

# ASSESSMENT AND REPORTING POLICY

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## AIM

The aim of this policy is to establish a broad, consistent approach to the way that students' progress is monitored, assessed and reported. The purpose of doing so is to ensure that:

- All students know what they have learned and understand how they can improve;
- Every student and their parents have access to accurate appraisals of the student's academic attainment, progress and potential, in relation to the standards and criteria for chosen courses of study. This to enable students and parents to make informed decisions about progression and their next educational stage;
- Student progress and attainment is monitored regularly as individuals, groups, courses and cohorts so teachers are able to use this information to effectively plan and adjust teaching and curriculum design to meet the learning needs of all students.

## PRINCIPLES OF ASSESSMENT AND FEEDBACK

*“Assessment for learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.”* (Assessment Reform Group, 2002)

At CATS Cambridge, an AfL philosophy informs the approach to marking and feedback, where the majority of students are undertaking written based courses. At CSVPA students are studying vocational and practical based courses which require an holistic approach to assessment rather than the marking of isolated elements. An AfL philosophy is integral to the ongoing formative dialogue; verbal and written feedback students participate in.

The overarching purpose of assessment and feedback for students, is to provide clear, accessible and constructive guidance on both attainment achieved and further improvement, or future opportunity for development. At CATS Cambridge and CSVPA we recognise that effective assessment and feedback is something that is part of a wider collaborative dialogue and student experience. Approaches to assessment and feedback are consistent with principles of AfL, drawing on the research of Dylan William and John Hattie, aiming to make learning more visible in order to build student learning power and independence:

- Focused on student learning and how the student can improve their learning.
- It must be timely and regular.
- Based on shared learning outcomes and objectives.
- Periodically and selectively provided.
- Positive in tone, recognising that any assessment has an emotional impact.
- Accessible to the student for whom it is provided
  - i.e. feedback should be developed fully cognisant of the student's academic ability and their facility with the English language, teachers **must** confirm that

the student has understood the feedback and that the student understands the actions that they need to take to improve.

- Include opportunities to develop the students' ability to conduct effective peer-assessment and self-assessment.
- Used to inform the planning of teaching and learning.

The assessment methods employed at CSVPA (for all art, design and performing arts programmes) involve a holistic approach which is focused on individual feedback to ensure the academic, creative and personal development of all learners.

## GRADING AND WRITTEN FEEDBACK OF STUDENT WORK

Most students want to please and believe the marking of their work to be worthy of their teacher's time. It is recognised that thorough, effective marking can improve student motivation. Equally, ineffective erratic marking can most certainly have the opposite effect.

At CATS Cambridge, MS Teams is used across the school, for those and, as such, all assignments must be set on the platform. It is the teacher's choice whether to mark the work on MS Teams or paper. However, all marks must be returned to students on MS Teams. This allows for parents to view children's work and feedback in real time and can provide a forum for engaging dialogue around a piece of work. It is essential that students can easily identify assessment of their work from the work itself. To that end the following must be adhered to:

- Students should complete written work using blue or black ink, or on MS Teams;
- Teachers should mark, grade and provide feedback using green ink on written work.
- Work submitted on MS Teams should be marked using a combination of comments and rubrics.
- Colours other than blue, black or green may be used for self-assessment and peer-assessment. In addition, where peer-assessment or self-assessment is used, PA or SA (as appropriate) should be written and initialled at the top of the first leaf the assessment in the same colour as that used for the assessment.
- Cognitive wrappers must be used for all summative assessments.

At CSVPA the formal grading of student work happens at formative and summative assessment points (at the end of each unit). The timing, frequency and format for formative and summative assessments is dictated by Awarding bodies and course specifications. In addition to formal assessment points, grading may be part of the wider dialogue between teachers and students as part of an holistic approach to assessment. In general, when providing written formative feedback:

- It must be specific to the different learning outcomes and objectives.
- It uses language that is accessible to the student, which may require further explanation and interpretation of the learning outcomes and objectives.

