

## Progress at IVC

### Marking, Feedback and Assessment

At IVC we have a whole-college assessment policy which aims:

- to ensure that students receive consistent, regular, high quality formative feedback (usually every 6-8 learning hours)
- to encourage students to engage with and respond to feedback provided by teachers to improve their progress and attainment

The Marking, Feedback and Assessment Policy is focused around the use of the '**IMP framework**'. The 'IMP framework' clearly identifies for students the following aspects of their work:

- **impressive** What students have done well
- **improve** What students need to do to develop the quality of their work and level of attainment
- **imp (i make progress)** An opportunity for students to respond to the teacher's feedback and demonstrate their understanding of what is required to make progress in the future.

Students should have a green '**Progress Pen**' as part of their College equipment, used to respond to teachers' feedback and to peer and self-assess their work.

An example of the marking you can expect to see regularly in student books is below:

### Assessment Books

We use Assessment Books for each subject area where students will complete formal, marked written work. This allows students to see their progress easily and to extend their learning each time they receive feedback on their work. Students complete their feedback in green pen, provided by the College. In most cases, these books will remain in College to ensure they are not lost or damaged; we will, however, send them home with students occasionally during the holidays to support with revision and allow parents to look at the work their children have been completing in lessons.

Impressive...	Improve...
Excellent structure and development of points	Suggest how a limited transport network has affected development in Alaska
I think that Alaska's transport network limits Alaska's development because at certain times of a year, the roads are unstable due to the changing permafrost. This can cause construction to stop due to the lack of transport. Also, most developments are in the south, due to environmental challenges.	
<p><b>I Make Progress...</b> <small>now use your green pen to improve your work</small></p>	

can provide significant.....	
AO1 Lagos in Nigeria has.....	<p>Informal housing can be seen as an opportunity to people who have migrated from rural areas as they don't need to pay tax for their houses. They also provide entrepreneurialism spirit for the communities and encourage businesses to form. Also, people that didn't have homes before, have the opportunity to have. However, informal housing can also be seen as a challenge because they can lead to 'informal employment', which is bad for the environment country's economy. It also spreads diseases as the conditions are unsanitary and the houses are poorly built and structured.</p>
AO2 This will provide social opportunities because.....	
AO2 This will also provide economic opportunities because.....	
AO3 This means that..... (how will this improve lives)	
AO1 Another opportunity in Lagos is.....	
AO2 This will provide social opportunities because.....	
AO2 This will also provide economic opportunities because.....	
AO3 This means that.....	

improved

Impressive...	Improve...
<p>You have written very clearly and explained your points well</p> <p>You have identified a counter argument and clearly made a judgement</p>	<p>Explain how informal housing can be both an opportunity and a challenge.</p>

**I Make Progress...** now use your green pen to improve your work

## Exams, Tracking and Reporting (Years 7-9)

### MYP (current Year 7)

On arrival in year 7 students will be assigned a target MYP grade for each subject informed by KS2 data and CATS4 testing which will take place at the beginning of the academic year.

Parents and carers can expect to receive reports three times a year on their child's progress. Reports will be sent home in January, April and July. The first two reports will have an interim grade and the July report will communicate a final grade for each child in each subject area. The report will also explain the assessments and the unit.

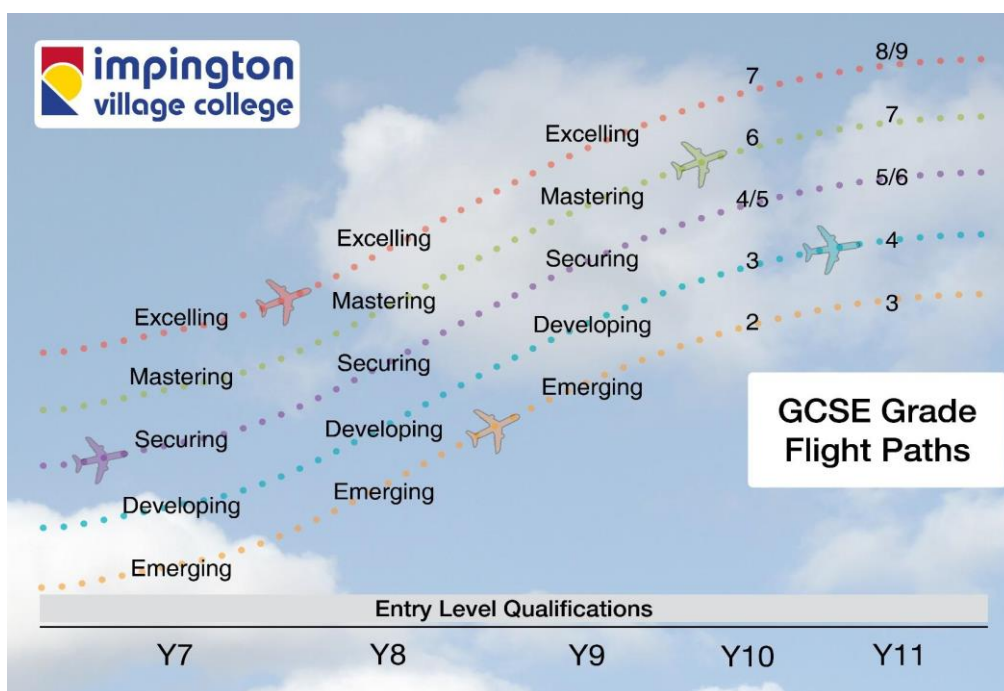
Impington uses the MYP 1–7 scale to determine final grades in each year of the MYP. The following table is a brief descriptor for what each grade means.

