

Assessment and Reports at St Martins

Information for parents and carers





Questions to answer

- ▶ Why do we assess our pupils?
- ▶ How do we assess?
- ▶ How are target grades created?
- ▶ What does the school report mean?
- ▶ What if the report shows my child is below target?



Why do we assess our pupils?

- ▶ We want every child to make progress
- ▶ Assessment allows our teachers to see what progress each child is making
- ▶ It allows them to adapt what they are teaching, or plan interventions for identified children
- ▶ We report to parents and carers to ensure that you are fully informed about the progress your child is making
- ▶ The partnership between school and parents is vital in ensuring all children reach their potential



How do we assess our pupils?

- ▶ Assessments are completed at the end of each unit of work
- ▶ Pupil work is marked and graded, and at 3 fixed points in the year these marks are used to generate a Current Working at Grade based on GCSE criteria
- ▶ The Current Working at Grade is compared against where the child should be at that point, to achieve their Target Grade,
- ▶ At these points, teachers will also give each pupil an Attitude to Learning Grade, and a Behaviour Grade
- ▶ This data is used by teachers to plan future teaching, by Senior Leaders to plan interventions, and shared with parents to support at home



How are target grades created?

- ▶ Target Grades are created using the same formula that the DfE use to calculate the school's performance measures
- ▶ All pupils have a KS2 score for Reading and Maths from their Primary School (apart from pupils in year 9 and 10, where we have CAT scores instead)
- ▶ We look at what the average GCSE score was for each combined score in last year's GCSE results, for every subject
- ▶ We use that average, along with knowledge of our pupils, to set a target that is aspirational but achievable
- ▶ Our reporting system then creates a "flight path", which tells us which grade they should be achieving at each data drop to achieve their target grade at the end of year 11







What does the school report mean?

- ▶ The grade given is the GCSE grade your child would achieve if they were to sit the GCSE exam at that point in time.
- ▶ The colour of the box shows if your child is working at the grade they should be working at for that point in their education.

New Report Colours

Grade column colours

| | |
|---|---|
|  Significantly Above |  On track or Above |
|  Below |  Significantly Below |

Old Report Colours

Grade column colours

| | |
|---|---|
|  Significantly Above |  Above |
|  On Track |  Below |
|  Significantly Below | |

