	Very Good	On Target	Very Good			
Sciences	Science	7	Excellent	Nearly at	Very Good			
Maths	Maths	7	Excellent	On Target	Excellent			
Arts	Visual Art	6	Good	Nearly at	Good			
	Music	6	Very Good		Very Good			
	Drama		Very Good		Very Good			
	Dance		Very Good		Very Good			
Design	Digital Design	6	Good	Below Target	Very Good			
	Design Technology	6	Excellent		Excellent			
Physical and Health Education	PE	6	Very Good		Very Good			
	Pastoral Curriculum		Excellent		Excellent			

### Group: Language and Literature – English

This term in Language and Literature, XXX has been looking at the Key Concept of Creativity through their study of the Greek myth, 'War with Troy'. For this assessment, XXX crafted a short story that involved a character in a modern context making a momentous choice. This was assessed using Criterion C (producing text).

In the second half of the term, students explored the key concept of Perspective through Dickens' novel, 'Oliver Twist'. They analysed how Dickens highlights social issues in his description of setting and character for their assessment task and- when assessing this work- we will be focusing on Criterion B (organising).

The Approaches to Learning focus in Language and Literature this term was on Social skills, where students practised working collaboratively during research and presentation tasks.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
2	5	5	4	6	Below Target	Very Good

#### Criterion B - Organising

**Impressive:** During the second Spring half term, XXX explored the novel, 'Oliver Twist', focusing on how Dickens uses character and setting to reveal his perspective on societal issues. For the assessment task, students were asked to analyse how Dickens highlights the issue of poverty in a specific extract, structuring their ideas logically and by using references from said extract. XXX can clearly demonstrate an understanding of the structure for analytical writing; they can choose several relevant quotations from a text, and they can offer interpretative comments based on this evidence.

**Improve:** To improve, XXX needs to extend their analysis by using 'because' to fully explain their ideas and develop their interpretations.

#### Criterion C - Communicating

**Impressive:** During the first Spring half term, XXX explored how stories can be creatively and contextually reimagined through their study of the Greek myth, 'War with Troy'. The assessment task required students to write a short story, recreating the concept of 'Paris' choice' in a modern setting. XXX engaged thoughtfully with the creative process and can demonstrate a clear understanding of stylistic choices and their impact on an audience.

**Improve:** To improve, XXX should ensure that they use stylistic choices with specific intent and that they are writing cohesively and clearly throughout.

### Group: Language Acquisition - French

This term, XXX has been working on two topics areas; talking about school life and the free time activities we enjoy and comparing it to others in French speaking countries.

In the first part of the spring term, XXX has been looking at the Key Concept of Creativity the related concepts of Patterns and Context. We have explored how we can be creative using patterns in language, making what we learn personal to us, within the context of free time. They have completed one formal assessment, covering Criterion D.

In the second part of the spring term, they have been looking at the Key Concept of Culture and the related concepts of Conventions and Context. We have looked at how social conventions and culture affect how people spend their free time. They have completed one formal assessment, covering Criterion C.

Over the academic year, they will cover each criterion at least twice within the whole of Language Acquisition.

The assessment tasks required XXX to be able to write about their school life, giving opinions and making comparisons with other French speaking countries' school systems. XXX demonstrated their skills in being able to write with accuracy and to making it interesting and informative for the reader. The second assessment task required XXX to develop their skills from the previous speaking assessment. They needed to speak with accuracy and use a range of vocabulary and basic grammar to inform and engage.

In Language Acquisition: French, the Approaches to Learning skills for this term have been Thinking and Social skills. Students have worked on using thinking skills to support them in recognising and using patterns in the language. Students have developed social skills through the understanding of the conventions of podcasts and how to address a wider audience appropriately.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
	7	7	7	6	Above Target	Excellent

#### Criterion C - Communicating

**Impressive:** In the assessed work, XXX demonstrated an excellent understanding of how to communicate effectively, including key phrases in the present tense and opinions. XXX considers who they are talking to and make what they are saying interesting. They can recall simple sentences as part of a conversation, from memory. XXX has excellent pronunciation and intonation.

**Improve:** XXX needs to include more complex opinions when answering questions from memory and to work on the pronunciation of unfamiliar words. They should focus on understanding the more intricate parts of information conveyed in spoken or written pieces of language by using a dictionary or a vocab list to help them.

#### Criterion D – Using language

**Impressive:** XXX has demonstrated an excellent understanding of the language structures needed to communicate effectively using a basic range of vocabulary, grammar and conventions accurately. XXX

can put sentences together clearly and use a range of basic connecting words very well. They can write in a way which correctly suits why they are writing. XXX has an accurate recall of key expressions, nouns and some verbs in the present tense.