- It accurately identifies the level the student has achieved or is working towards in line with the standards set out by awarding bodies.
- It is received by students in a timescale appropriate to the learning schedule. For formative assessments, these are usually undertaken and discussed within one week. For summative assessments, within two weeks, dependent on cohort numbers and staff scheduling.
- It provides an opportunity for discussion and response in order to inform targets or next steps and where appropriate, provide guidance on how to reach the higher levels.
- It uses target setting where students are referred on an assessment and need to repeat or submit further work to meet the standards for a Pass. When target setting teachers will be mindful of the SMART principles: Specific, Measurable, Achievable, Realistic, and Timed.
- It is provided in digital format so it can be easily read and translated by ESL students.

## ATTAINMENT GRADES AND THE FREQUENCY OF FORMAL ASSESSMENTS

Practising retrieval and application of knowledge (Rosenshine) is an important component of the process by which learning takes place. Teachers are therefore expected to assess their students regularly for the purposes of both formative and summative assessment. At CATS Cambridge, test results should help to inform the generation of attainment grades which are gathered regularly to monitor students' progress across all of their subjects.

Formal assessments should take place at the end of each taught unit.

At CATS Cambridge where appropriate, the departments should ensure students across given sets take a common test. All summative assessments (at least once every reporting cycle) should be accompanied by completed cognitive wrapper and moderated within departments to ensure the accuracy of marking and validity of the school's data.

## MARKING (CATS CAMBRIDGE)

All staff are to ensure that:

- Marking is regular and thorough enough to spot misconceptions, errors and inaccuracies.
- As a rule of thumb, a fully graded submission **must** be returned to the student at least **once every two-term weeks**. Only one of these must be handwritten.
- Each half termly summative assessment piece of work should be either peer or self-reviewed, either prior to or after submission. This must be done using a cognitive wrapper.
- Work is returned promptly to students, certainly within **one-week** of the work being submitted for marking. All grades / results must be communicated via MS Teams.

- When a student's work has been subjected to lighter scrutiny than a full graded assessment, there must be clear evidence of teacher engagement with the work; ticks and/or comments. Where detailed verbal feedback has been given, annotate the work with VF and a couple of words to summarise the main points of that discussion.
- Written comments communicate clearly to individual students and their parents the student's:
  - strengths and areas for improvement,
  - level of performance,
  - suggested strategies for improving their knowledge, understanding and skills,
  - targets going forward.
- They do not accept inaccurate or inadequate responses to written or practical tasks.
- Steps are taken to act on missing, incomplete or poorly presented work.
- It is not expected of teachers to mark students' class notes. However, they should still be checked on a regular basis to ensure that there are no misunderstandings

## ACADEMIC INTEGRITY

Deliberate care is taken to detect plagiarism. Subject teachers must brief their students about the severity with which instances of plagiarism will be dealt, and that when an instance of plagiarism is detected that it will be reported to the examination board when appropriate (see also the Use of Artificial Intelligence and Digital Literacy Policy). A variety of software is used by the school to ensure all student work is checked for plagiarism.

## GRADING

When grades are applied common grading principles are used throughout.

Formal assessments will always receive a grade. The grade awarded for the work should be consistent with the grades used in the terminal exams for the Programme of Study upon which a student is enrolled; A-level and University Foundation Program (UFP) courses use A\*-E grades, for example, whilst GCSEs are graded using 9-1 (note that some international GCSEs continue to use A\*-G). Pre-A Level Programmes all use a 9-1 grading system.

At CSVPA, formative and summative assessment is made using the awarding body assessment criteria and grading matrices. Final unit summative assessment involves blind double marking for internal verification purposes.

## GRADING FOR IELTS COURSES

Students can be awarded grades ranging from 9.0 to 0, although in practice no UFP/GCE student is likely to achieve less than 4.5. Work should be awarded .5 scores where the standard is approaching a higher band, including writing and speaking assessments. Students, however, should be made aware that writing and speaking are assessed only in terms of .0 scores in the official IELTS marking system.

