

# Assessment Session

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# Aims

A guide to assessment at Taverham High School including:

- Understanding target grades
- Frequency of tracking and reporting
- Attitude to Learning
- How to use assessment information to support your child

# The ways in which School's track and use assessments has changed over the last few years.

**2014**

Wolf Review implemented . First entry only counted on performance tables.   
At Key stage 2 and 3 levels are disbanded

**2015**

Some schools opt for Progress 8.  
New end of Key Stage 2 assessments used in Primary schools.

**2016**

1-8 scale used for Attainment and Progress 8 – no more counting 5A\*s-C. New KS2 assessments (Sept 2016 yr.7 cohort)

**2017**

First reformed GCSEs taken (English & maths) 1-9 scale used for new GCSEs.

**2018**

More reformed GCSEs

**2021**

Students with new KS2 assessment from 2016 are now Yr 11

# Understanding What Assessments Mean at THS

KS3 no longer uses levels as a tool to assess progress.  
A target is set for the end of KS4 and for GCSEs .



In years 7-9 we track student progress  
against their end of KS4 target.

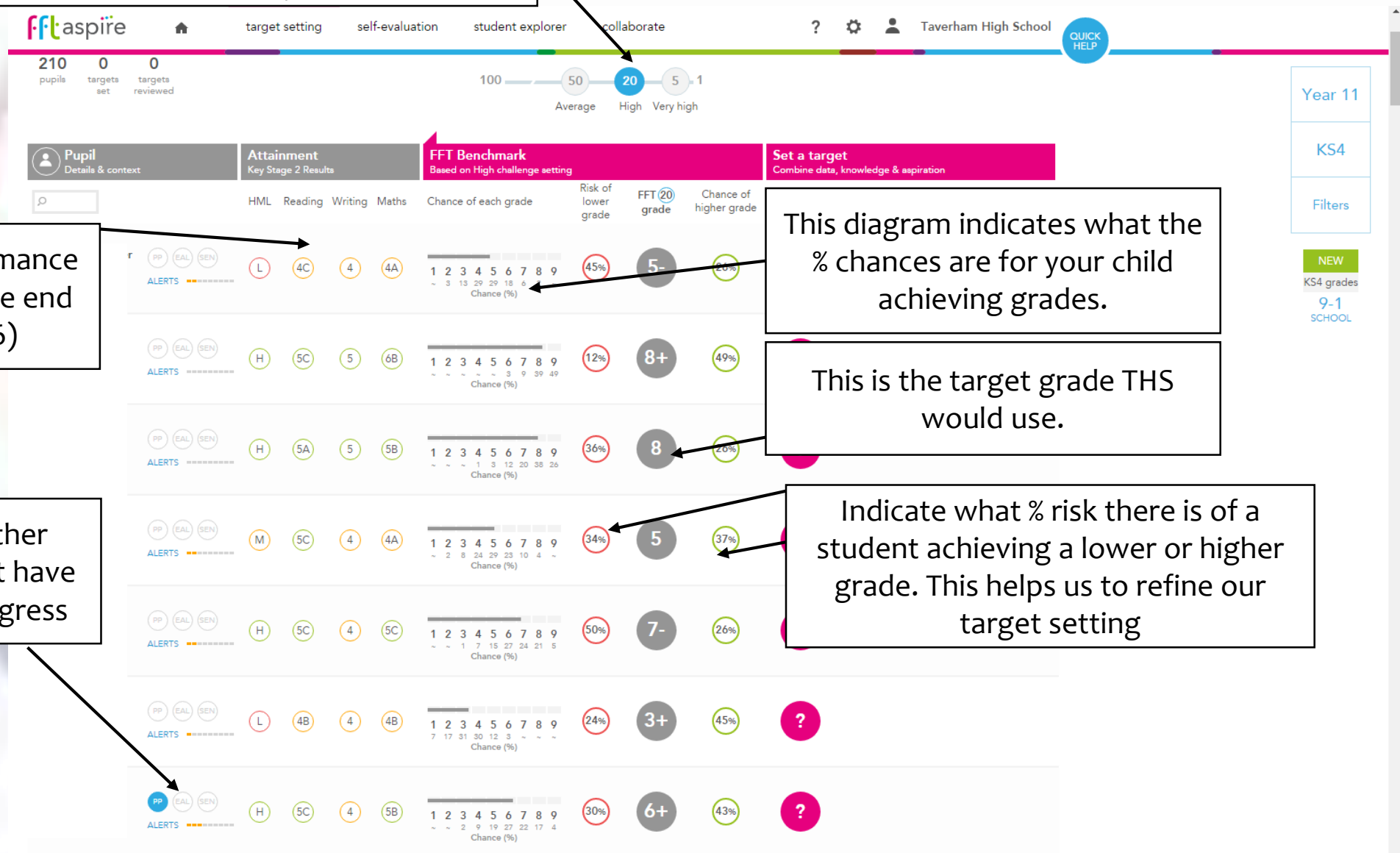


GCSEs will be grades as 1-9.  
9 being the strongest grade- equivalent to an A\*\*.  
Students will need to pass English Lit or Lang and  
Maths at GCSE.  
A grade 4 is classified as a standard pass.  
A grade 5 is classified as a good pass.