**Improve:** XXX must consistently identify the finer details of spoken and written language and use their knowledge of tenses to improve understanding. When writing in French, XXX should ensure that basic spelling of nouns, and conjugation of verbs are consistently accurate.

## Group: Language Acquisition – German

This term, XXX has been working on two topics areas; talking about the free time activities we enjoy and looking at the German education system and comparing it to ours.

In the first part of the spring term, XXX has been looking at the Key Concept of Creativity the related concepts of Message and Structure. We have explored how we can creatively use the key structures we have been learning in order to make what we say important to us, within the context of free time. They have completed one formal assessment, covering Criterion D.

In the second part of the spring term, they have been looking at the key concept of Culture and the related concepts of Conventions and Meaning. We have looked at how social conventions and culture affect how young people view their educational experience. They have completed one formal assessment, covering Criterion A.

Over the academic year, they will cover each criterion at least twice within the whole of Language Acquisition.

The assessment tasks required XXX to be able to write about their free time activities, school life, giving opinions and making comparisons with other German speaking countries. XXX demonstrated their skills in being able to write with accuracy and to making it interesting and informative for the reader. The second assessment task required XXX to develop their skills from the previous listening assessment. They needed to respond with accuracy to a range of vocabulary and basic grammar which aimed to convey a variety of information.

In Language Acquisition: German, the Approaches to Learning skills for this term have been Communication and Thinking Skills. Students have worked on using thinking skills to support them in recognising and using patterns in the language. Students have developed communication skills through the understanding of a range of audio-visual material and responding to what is being conveyed.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
8		8	5	6	Above Target	Very Good

### Criterion A – Comprehending spoken & visual text

**Impressive:** In the listening assessment task, where XXX had to listen and respond to an audio-visual clip, XXX could clearly identify the main facts, messages, and extra details. They showed awareness of whether this is a formal or informal setting. XXX can give a personal response to what they have understood, using a very good range of opinions. XXX makes excellent links between the content, context and concepts of the material

**Improve:** In order to improve, XXX should focus on understanding the more complex details of a spoken extract. XXX should continue to make use of the online platforms we use to practise listening skills as part of home learning.

### Criterion D – Using language

**Impressive:** XXX has demonstrated a very good understanding of the language structures needed to be able to express their ideas and feelings with a good level of accuracy. When writing, they can communicate well using a basic range of vocabulary, grammar and conventions with a good level of accuracy. They can usually put accurate sentences together and use a range of basic connecting words well. XXX can often change the way they write to suit why they are writing.

**Improve:** XXX should try to identify the finer details of spoken and written language and use their knowledge of tenses to improve understanding. When writing in German, XXX should ensure that basic spelling of nouns, and conjugation of verbs are consistently accurate, and they should develop ways of revising these at home.



## Group: Individuals & Societies – History

This term in History XXX has been exploring the Key Concept of Change with the main focus on how the world was ‘turned upside down’ in the Early Modern Period. They have completed two assessments covering Criteria C and D. The first assessment required XXX to explain who the most significant individual in the Renaissance era was. The second assessment will require XXX to write a report on the Trial and Execution of King Charles I.

The Approaches to Learning skills focused on this term were Communication, Thinking, Social, Research and Self-management. These have underpinned our lessons throughout.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
6		6	5	6	Nearly at	Very Good

### Criterion C - Communicating

**Impressive:** This term XXX has communicated information, which is clear to others with organised ideas which are generally appropriate. They have a list of sources linked to the task. For example, they have collected evidence about how Medieval England was challenged by Renaissance Figures such as Elizabeth I and Henry VIII.

**Improve:** They should communicate information which is clear and well organised with succinct structure and detail. They should have an effective list of sources.

### Criterion D – Thinking critically

**Impressive:** XXX has answered the question, about who was present at Charles 1's trial, what happened at his trial and execution, and how and why there are different interpretations. They have explained the main points exploring differing perspectives and used evidence from sources to justify their opinion.

**Improve:** XXX should explain the main points proving differing perspectives and evaluating the evidence from sources to justify an opinion.

### Group: Individuals & Societies – Geography

This term in Geography students will be exploring the Key Concept of **Time, place and space** with the main focus on how technology can facilitate the sustainable use of resource such as food, water and energy. For their first assessment XXX will be using examples of strategies to improve water security, discuss the effectiveness at a national scale. The second assessment will require XXX to design a town that supports sustainable management of basic resources and justify these choices in a written report. This will cover Criteria A and C.