Score	Quick Description	Student action
8.0 / 8.5 / 9.0	Very Good User / Expert User	The student should try to maintain this standard of work
7.0 / 7.5	Good User	The work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully
6.5	Competent User Note that this is the threshold required for UK university admission.	The work has been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully
6.0	Competent User	The work is of minimum pass standard, but there are some serious errors or omissions. The student should look at e.g. any essay correction again, and make sure that all substantial points have been understood
5.5	Modest User	The work has almost achieved a pass standard. The student should discuss the work with the teacher and should consider attempting the piece again.
5.0	Modest User	The student has problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use. This is the entry level for AS level courses.
4.0 / 4.5 or below	Limited User	The student has serious language problems and should discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use.

## GRADING FOR CAMBRIDGE ENGLISH COURSES

Students will be studying for a range of exams depending on their level and can be awarded a score on the Cambridge scale ranging from 120 to 210 (although in practice no UFP/GCE student is likely to achieve less than 155). They can also equate their score to a grade for each individual exam (e.g. a score of 185 overall would give a student taking the First exam a grade A, but the same score correlates to a grade C in the Advanced exam). Universities now specify a score in their entrance requirements, rather than a grade.

Score	Cambridge Exam	Quick Description	Student action
200 +	Proficiency / Advanced (Grade A)	Proficient User (Hi)	The student should try to maintain this standard of work
185 - 199	Advanced (Grade B, C), First (Grade A)	Proficient User (Lo)	The work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully
172 - 185	Advanced (Grade C-Low), First (Grade B, C - Hi)	Independent User (Hi)	The work has probably been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully
160 - 171	First (Grade C – Lo, Preliminary (Distinction)	Independent User (Lo)	The work may be of minimum pass standard, but there are some serious errors or omissions. The student should look at e.g. any essay correction again, and make sure that all substantial points have been understood
150 - 159	Preliminary (Distinction, Merit)	Basic User (Hi)	The work may achieve a minimum pass standard but with considerable difficulty. The student should discuss the work with the teacher and should consider attempting the piece again.
155 or below	Preliminary (Pass), Key	Basic User (Lo)	The student has problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary, purchasing extra course books, e.g. Grammar in Use. This is the entry level for AS level courses.

## APPEALS AGAINST RESULTS

### COURSEWORK AND CONTROLLED ASSESSMENTS

Students may appeal against coursework and controlled assessment marks awarded, including UFP marks. The relevant policy should be followed; work will be re-marked as appropriate. See the School's Appeals Policy, CATS Cambridge Examinations Policy and the UFP Quality Assurance Manual for more detail.

### PUBLIC EXAMINATIONS (CATS CAMBRIDGE)

Appeals against the results achieved in written public examinations must be made using the appropriate process required by the applicable examination board. See the Examinations policy.

## ACADEMIC MISCONDUCT

According to the JCQ (2020), if a student is discovered to have broken the regulations, one of the following penalties should be applied:

- The piece of work will be awarded zero marks;
- The student could be disqualified from that component for the examination series in question;
- The student could be disqualified from the whole subject for that examination series;
- The student could be disqualified from all subjects and barred from entering again for a period of time.

As such, at CATS Cambridge, as soon as a student is found to have plagiarised, that piece of work will be awarded no credit, parents will be informed, and it will be treated as a stage 3 incident. In public exams, the exam board will decide which penalty is appropriate and there are no appeals.

Whilst CATS Cambridge and CSVPA encourage the use of language models and artificial intelligence by students in their work, it is important that they are employed ethically in doing so. For guidance on the use of Artificial Intelligence (AI) and Large Language Models (LLMs) in the area, please refer to the Digital Literacy and use of Artificial Intelligence Policy.

All students are to be warned about the dangers of plagiarism, commissioning, collusion, duplication, and misrepresenting by subject staff, and instances found will be reported to the examination board/awarding body when appropriate. Please see the Academic Integrity Policy and Academic Misconduct Procedure.

