December 2018

Parent Guide to Reporting and Assessment, 2018-2019

Dear parents/carers

How will you receive reports?

Your daughter/son will receive several Data Reports during the academic year. Each Data Report can be viewed online via the WOK Portal. You will be sent an email from the school to inform you when each report is available. There is an annual Full Report which includes written comments from subject staff. Again, this can be viewed online and is also printed on paper and sent home with the student. Each Data Report comes with a covering letter which includes confirmation of receipt and an optional space to send in any written comments you would like your child’s tutor to read. Remember that your son/daughter’s record is updated daily, so you can view up-to-date attendance percentages, achievement and behaviour points at any time in the academic year on the WOK Portal.

When will you receive reports?

Here is the schedule for reporting this year. Essentially Years 7,8,9,10 and 12 will have three reports with grades. The other termly reports will only include scores for Commitment to Learning (CTL) and Homework (HWK). Years 11 and 13 will have a full grade drop in every term, up to the end of Term 4.

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What is in the reports?

The Reports allow us to track student progress from Year 7 all the way to Year 13.

Year 7, 8 and 9 Reports contain the following information:

- Current Grade (Grades 1-9)
- Commitment to Learning (O = Outstanding, G = Good, I = Inconsistent, SC = Serious Concern)
- Homework Concern (Y = Yes, N = No)
- Progress (E = exceeding, M = meeting, B = below)

Year 10, 11, 12 and 13 Reports also contain the following information:

- Target Grade (Grades 1-9, or A-U)
- Projected Grade (Grades 1-9 or A-U)
- Current Grade (Grades 1-9 or A-U)
- Commitment to Learning (O = Outstanding, G = Good, I = Inconsistent, SC = Serious Concern)
- Homework Concern (Y = Yes, N = No)

All grades are reported as Grade 9-1 in Years 7-11, and grade A-U in Year 12-13. Each grade will be divided into a sub-grade from ‘a’ to ‘d’ which means that a student is emerging (d), meeting (c), mastering (b) or exceeding (a) the criteria for that grade. In Year 7 and 8 there are only three sub-levels: ‘a’ ‘b’ ‘c’.

Current grade

The teacher will report what grade the student is currently working at. This will be based upon the student’s most recent grade or an average of the year’s work.

Year 7 pupils will start between Grade 1 and 2, and work towards higher grades as they move through the school. Our Year 10 and 11 pupils should be working between Grade 6 and 9. It is not unusual for a student’s current grade to fluctuate up and down, as this can depend on the topics and skills tested at the point of reporting. Moreover, student progress is not linear in all skills in all subjects. For example, Year 7 students may start on Grade 1 in subjects or with skills they haven’t studied before, for example in Art, DT, and Languages. We do not report average current grades for the year group, as this would by definition place half the students below an average point. We do not see this as helpful or motivational.
Target grade

The subject teacher has a target grade for every pupil in Years 7 to 13. These targets are personalised, based on the pupil’s own prior attainment (Key Stage 2 scores and GCSE grades), so that progress is measured against their own attainment, rather than simply against their peers’ grades. Please note that the target grade is not a prophecy, but a ‘most likely’ outcome based on attainment in Year 6. Pupils may find their targets hard to achieve or may exceed them depending how they progress in secondary school subjects.

We include target grades on reports for our examination classes in Years 10 to 13 so they have a sense of their expected progress.

At Key Stage 3 (Years 7 to 9) we keep this simpler by asking the subject teacher to report if the pupil is:
E Exceeding expected progress
M Meeting expected progress
B Below expected progress

Projected Grade

This is included on reports for examination classes in Years 10 to 13. The teacher will use their professional judgement to project what grade the student may reach by the end of the Key Stage based on their current rate of progress. We estimate a grade of progress in each school year.

Commitment to Learning

We grade this as Outstanding, Good, Inconsistent, and Serious Concern. This takes account of a student’s attitude, behaviour, readiness to learn and participation in lessons. We use criteria to set these grades (see Additional Notes below). Grades of ‘Inconsistent’ and ‘Serious Concern’ are uncommon and should be seen as a cause for concern.

Homework Concern

This reported as “Yes” or “No”. “Yes” means that the teacher has a concern regarding the student’s homework; for example, inconsistent, incomplete, late homework, or no homework has been produced. “No” means that the teacher has no concerns.

Attendance

We report each student’s attendance at school. This is a percentage of the total number of morning and afternoon sessions that they could have attended at the time of printing the reports.