We will report whether they are making:  
Above Expected Progress  
Expected Progress  
Or are Working Towards their target alongside  
and Attitude to Learning Grade.

THS set targets that are aspirational with an aim of being in the top 20% of the country.



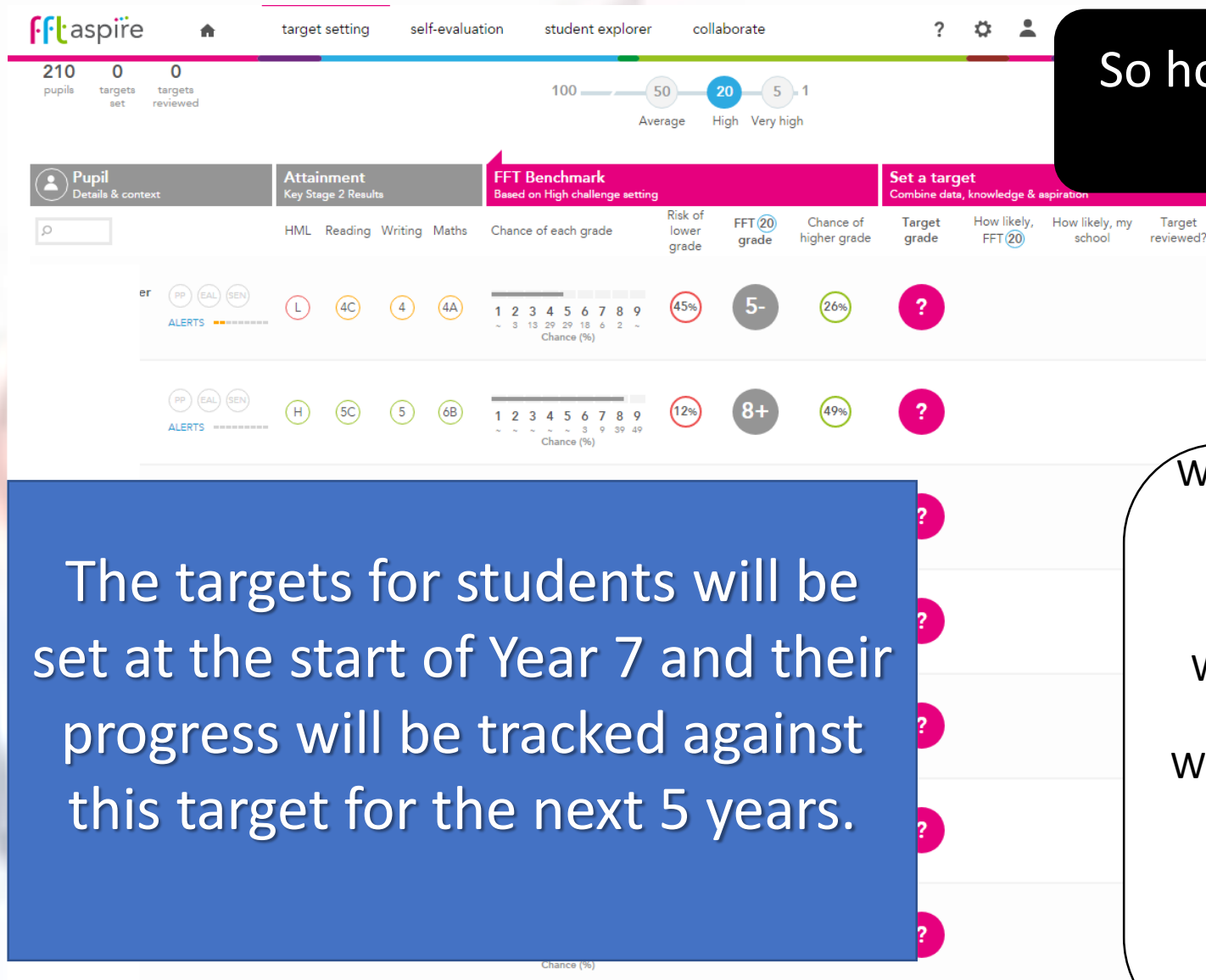
Shows the performance of your child at the end of KS2 (Year 6)

This diagram indicates what the % chances are for your child achieving grades.