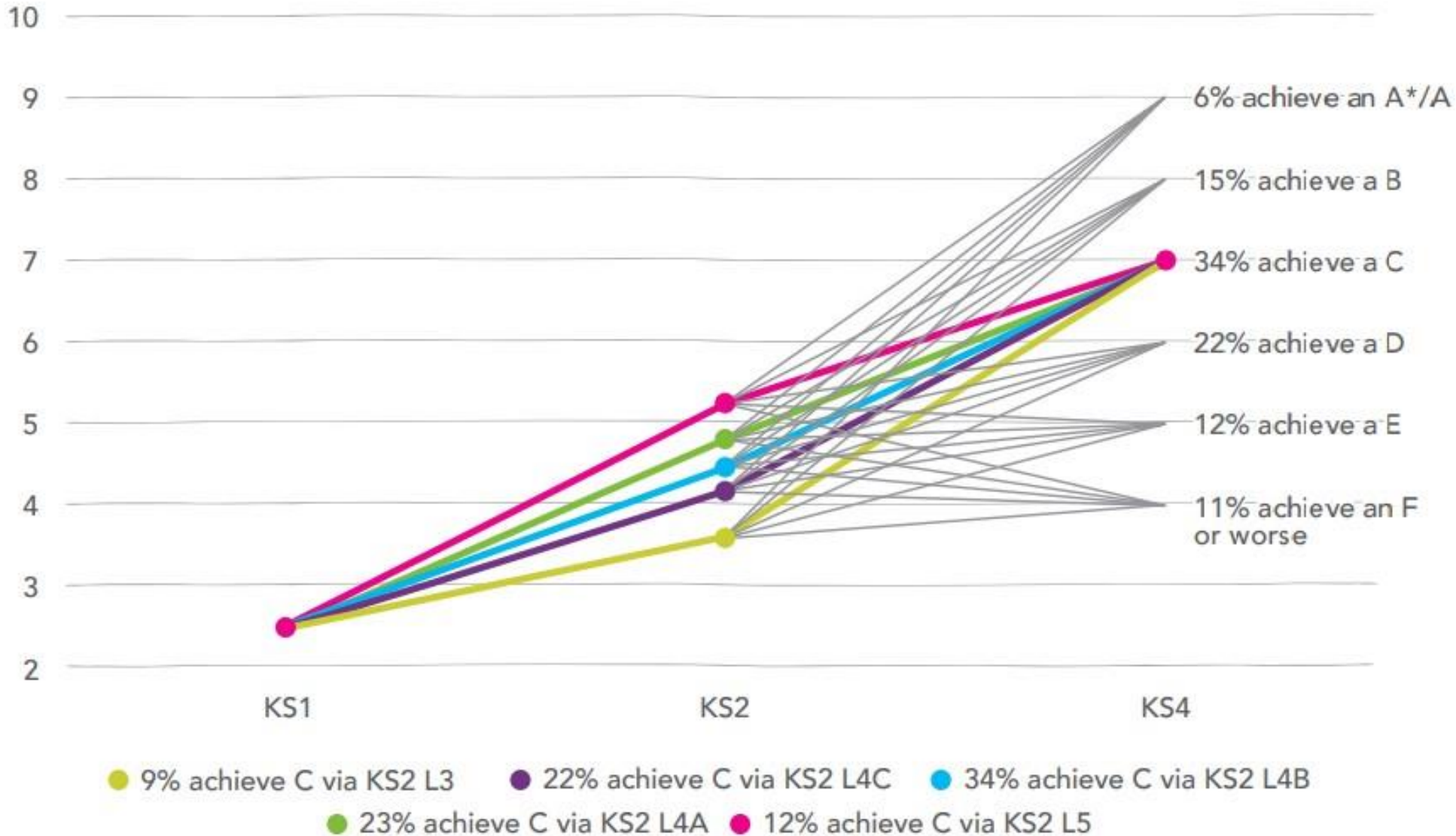
| Attitude to Learning | Behaviour |
|--|--|
| <p>1 - A highly motivated student, who takes full responsibility for their learning and completes classwork and homework to a high standard.</p> <p>2 - A committed student who demonstrates a keen interest in their work. Work is completed to a standard that reflects their ability. They are prepared and organised and take part actively in lessons.</p> <p>3 - A student whose progress in lessons is satisfactory. They are usually engaged in class work and complete most homework.</p> <p>4 - A student with the potential to achieve but whose lack of commitment is hindering their progress. Classwork and homework are usually completed, but effort and preparation for lessons are inconsistent.</p> <p>5 - An underachieving student whose poor attitude adversely affects their own learning and that of others. The student regularly fails to complete classwork and homework. The student does not engage with lessons and often needs prompting.</p> | <p>1 - Their behaviour in the classroom shows respect, care, and consideration to peers and staff; contributing towards a positive learning environment.</p> <p>2 - Their behaviour is usually positive, following classroom expectations that promote good learning.</p> <p>3 - Their behaviour in class is usually of a satisfactory standard.</p> <p>4 - They display unacceptable classroom behaviours that may cause disruption to the learning environment for themselves and others. This behaviour is becoming a cause for concern and therefore needs addressing.</p> <p>5 - Behaviour is regularly of an unacceptable standard. They cause disruption to the learning environment for themselves and others. This behaviour will not be tolerated and requires addressing.</p> |



What if the report shows my child is below target?

- ▶ Don't panic!
- ▶ The main reason for assessment is to allow the teachers to support children who are not making as much progress as they could
- ▶ Speak to your child, do they know why they are not at their target grade? Do they know what they need to do, and what Golden Knowledge they need to learn, to get there?
- ▶ If you are concerned, contact the specific subject teacher and ask them how you can support your child to improve their progress
- ▶ If you think there is an error with the report, or the target grades, contact Mr Edwards to discuss
- ▶ Children progress at different rates and in different ways, lots of children will get to their target grades in different ways. Just because a child is below target at a specific data point, does not mean they will not achieve their target grade in their final GCSE exams.

More children get to the 'right' place in the 'wrong' way, than get to the 'right' place in the 'right' way!





Any further questions?

- ▶ We hope that we have covered all aspects of assessing and reporting to pupils
- ▶ If you have any further questions regard reports, please email:

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