

Common Assessment Framework & Attitude to Learning

Our Common Assessment Framework (CAF)

The Archway Learning Trust (ALT) Common Assessment Framework aims to ensure in-year assessment is robust, offers opportunities for trust-wide collaboration and comparability and helps us work together towards common goals to achieve the best for our students.

At key points throughout the year, all students complete formal assessments which track their progress, highlighting areas of strength and in need for further improvement. For most students there will be two formal assessments in each subject per academic year. The assessments are designed to test students' retention of core knowledge and develop how they apply this in different contexts. Content and skills are interleaved within assessments throughout the year to support students in moving knowledge from the short term to their long term memory.

These formal assessments sit alongside teachers' ongoing verbal and written feedback to students.

Sharing the results with Parents

Parents may see the outcomes of their children's formal assessments either on-line via the Go4Schools website, app or as a printed information sheet sent home or shared at a parents' evening.

Parents will see a 'Progress band', an Attitude to Learning indicator and, in Go4Schools, the percentage of marks obtained in the latest CAF assessment. Staff may also share details of CAF assessment marks and percentages at parents' evenings and with students in lessons.

Go4Schools			Information Sheet		
	Y7-9 Progress				
Subject		Breakdown	Subject	Y7-9 Progress	AtL
Art Mrs D Swinburne	In Line	CAF Percentage 87 Attitude to Learning Yr7 Eng	Art	In Line	Engaged
Drama Miss S Gardner	Below	CAF Percentage 30 Attitude to Learning Yr7 Eng	Drama	Below	Engaged
English Mrs H Russell, Mr M...	In Line	CAF Percentage 20 Attitude to Learning Yr7 Eng	English	In Line	Engaged
French Miss K Drechsler	In Line	CAF Percentage 55 Attitude to Learning Yr7 Eng	French	In Line	Engaged
Geography Mr M Collins	Below	CAF Percentage 30 Attitude to Learning Yr7 Eng	Geography	Below	Engaged
History Mr R Tiplady	In Line	CAF Percentage 30 Attitude to Learning Yr7 Eng	History	In Line	Engaged
Info Tech Mrs S Gidday	In Line	CAF Percentage 53 Attitude to Learning Yr7 Eng	Info Tech	In Line	Engaged
Maths Mr D Hall, Mr P Conway	Well Below	CAF Percentage 14 Attitude to Learning Yr7 Eng	Maths	Well Below	Engaged
Music Mr M Durnell	In Line	CAF Percentage 50 Attitude to Learning Yr7 Eng	Music	In Line	Engaged
PE Mrs J Peel, Mrs S Bromley	-	Attitude to Learning Yr7 Eng	PE	n/a	Engaged
Religious Studies Mrs S Smith	In Line	CAF Percentage 28 Attitude to Learning Yr7 Eng	Religious Studies	In Line	Engaged
Science Mr B McCalla, Mr I Haq, Mr R...	In Line	CAF Percentage 42 Attitude to Learning Yr7 Eng	Science	In Line	Engaged
Technology Miss C Hutchinson	Below	CAF Percentage 30 Attitude to Learning Yr7 Eng	Technology	Below	Engaged
■ Well Below ■ Below ■ In Line					

The progress bands 'Above', 'In Line', 'Below', compare the individual student's most recent CAF assessment to their own individual starting point. Where progress in this assessment is not 'in-line' it is important to share that with parents, students and teachers at an early point so that the necessary steps can be taken to identify and address the gaps in learning or understanding.

How can Parents support?

Research suggests that students who make most progress from their individual starting point are often those who also engage in regular conversation and reflection about their learning and experiences at school. This is where parents and carers can help. Below are suggested 'over the dinner table' conversation starters about the CAF assessments.

- How did you prepare for the assessment?
- Why do you think your teacher has graded your attitude to learning in this way?
- What topics did you struggle with?
- How might you approach the next assessments differently?
- What opportunities are available to push yourself further next time?

Where further clarification or support is required, parents are encouraged to make contact with the student's year leader.

Attitude to Learning descriptors at Bluecoat Wollaton Academy

<p>Outstanding Learner</p>	<p><i>This student is always ready to invest and takes responsibility for their learning:</i></p> <ul style="list-style-type: none"> • I am always ready to learn; I attend well, I am punctual, organised and have good time management • I always listens to others • I always collaborate in a positive way with others • I am an independent learner who takes responsibility for my own learning (homework, interventions etc.) • I respond well to challenge and show resilience • I show initiative such as finding support when needed • I am a reflective learner who responds positively to feedback and acts on advice in order to make progress
<p>Active Learner</p>	<p><i>This student is almost always ready to invest and take responsibility for their learning:</i></p> <ul style="list-style-type: none"> • I am almost always ready to learn; I attend well, I am punctual, organised and focussed • The majority of the time I make positive contributions to group work and class discussions • I try hard to take responsibility for my own learning. I almost always listen to others • I can work independently outside lessons, completing all homework and meeting deadlines • I almost always act on feedback to make progress and I show a desire to improve • I take responsibility for my learning, needing some instruction/guidance • I show resilience and will respond to learning challenges by attempting a task before asking for support
<p>Passive Learner</p>	<p><i>There may be some minor concerns about this student and there may be a risk not achieving their potential:</i></p> <ul style="list-style-type: none"> • My class/homework may be incomplete or lack detail • I listen to teachers and peers, but don't always volunteer answers unless directly asked • I lack independence and may miss some homework deadlines • I sometimes acts on feedback to learn from my mistakes • I lack resilience as I fear failure and often rely on guidance • I may not ask for help when I don't understand
<p>Requires Improvement</p>	<p><i>There may be some more serious concerns about this student and they are at risk of not achieving their potential:</i></p> <ul style="list-style-type: none"> • My progress may be affected by poor attendance, punctuality and lack of equipment • I may not complete the work expected to the best of my ability • I lack independence, I may fail to attempt homework/classwork, revision • I lack resilience; I may not act on feedback or try to improve my work • I lack the ability to work collaboratively with other students and I don't contribute positively to class discussions • I struggle to work independently - I rely on regular teacher/peer support and encouragement • I may refuse support. I am below my target grade