Achievement and behaviour points

You can view this through the WOK Portal. We record students’ achievement points and behaviour points. This will allow you to see the balance between a ‘positive’ achievement point, which denotes a reward, and a ‘negative’ behaviour point that denotes a sanction. This is updated every day and the total numbers (and reasons given) can be viewed at any time, you do not need to wait for a termly report from the school.
Common parental questions

Is my child making progress?
You can judge this in two ways. Firstly, has the current grade improved since the last data drop? Secondly, has the teacher indicated that the pupil is exceeding, meeting or below expected progress? Finally, for examination classes, is the projected grade lower than the target grade? If the answer is yes, then the teacher is not confident that the student will make expected progress.

What are the average grades in each subject in each year?
We do not report an average grade for the year – or a grade range – as we believe that progress is individual and the student should be tracked against personalised expectations. Moreover, an average grade would by default place half the year below it.

What do I do if I am concerned about my child's progress?
If you are concerned about:
- A subject grade – contact the Head of Subject
- Commitment to Learning or Homework – contact the Form Tutor
- Behaviour points or Attendance – contact the Form Tutor

Why are grades counted in a scale of 9 to 1?
All Year 7-11 grades are in the new 9-1 scale to reflect the reformed GCSE courses. As a guide, the Grade 7 is set against the previous Grade A. The Grade 4 is set against the previous Grade C. We expect all grades in Years 10 and 11 to be Grade 5 and above. About two-thirds of all grades will be at Grade 7 and above. About 1 in 10 grades will be at Grade 9. A Level subjects continue to be graded as A-E.

What is the school’s Assessment and Marking policy?
This continues in the same format as previous years. Expect to see your daughter/son’s work marked in green and blue ink. Green comments should pinpoint what has been achieved, whilst blue comments will focus on improvements. A different colour pen (such as purple or red) will be used for the student’s own comments on their work. We are pushing hard to improve student responses to marked work, encouraging them to reflect and improve upon their answers. Expect to see work marked generally on a six-lesson cycle. This is dependent upon coursework and larger assignments and topics, or with project work or frequent quick tests. The key ethos is to engage the student in actively improving their thinking and the ‘end product’ of their learning.

I hope that this brief guide to reporting at Weald helps to explain what to expect this year. If you have any questions about reporting and data in the school, please contact me.

Yours sincerely

Mr K MacSporran
Senior Assistant Headteacher
Additional Notes

Commitment to Learning

We grade this as Outstanding, Good, Inconsistent, and Serious Concern. This takes account of the student’s attitude, behaviour, readiness to learn and participation in lessons.

Outstanding
Students demonstrating outstanding attitude consistently:

- work hard in class and take their work seriously
- produce work at or above their expected ability
- respond positively to staff guidance and advice
- seek and enjoy challenges consistent with their level of ability
- take responsibility for improving their work
- always have all the equipment they need and are well prepared for lessons
- always record deadlines in planners, and meet them
- always carry out tasks in a well-structured and purposeful way
- speak and act politely
- work very well collaboratively and actively encourage others to remain on task
- can lead others, and contribute positively when learning in a group situation
- are always positive and focussed on the work when in discussion

Good
Students demonstrating good attitude consistently:

- produce work at a standard consistent with their ability
- accept staff guidance and advice
- can accept and rise to challenges
- are prepared for lessons and bring equipment
- consistently meet deadlines
- arrive on time for lessons, listen carefully and follow instructions
- work hard, are positive about their learning, and allow others to do the same
- speak and act politely
- are prepared to work collaboratively
- contribute positively when learning in a group situation
- are positive and focussed on the work when in discussion
- tidy resources and wait quietly to be dismissed

Inconsistent
Students demonstrating inconsistent attitude:

- produce some work at a standard below their ability
- produce unfinished work
- does not always accept staff guidance and advice
- does not always accept challenges
- need to improve their effort, with guidance
- are not always prepared for lessons
- experience some difficulty meeting deadlines
- may not always arrive on time for lessons
- may need reminders to focus on the lesson
- sometimes have difficulty working collaboratively
- do not always contribute positively when learning in a group situation
- engage in discussions which are not always positive and work-related

This indicates a cause for concern.

Serious Concern
Students in this category may:
- deliberately opt out of learning
- produce little work
- consistently produce work of a standard below their ability
- make little or no attempt to meet deadlines or complete work
- often reject staff guidance or advice
- prefer tasks below their level of ability
- be regularly unprepared for lessons
- experience difficulty meeting any deadline
- have difficulty in focusing on the lesson content
- are frequently unable or unwilling to work collaboratively
- are late for lessons without adequate reasons
- have interactions with other students which are rarely work-related and pose a disruption to others’ learning

Students in this category will regularly need to be told their attitude is unacceptable. This indicates a serious cause for concern.

Homework Concern

This reported as “Yes” or “No”.
- “Yes” means that the teacher has a concern regarding the student’s homework. Homework is submitted after deadlines or not at all. Homework may be produced below the standard expected.
- “No” means that the teacher has no concerns. Homework is produced on time and to the expected standard.