This is the target grade THS would use.

Indicates any other factors that might have an impact on progress

Indicate what % risk there is of a student achieving a lower or higher grade. This helps us to refine our target setting



So how can you support us with target setting?

The targets for students will be set at the start of Year 7 and their progress will be tracked against this target for the next 5 years.

When you see your child's target grades let us know if you think they are wrong.  
Did your child get ill before their KS2 assessments?

Was there a family issue at the time that led to your child underperforming?  
Were they given intensive support to get them through the assessments?

It is important to us that your child feels invested in at THS.

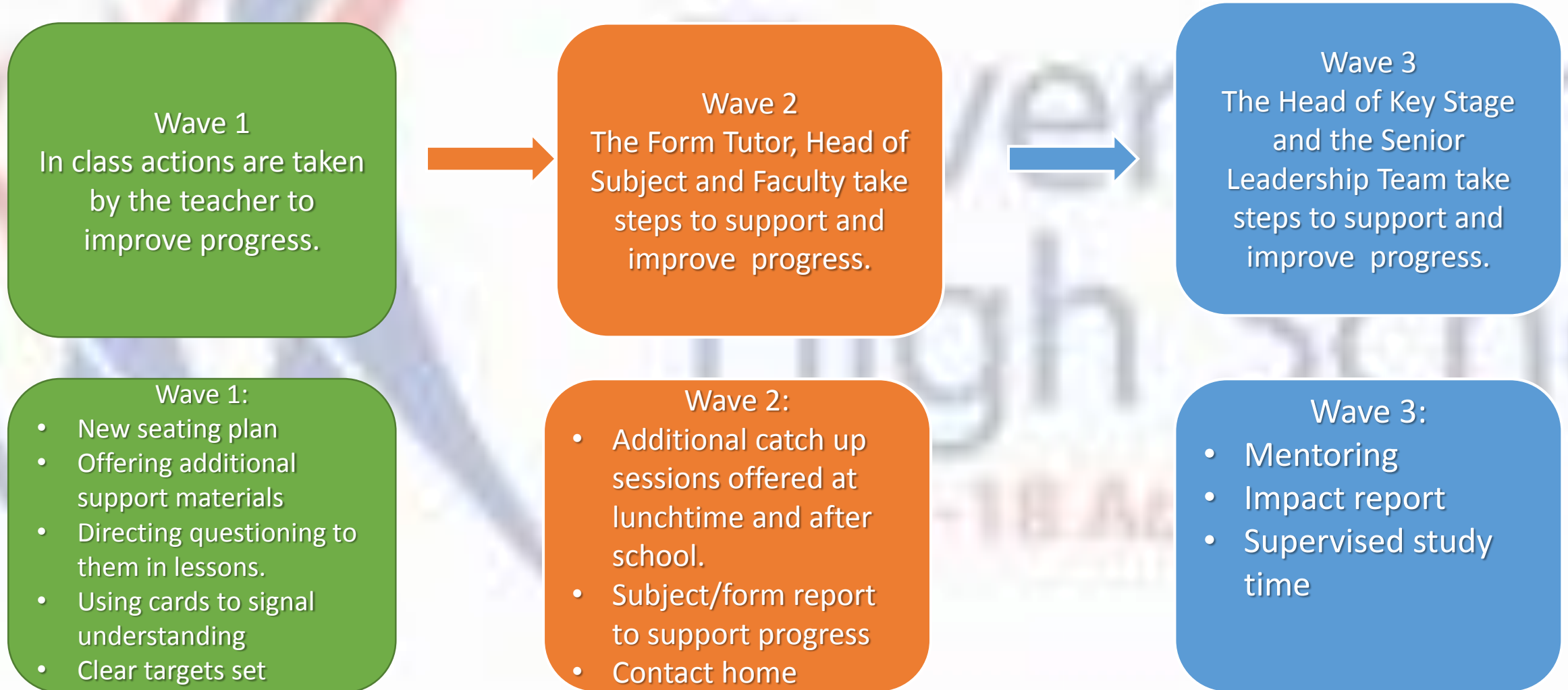
# How We Use Assessments at THS

Student	PP	SEN	P8	P8 June '17	Attendance	Attendance June '17	mentor	Action/support
	yes	yes	-3.9	-4.8↑	30%	30%←	KBR	Review support and actions with xxxx this year. Liaise with RDX from SEND perspective.
	no	no	-2.9	-1.2↓	46%	49%↑	SBL	. Currently being fast tracked. <b>Spoken to external verifier regarding LT illness - will need to complete C/W before end of academic year</b>
	no	no	-2.1	-1.8↓	72%	74%↑	NPH?	To be monitored through PSP. <b>Will need to attend revision sessions for finance exam</b>
	yes	no	-2.1	-2↓	93%	93%	SBL	Encourage parents in to school to engage in support programme. Ensure xxxx has all the necessary revision materials and texts.I spoke withxxxx and I don't think he is aware of his potential but is definitely aware that he is underachieving and is this is mainly through a lack of application. I contacted his mother and she was really appreciative and although