The Approaches to Learning skills will focus on Social - Working effectively with others, Communication and Thinking - Analysing and evaluating issues and ideas.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
6		6	4	6	Nearly at	Excellent

#### Criterion A – Knowing and understanding

**Impressive:** This term XXX has been learning about sustainable resource use in a desert environment and the conflicts that can occur. They have been able to accurately use a range of key terms to support and develop their ideas. XXX has demonstrated a good understanding of sustainable resource use and has applied their learning in the design of a desert town. They have a good understanding of the key concepts and issues around sustainable resource use such as conflict.

**Improve:** To make progress XXX should try to identify some of the other difficulties around desert environments and the location and growth of settlements.

#### Criterion C - Communicating

**Impressive:** This term XXX has been able to develop their communication and organisation skills. They have offered a clear explanation of the design of their desert town and used a range of evidence to support their ideas. XXX has followed the task instructions and ideas and information are communicated well.

**Improve:** To make progress XXX should suggest any limitations/problems around the design of their desert town and how these were overcome

### Group: Individuals & Societies – EPS

In this unit of Individuals and Societies [EPS] XXX continued to use Criteria A and C to produce a persuasive speech about peaceful protest following a course of study about Pacifist leaders such as Gandhi and Martin Luther King Jnr.

XXX has focussed on the Approaches to Learning skills of Collaboration and Self- management practising a balance between the two. The Key Concept for this unit is Change.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
6		6		6	On Target	Very Good

#### Criterion A – Knowing & understanding

**Impressive:** This unit explored the concept of peaceful protest and its efficacy. XXX has studied the protests of Gandhi and Martin Luther King Jnr considering how and why each protest was successful. XXX wrote a speech as the leader of a peaceful protest, explaining a pacifist perspective on the use of violence, using terminology and subject specific vocabulary and demonstrating understanding of content and concepts through some detailed descriptions, explanations and some examples.

**Improve:** To improve XXX should write in more depth to show the level of knowledge and understanding gained in the course. XXX could begin to develop some analytical skills through questioning assumptions in some concepts.

#### Criterion C - Communicating

**Impressive:** XXX understood the style of writing needed in a speech and mostly caught the required "feel" of the piece. Language used was suitably formal and informative and sometimes raised the interesting conceptual issues to entice the listener. XXX followed the specified format and used the right structure for the written work.

**Improve:** To improve XXX should attempt to communicate the more conceptual ideas in the topics studied. Including more emotive language in the writing, would help XXX to persuade the listener to agree.

## Group: Science

This term in Science, the Key Concepts of Change and Systems have been explored. XXX has been learning about adaptations, how organisms can be classified and the importance of fossils in understanding evolution. They have also been studying forces and their effects as well as the difference between mass and weight.

XXX has also developed their working scientifically skills this term, specifically focusing on how to write a research question and a method, how to determine the validity of a method and determining suitable improvements based on the outcome of an experiment.

They have been assessed this term by applying their knowledge to decide if mammoths should be reintroduced.

In Approaches to learning this term students have been focusing on Critical Thinking and Communication skills

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
6	7	6	7	7	Nearly at	Very Good

### Criterion C – Processing & evaluating

**Impressive:** XXX is able to accurately interpret data and outline results using scientific reasoning. XXX is also able to outline improvements to a method and the validity of a method based on the outcome of an investigation.

**Improve:** XXX should work on applying their scientific knowledge to explain trends in data that have been observed, as well as describing suitable improvements to a method.

### Criterion D – Reflecting on the impacts of science

**Impressive:** XXX is able to describe the implications of reintroducing woolly mammoths. Additionally, they are able to use correct scientific language to explain the effects of some forces.

**Improve:** XXX should work on linking their ideas in order to summarise their thoughts cohesively

## Group: Maths

In Maths, during the first half term, students have explored the Key Concepts of Relationships through their study of angles and polygons. They completed an assessment where they designed patterns to cover the wall and floor of a mosque. This was assessed using Criterion B: investigating patterns.

In the second half term, via their introduction to algebra, students studied the Key Concept of Form. They learnt how letters can be used to represent unknown quantities and that these letters can be manipulated using defined rules in the same way as numbers are. Their assessment for this work entailed them examining the morphology of insects. This was assessed using Criterion C: communication.

The students also sat a unit test to assess Criterion A, their knowledge and understanding of the maths that they have been studying.

Within Maths this term students have been concentrating on their Communication and Organisation skills as their Approaches to Learning skills. In particular they have needed to use and interpret a range of discipline-specific terms and symbols. They have also needed to ensure that they always brought necessary equipment to class.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
8	6	7		7	On Target	Excellent

### Criterion A – Knowing & understanding

**Impressive:** XXX has shown a full understanding of angles and polygons and can identify different shapes from their properties. They also understand sequences and can form and manipulate algebraic expressions.