Grade	Descriptor
1	Produces work of 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	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations
4	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	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	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	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.
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### ICE (current Year 8&9 students)

Each child on arrival in Year 7 is assigned to a flight path for their different subjects, which helps us to measure their achievement and progress. This is based on a combination of their SATs scores and the data we have obtained through the Fischer Family Trust. In 2020, we will be using information gathered from the primary feeders, and then closely monitoring students to ensure they have been assigned to the most appropriate flight path. Each flight path has been designed to illustrate students' progress across Years 7 to 11, and the image below shows the likely GCSE targets associated with each flight path. Students will remain on their flight path throughout their time at IVC and all assessments will measure where they are in relation to their targeted pathway, but they will be issued with numerical GCSE target grades at the end of Year 9 (more details on these are in the KS4 section):



The flight paths are not fixed; they are not intended to be a ceiling on achievement, and if students perform well we will move them up to a higher pathway. It is unlikely that we will move a student onto a lower flightpath if they are underachieving; instead, support will be put in place to ensure that they are able to reach the estimated pathway.

While students move through the ICE programme and their first year of the GCSE curriculum in Year 9, you will receive data about their progress in the majority of subjects every other strand. This will be in the form of a progress check, which will be uploaded to EduLink and will contain achievement data, as well as formative feedback from your child's teachers. There will be an opportunity to review your child's progress with their form tutor at an Academic Tutorial in December. This will take place during the College INSET day on 21 February 2022. There is also a Parent Consultation Evening once a year, where you will be able to meet your child's subject teachers and to discuss their progress and view their Assessment Books.

## Exam Week

We run a formal end of year examination period for all students in Years 8&9 across one week in July. Students will sit exams in English, Maths, Science, History, Geography and any languages that they study. Students will be tested on content that they have studied throughout the year, as well as content from previous years where appropriate; materials for revision and guidance around the topics that will be tested will be available on Edulink, following the Easter break, to allow students to prepare and will also be shared with students in lessons. During the Exam Week, we will be collapsing the College timetable and students will have supported study sessions (where most students will be expected to revise independently) and Inter-House sport activities. They will also have PSHE sessions, which will include a range of outside speakers and sessions delivered by College staff. We have deliberately included these to provide students with a balanced week and allow them time to both revise for their exams and have access to daily physical activity, which we would encourage them to do as they prepare for their GCSE exams.

You will receive an exam timetable for your child in advance of the exam week, so that you are able to support them with getting organised, and they will also receive a copy via their tutor. This is likely to be released shortly after the summer half term, so that students are familiar with the arrangements in good time.



## Exams, Tracking and Reporting (Years 10 and 11)

Students are issued with Minimum Target Grades at the end of Year 9 for each of their GCSE subjects. These are based on a combination of their SATs scores, their performance throughout their time at IVC and the professional judgement of the Assistant Principal and Lead Practitioners. They also take into consideration student achievement throughout Years 7-9 to ensure that students are sufficiently challenged.

Target grades reflect the minimum expectation for a student's achievement; they are not intended to be a ceiling on achievement, and if students perform well we will move them up to a higher target grade. It is unlikely that we will lower students' targets if they are underachieving; instead, support will be put in place to ensure that they are able to reach their Minimum Target Grades via both faculties and the House system.

The majority of courses now follow the new numerical grading system in place of traditional letter grades. You can see the approximate equivalences in the diagram below:

New grading structure	Current grading structure
9	A*
8	A
7	B
6	C
5	D
4	E
3	F
2	G
1	U
U	U

As students move through their GCSE courses you will receive information on their progress roughly once per term. This will be in the form of a progress check, which will be uploaded onto Edulink.



## Exams

Year 10 students complete their mock exams in June, so they have completed almost a full year of their GCSE preparation in core subjects. In Year 11, students will have two sets of mock examinations, one in November and one in March. The final examinations begin during May, but there are many practical subjects that assess students towards their final GCSE grade throughout Year 11. We operate a study leave pathway system for the exams; full details of this will be shared with Year 11 parents during the Autumn term.