she made excuses for him as he is one of the youngest in the year, she did state that positive encouragement is what he will respond to best. xxxxe had selected xxx to go on the Oxford trip and he has now returned his slip and paid. Mother was very grateful for this opportunity and hopefully it will raise his aspirations. One issue that may be affecting xxxxx is his relationship with his father. xxxxx has only recently decided to meet with dad and this isn't out of choice. Older brother xxxxx has engaged with counselling surrounding the issues why his parents separated but xxxxx won't share his feelings and ignores the problem. I met again with xxxx 13/6 to discuss an overview of his end of year report and on reflection he was very accurate with what staff had said about him. I will make an appointment to meet with xxxxs' mother and discuss how we can support xxxx to achieve his potential.
	no	no	-1.9	-2.5	92%	92%	RCC	RCC to meet with xxxx. <b>May need SLT support to achieve distinctions in coursework and the finance exam - will need to attend finance revision sessions when relevant . Meeting arranged.</b>
	no	no	-1.8	-1.8↔	45%	43%↓	GKL	additional support already in place with LBF
	no	no	-1.8	-0.95↓	92%	92%	M	to be monitored and re-evaluated following next data entry point. <b>Business - support sessions with LRB, coursework achieved a merit and has been externally verified as this</b>
								RS: Seated in Kagan plan, surrounded by HAPs and one MAP. Shannon teaches the MAP and gains support from the HAPs around her. She is challenged

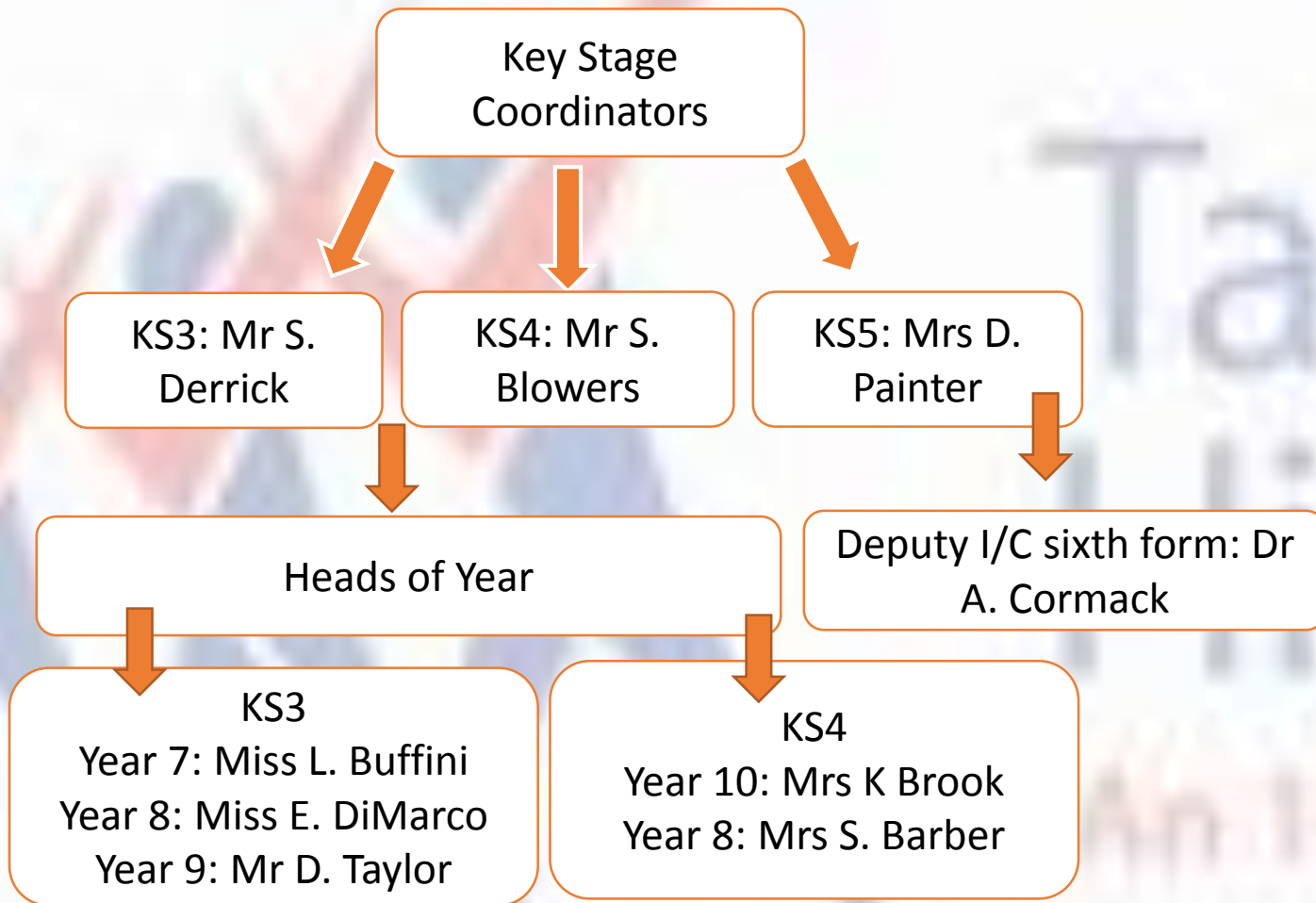
ess will fluctuate. It is our role to offer support, guidance and where necessary attention to get your child back on track.