## STUDENT REPORTS

Reporting is undertaken at FE and Secondary level in addition to assessments. Whereas assessments are mostly student-facing, reporting is parent-facing and provides information to parents on academic attainment, attendance, effort or approach to their studies.

Reports may be shared with students, and form the basis of discussions with Personal Tutors, Subject Teachers, Lecturers and Program Directors.

A report schedule exists for each School. However, reports may also be gathered at any time of the year for individual students in addition to the formal reporting schedule as required in response to extraordinary circumstances such as parental requests, student departures and academic concerns.

Subject teachers are responsible for discussing progress, setting targets and providing individual study plans/individual learning plans.

At CAT Cambridge, students' progress is reported to parents/agents as indicated in the table below:

	Year 13 (AL2)	Year 12 (AS)	UFP	UFP Jan Start	Pre A level	Year 11 (GCSE2)	Year 10 (GCSE1)
Autumn Term	THICK	THICK	THICK		THICK	THICK	THICK
Spring Term	THICK	THICK	THICK	THICK	THICK	THICK	THICK
Summer Term		THICK			THICK		THICK

All subject reports include three grades: a predicted grade, a target grade and an effort grade. These grades are defined below. These grades are augmented with comments covering the following:

- Syllabus taught
- Progress towards targets
- Latest Targets

The student's Personal Tutor writes a synoptic report covering the following:

- Overall academic progress
- Co-curricular and extra-curricular engagement
- A pastoral overview
- A comment on the student's engagement and application in PSHE
- Progress made with respect to longer term ambitions and aspirations – typically, the student's university application.

The outcomes of internal examinations are also shared with parents. Internal examination assessments are evaluated against the same criteria as those used for the terminal examinations in the relevant programme of study. These results are sent to parents without

comment. Parents are encouraged to contact the student's personal tutor if they wish to discuss the internal examination results.

## EXPECTATIONS FOR REPORT WRITING

Comments should be directed at the student and written in the second person.

The emphasis should be on **positive** and **constructive** feedback focused on ways in which the student can improve.

Where concerns need to be raised, please do so, however, ensure that you always then advise the student what they need to do address and improve the situation and, if necessary, what help and support we can offer.

Reports must be written in the second person and please make sure that the language you use is clear, direct and easy to understand.

Avoid general sweeping statements, please be specific and ensure the reports are useful for the students and informative for the parents and agents.

Staff should note that target grades should equal or exceed predicted grades, which should in themselves, equal or exceed the 'work at' grades.

Comments can encompass student performance in relation to areas such as participation in class, homework completion, punctuality and attendance, perseverance, motivation and use and development of academic English and/or higher-level subject skills and behaviour.

Please link your comments to the previous report (where there was one) so the student and parents can clearly see improvements that have been made, or not as the case may be, based on the targets set.

Once you have outlined the student's progress to date you will need to set some specific targets, again, these should link directly to the comments made and focus on how to address concerns and improve performance in the subject.

## WRITING EFFECTIVE TARGETS ON ACADEMIC REPORTS:

Targets should be SMART: Specific, Measurable, Achievable, Realistic, and Timed. Be succinct and specific, these are not general comments. Targets should be specifically linked to academic areas for improvement.

Where appropriate link targets to assessment/learning objectives for the student's qualification.

Remember that attending every lesson, arriving promptly and completing homework are school rules not academic targets. As such, they can be commented on in the 'progress to

date' section of the report (CATS CB) but should not be set as an academic target. Staff should be aware of reasonable adjustments that are in place and comment in relation to these.

## CSVPA GRADING SYSTEM

CSVPA grading is based on Awarding Body standards and templates. Please see Appendix 1 for example template with grading criteria.

## CATS CAMBRIDGE GRADING SYSTEM

The students take appropriate IELTS and CAT4 for the programme of study onto which they are enrolled. Once at the school, students will then sit our:

- ESL (CEPT) assessment
- Internal Maths assessment
- GL Exact assessment, if required

These assessments generate the students' target grades and support the objective assessment of the progress made by the students whilst at the school.