**Improve:** XXX should continue to explore and develop different ways to approach mathematical problems using their understanding of algebra; ensuring that they are always able to give reasoning for any answers given. XXX needs to ensure that they revisit these topics in order to maintain this level of performance.

### Criterion B – Investigating patterns

**Impressive:** During the first half term students were trying to gain an understanding of how relationships in patterns and space can enhance artistry and creation. The assessment task involved students using their understanding of polygons and angles to design the floor and walls of a new mosque. XXX was able to select and apply mathematical problem-solving techniques to recognise correct patterns. They could also suggest relationships consistent with their findings.

**Improve:** XXX needs to be able to describe the patterns using a general rule.

**Group: Design – Visual Art**

This term in Visual Arts, XXX has been looking at the key concept of Change and the related concepts of Innovation and Creativity. They have completed one formal assessment, covering Criteria A and D. Over the academic year, they will cover each criterion at least twice across the wider Arts subject group.

In the assessment, XXX was asked to create a poster for a biographic film about a Bauhaus artist, craftsperson or designer. They also wrote an accompanying short press release and undertook a written reflection on their work. Through this work, XXX aimed to demonstrate awareness of the Bauhaus and its context (Criterion A) and to recognize and evaluate how such art can be influenced and inspired by the world around us (Criterion D).

In Visual Arts, one of the Approaches to Learning skills for this term has been Collaboration. Students have been practising how to deliver constructive criticism in a collaborative group critique.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
4	5	5	5	6	Nearly at	Good

Criterion A – Knowing & understanding
<p><b>Impressive:</b> In the assessment film poster and accompanying press release, XXX demonstrated an adequate awareness of the Bauhaus movement and its context, including some knowledge of a key artist, designer or craftsperson. XXX also demonstrated an adequate use of appropriate language when writing their press release.</p>
<p><b>Improve:</b> To improve, XXX could develop and use a greater range of vocabulary to discuss their work and the work of others. In each unit, XXX should add, and regularly use, at least eight descriptive words to the vocabulary bank at the back of their sketchbook. This growing collection of words will then be a valuable resource for XXX to refer to in future written and verbal discussions.</p>
Criterion D - Responding
<p><b>Impressive:</b> In the assessment film poster and accompanying press release, XXX demonstrated substantial recognition of how the wider world inspired and influenced the work of the Bauhaus, with a focus on a personally-selected artist, designer or craftsperson. XXX identified substantial connections between this person's work and the wider Bauhaus movement. In the assessed group critique and written reflection, XXX also presented a substantial evaluation of their film poster design.</p>
<p><b>Improve:</b> To improve, XXX should look out for more opportunities to experience, and engage with, a wider range of art forms and movements from different times and places. This could include visiting galleries online or in person. By broadening their art horizons, XXX will gain more sources of inspiration for their own work and develop a greater understanding of how they fit into the wider creative world.</p>

### Group: Design – Digital Design

This term in Digital Design, students have explored the key concept of Systems through creating control systems using flowcharts. This will be assessed by applying flowchart creation skills with knowledge of networks to design decision making systems. The assessment task was assessed using Criterion B (Developing ideas) and D (Evaluating).

In Digital Design, we have focused on Communication and Critical thinking as our Approaches to Learning skills to develop this term. Students have been practising their critical thinking through decision making problems and communicating the solutions clearly using diagrams.

Criterion A	Criterion B	Criterion C	Criterion D	Target Grade	On Target	Effort Grade
3	5	3	6	6	Below Target	Very Good

#### Criterion B – Developing ideas

**Impressive:** This term XXX has used flowcharts to represent decision making around creating different computer networks. XXX is mostly able to use the correct flowchart symbols and make diagrams that others can interpret.

**Improve:** To improve XXX needs to make sure that their use of flowchart symbols is always accurate and that the diagrams are clearly presented to make them as easy to understand as possible.

#### Criterion D - Evaluating

**Impressive:** In creating flowcharts to represent choices when creating a computer network, XXX been able to evaluate how successful their solution is. They were also able to identify an area for improvement.

**Improve:** To improve XXX needs to apply their evaluative skills in a number of different areas. They should think of areas for improvement as well as how these could best be achieved.



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<http://www.impington.cambs.sch.uk>

This is the source for all college information, including:

- College News
- College Calendar
- Term Dates
- School Policies

You could also refer to our **College Handbook**, which contains details of the curriculum in all year groups, as well as further information about the House system, tracking and daily life in the College. This can also be accessed via the school website:

<https://www.impington.cambs.sch.uk/index.php/key-information/#parent-handbook>



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