We will target and work with key students to provide them with the necessary support

# Steps of Intervention



# Roles and Responsibilities



## Heads Of Faculty

English Faculty: Mrs V. Hanson  
Maths Faculty: Mr J. Gerrard  
Science Faculty: Mr R. Tutte  
Creative Arts & Technical: Mr J. Eastick  
Global & Historical Studies: Miss L. Curran  
Social Sciences: Mrs S. Barker

## Heads Of Subject

History: Mrs M. Richardson  
Geography: Mrs R. Gaylor  
Biology: Mrs K. Kinsley  
Chemistry: Mr P. Large  
Physics: Mrs S. Allen  
Music: Mr D. Timbers  
Drama: Mrs K. Cornish  
Art: Miss H. Pearce  
PE: Mrs E. Wheeler  
Business: Mrs L. Robertson  
ICT: Mr J. Welch

# Attitude for Learning

# Attitude for Learning

Are you working to the best of your ability?

A positive attitude for learning will have a big impact on your progress.

n.	Judgement	Descriptor
1	Excellent	The student is a highly motivated learner, demonstrating independence with their own learning.
2	Expected	The student approaches all learning positively, is prepared to be challenged and works to the best of their ability.
3	Below Expected	The student will sometimes participate in lessons but their approach to learning needs improvement.
4	Serious Concern	The student rarely approaches learning in a positive or focussed manner.

1. **Excellent:** is an aspirational ATL and should be for those students who actively go above and beyond the learning opportunities provided to them in a lesson and outside the classroom.
2. **Meeting:** The standard expected from all students for them to make the progress they are capable of.
3. **Below Expected:** If a student is being given a grade 3 this should trigger targeted intervention/dialogues with the student re ATL by HoF/HoK.
4. **Serious Concern:** For a student to receive a 4 action must already have been taking place e.g. meeting with the parents, student on report etc. by the appropriate member of staff. It should not come as a surprise to any person.

Case studies of examples of ATL grading were provided to teaching staff to develop consistency of judgements being given to students.

## How Can Parents Support?

- Discuss their attitude for learning with child
- Praise positive ATL
- Discuss negative ATL
  - What can they do to improve?
  - Support child strategies to improve
- Monitor their progress from each report

### Physics

Autumn ATL	Autumn Forecast	Summer ATL	Summer Forecast
Excellent	8	Excellent	9

is a quiet, conscientious young lady who is doing extremely well in Physics tests to date and is on course to achieve her target. She is an intelligent, hard worker both in class and at home. I feel that she is more than capable of studying what she would like to do. I would like to wish her all the very best for year 11.

### Chemistry

Autumn ATL	Autumn Forecast	Summer ATL	Summer Forecast
Excellent	8	Excellent	9

The background is a blurred image featuring stylized human figures in red and blue on the left, and the text 'Taverham High School' and 'An 11-18 Academy' on the right.

Any questions?