### TARGET GRADES

*This is the grade that a CAT4 test tells us that a student is capable of achieving, if challenged. This grade cannot be lowered and can only be raised once a student has achieved it.*

Note that subject teachers should discuss the target grade with each student. When doing so the teacher should explicitly refer to the CAT4 chance graph based on student's performance on their assessment.

### PREDICTED GRADES

*This is the grade that a student will achieve at the end of the course based on their teacher's best professional judgement based on progress and attainment, work ethic and responses to feedback.*

*Predicted grades should not vary wildly. UCAS grade will be the same as a student's most recent predicted grades at the point of their application submission.*

### ATTAINMENT GRADES

This is the grade that a student is currently working at. Teachers should evaluate the performance of each student in their class against the terminal assessment criteria for the relevant programme of study. Teachers base their evaluation on work that the student has completed to date.

It is expected that a student will make, on average, 5 sub-levels of progress over two academic years.

Whilst these can go slightly up or down depending on attainment on different units of work, if a grade goes down by a full level or more, the subject teacher or HoD should have contacted home beforehand to alert PCs / parents and make them aware of the situation.

## EFFORT GRADES

Effort grades are awarded so that students have a clear awareness of how their level of engagement may be supporting or inhibiting their academic progress. The grades with their descriptors are provided below:

Grade	Descriptor Offered to Students
1 EXCELLENT	<ul style="list-style-type: none"> <li>• Your effort is helping you to meet or beat your targets</li> <li>• You often ask and answer questions in class</li> <li>• You ask when you need help and don't wait to be found not working</li> <li>• You ask what to do next when you have finished</li> <li>• All your work, including homework, is done to the best of your ability</li> <li>• You act on advice to improve your learning and work</li> <li>• You complete all homework on time and come to ask for help if you get stuck</li> <li>• You always bring everything you need to every lesson</li> </ul>
2 GOOD	<ul style="list-style-type: none"> <li>• Your effort is helping you to meet most of your targets</li> <li>• You often answer questions in class</li> <li>• You don't ask when you need help and wait for the teacher to offer</li> <li>• You don't ask what to do next when you have finished, but do more work when asked</li> <li>• Most of your work, including homework, is done to the best of your ability</li> <li>• You act on advice to improve your learning or work</li> <li>• You usually complete homework on time, but don't ask for help if you get stuck</li> <li>• You occasionally don't bring everything you need to a lesson</li> </ul>
3 SATISFACTORY	<ul style="list-style-type: none"> <li>• You are not working hard enough to meet your targets</li> <li>• You are sometimes off-task in lessons and talk when you should be working</li> <li>• You are quiet and do what you're told, but just focus on presentation, rather than learning</li> <li>• You don't often answer questions in class</li> <li>• You need to be reminded to get on with work in lessons</li> <li>• You sometimes produce poor quality work</li> <li>• You rarely act on advice to improve your learning or work</li> <li>• You sometimes don't do homework or it is late</li> <li>• You often don't bring the equipment you need to lessons</li> </ul>

Grade	Descriptor Offered to Students
4 REQUIRES IMPROVEMENT	<ul style="list-style-type: none"> <li>• Your lack of effort means you are working significantly below your targets</li> <li>• The quality and quantity of your work are poor</li> <li>• You don't act on advice to improve your learning or work</li> <li>• You often don't complete homework</li> <li>• You are either quiet and uninvolved, or noisy and disrupt the learning of other students</li> <li>• In lesson you focus on things that are not to do with your work</li> <li>• You often don't bring the equipment you need to lessons</li> </ul>

## STUDENT REFLECTIONS AND SELF-ASSESSMENTS

To ensure that students effectively engage with the reporting process they are required to formally reflect on the content of the reports prepared by their teachers and their tutors. House Directors are responsible for ensuring that an appropriate form is produced and completed by the student. Students should be made aware that their reflections will be shared with their parents. PTs will forward the student's reflection forms to the student's parents.

At CSVPA students complete self-assessment against the grading criteria for their particular qualification.

## APPENDIX 1 - CSVPA SAMPLE ASSESSMENT TEMPLATE WITH GRADING CRITERIA



### L3 Foundation Diploma in Art & Design

Synoptic Assessment

Grade: **Input here**

Unit 3: Consolidating Creative Practice			
Student name:	Assessor 1:	Date:	IV:

Level 3 Grading Grid <small>(The overall grade is determined through the mastery model of assessment)</small>					
Descriptor <small>LO evidence to be considered holistically to award indicative grade per descriptor. Delete as appropriate.</small>	Grade standard <small>Flood level to indicate grade attained against each individual descriptor</small>				Assessment Commentary <small>Commentary must be relevant to, and consistent with, the requirements of the assessment criteria and grade standards. Where achievement isn't reached assessors must clarify why.</small>
	Refer	Pass	Merit	Distinction	
Context Understanding and application of subject knowledge, and underlying principles  LO1, LO2, LO3, LO4, LO5, LO6, LO7	Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims and purpose.	A developed understanding of key aspects of the subject context is used appropriately to make informed judgements, articulate aims and clarify purpose.	Confident and highly developed understanding and knowledge of subject context and relevant debate, is used to communicate sound judgements, articulate aims, and clarify purpose.	Exceptional understanding and knowledge of subject context is used to communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.	

<p>Research Identification and investigation of varied primary and secondary visual, academic, ethical and cultural sources</p> <p>LO1, LO2, LO3, LO4, LO5, LO6, LO7</p>	<p>Insufficient evidence presented of how research is used to inform and develop ideas.</p>	<p>A developed interpretation, and selection from varied sources is used to make an investigation, consolidating ideas and solutions for creative activities.</p>	<p>Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for creative activities.</p>	<p>Exceptional level of sustained research and investigation of varied relevant sources leads to an insightful interpretation and synthesis of information to support and develop ideas and own creative practice.</p>	
<p>Development of Creative Practice Skills to enable the realisation of ideas, appropriate to creative practice.</p> <p>LO1, LO2, LO3, LO4, LO5, LO6, LO7</p>	<p>Skills development and processes are neither explored or demonstrated.</p> <p>Judgement and execution of techniques are poor and fail to communicate creative practice.</p>	<p>A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.</p>	<p>A confident and highly developed understanding and application of relevant processes, skills and knowledge are used effectively to extend enquiry and develop and realise creative solutions; showing a consistent command of varied techniques appropriate to creative practice.</p>	<p>Exceptional understanding and application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to creative practice.</p>	
<p>Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice.</p> <p>LO1, LO2, LO3, LO4, LO5, LO6, LO7</p>	<p>Insufficient engagement with seeking alternative approaches to solving problems.</p> <p>Insufficient evidence of testing and impact.</p>	<p>Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>	<p>Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals.</p>	

<p>Planning, progress and production Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.</p> <p>LO1, LO2, LO3, LO4, LO5, LO6, LO7</p>	<p>Insufficient purpose or active reflection and planning.</p> <p>Insufficient self-direction, subject engagement and evaluation against aims.</p>	<p>A developed understanding and implementation of active planning and reflection against aims. Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to all activities against timescales.</p>	<p>A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress. Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.</p>	<p>Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning. Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.</p>	
<p>Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p> <p>LO1, LO2, LO3, LO4, LO5, LO6, LO7</p>	<p>Insufficient evidence of on-going and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision-making.</p>	<p>A developed and considered on-going and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed on-going and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>	
<p>Communicating and Presenting a Creative Practice Communicating and presenting a creative, individual or collaborative personal practice.</p> <p>LO1, LO2, LO3, LO4, LO5, LO6, LO7</p>	<p>Insufficient or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present creative practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling,</p>	

				taking full account of own creative practice.	
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Additional notes: