

PARENTS' GUIDE TO ASSESSMENT & REPORTS



HYDE COMMUNITY COLLEGE

Introduction

From September 2014, National Curriculum levels have been removed and schools have developed their own approaches to assessing and reporting students' progress.

There have also been changes to GCSEs and from 2019 exam results will no longer be graded A*-G, but will instead use numbers 9-1 (with 9 being the highest grade possible). This will happen in English and Maths from 2017.

As a result, to keep our systems for assessing progress up to date and to make them as clear as possible, we are going to use a 9-1 system from Year 7 through to Year 11 which, in Key Stage 4, will tie in with the new GCSE gradings.

Based on Key Stage 2 information and baseline testing we can accurately generate a target GCSE grade which students will spend 5 years working towards. Students will be set interim targets for the end of each year based on the amount of progress needed to remain on track and they should be aiming to achieve these interim targets in each subject if they are to achieve the GCSE grades of which they are capable in Year 11.

Key Stage 3 students are regularly assessed in all subjects throughout each academic year. This encourages students to make progress by reflecting on their own learning and revising independently; it will also help to prepare them for the rigours of external assessment at GCSE, in Further Education and eventually at University. This is increasingly important as the new GCSEs (introduced from 2017 onwards) will focus heavily on final exams rather than coursework elements.

Key Stage 4 students are also assessed regularly and each report will show 'projected' grades. This represents the GCSE grades that your child is likely to achieve based on current work rate, effort and attitude.

We will formally report to parents/carers on all students' progress six times a year, in addition to individual face to face meetings with subject teachers at Parents' Evening once a year. If at any time you need further information you can, of course, directly contact the school.

New Assessment Ladder

We will be following a 9 - 1 grading system in KS3 and KS4. 'Emerging' and 'Developing' grades have been added to begin the ladder system. Grades may be reported using (-) and (+) to represent how securely students are working within each grade boundary so for example an insecure level 6 would show as 6-, a solid level 6 as 6 and a very strong level 6 as 6+.

Key Stage 3 has its own assessment criteria in each subject area which prepare students for the knowledge and skills that will be examined in KS4.



9
8
7
6
5
4
3
2
1
Developing
Emerging

How does this compare?

Here is a [rough comparison](#) of where the new grades sit against the traditional A* - G grades.

New 9 - 1 Grades	Traditional Grades
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
	G
U	U

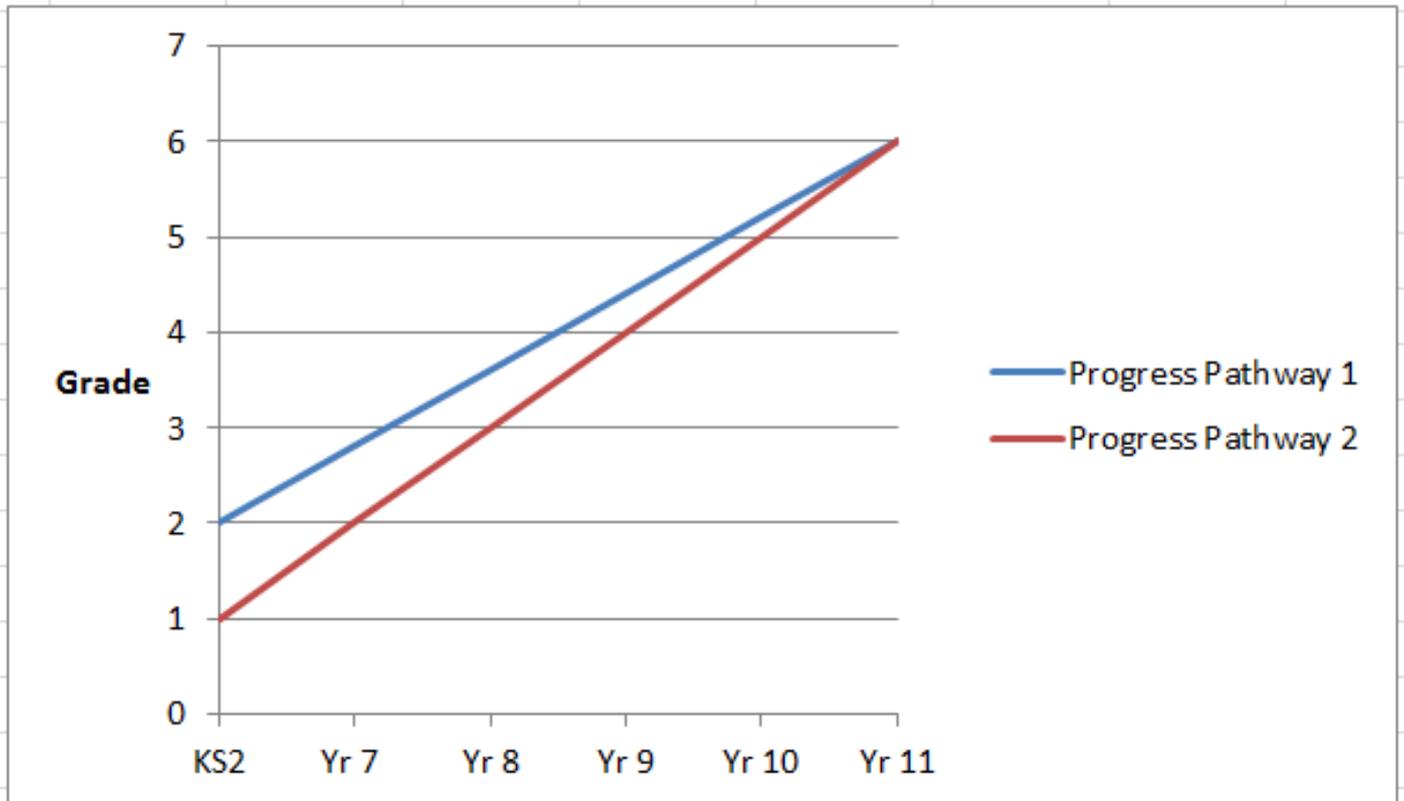
GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Using all information available, a target grade is generated for each student in each subject for the end of Key Stage 4. We then use progress pathways which take your child from their starting point to this target grade.

There are two progress pathways to account for different starting points in different subjects at the start of Key Stage 3.

Progress Pathways



Pathway 1 will be used for; Maths, English, Science and Humanities. All targets are absolutely achievable therefore all students need to be aiming to meet or even exceed these each year. Any student whose progress rate exceeds this pathway will find their targets increase accordingly.

Pathway 2 allows for slightly lower starting points in Art, Design & Technology, Computing, MFL, Music and Physical Education. However, the expectation is that accelerated progress in these subjects will bring students to approximately the same final level as Pathway 1 subjects by the end of Year 11. Again, any student whose progress rate exceeds this pathway will find their targets increase accordingly.

Students whose progress rates do not meet the relevant pathway may need extra intervention or support to get back on track.

Pathway 1

Pathway 1 demonstrates the interim targets set for **English, Maths, Humanities and Science**. The pathway indicates where students should be at the end of each year to keep on track to achieve the end grade they are capable of achieving based on KS2 data.

	Year7	Year8	Year9	Year 10	Year 11
Pathway 1	5+	6+	7+	8+	9+
Pathway 1	5	6	7	8	9
Pathway 1	5-	6-	7-	8-	9-
Pathway 1	4+	5+	6+	7+	8+
Pathway 1	4	5	6	7	8
Pathway 1	4-	5-	6-	7-	8-
Pathway 1	3+	4+	5+	6+	7+
Pathway 1	3	4	5	6	7
Pathway 1	3-	4-	5-	6-	7-
Pathway 1	3-	4-	5-	6-	6+
Pathway 1	2+	3+	4+	5+	6
Pathway 1	2+	3+	4+	5+	6-
Pathway 1	2	3	4	5	5+
Pathway 1	2	3-	3+	4	5
Pathway 1	2-	2+	3	4-	5-
Pathway 1	1+	2	3-	3+	4+
Pathway 1	1	2-	2+	3	4
Pathway 1	1-	1+	2	3-	4-
Pathway 1	D+	1	2-	2+	3+
Pathway 1	D	1-	1+	2	3
Pathway 1	D-	D+	1	2-	3-
Pathway 1	E+	D	1-	1+	2+
Pathway 1	E	D-	D+	1	2
Pathway 1	E-	E+	D	1-	2-

Pathway 2

Pathway 2 demonstrates the interim targets set for **Art, DT, MFL, ICT, Music and PE**. The pathway indicates where students should be at the end of each year to keep on track to achieve the end grade they are capable of achieving based on KS2 data. In Key Stage 3 it is important to look at the Key Stage 4 end goal!

	Yr7	Yr8	Yr9	Yr 10	Yr 11
Pathway 2	3+	4+	5+	7+	9+
Pathway 2	3	4	5	7	9
Pathway 2	3-	4-	5-	7-	9-
Pathway 2	2+	3+	4+	6+	8+
Pathway 2	2+	3+	4+	6	8
Pathway 2	2	3	4	6-	8-
Pathway 2	2	3	4	5+	7+
Pathway 2	2-	3-	4-	5+	7
Pathway 2	2-	3-	4-	5+	7-
Pathway 2	1+	2+	3+	5-	6+
Pathway 2	1+	2	3	4+	6
Pathway 2	1+	2	3	4+	6-
Pathway 2	1	2-	2+	4-	5+
Pathway 2	1	2-	2+	4-	5
Pathway 2	1-	1+	2	3+	5-
Pathway 2	D+	1	2	3+	4+
Pathway 2	D	1-	2-	3	4
Pathway 2	D-	1-	2-	3-	4-
Pathway 2	E+	D	1	2	3+
Pathway 2	E+	D	1	2	3
Pathway 2	E	D-	1-	2	3-
Pathway 2	E-	E+	D	1	2+
Pathway 2	E-	E+	D	1	2
Pathway 2	E-	E+	D	1-	2-

Understanding progress at Key Stage 3

Looking at the Pathways, the target set in each year will indicate the level your child should be aiming to work at. A high ability student may well have a target of a 4 or 5 in Year 7 but this does not mean they should be able to pass a GCSE at this stage, it simply shows where they are on the Pathway and what they should achieve with continued effort and a positive attitude.

With the removal of National Curriculum levels at Key Stages 2 and 3, schools are no longer able to measure progress as they have done previously (e.g. from a 4a to a 5b).

There is a now much wider range in 'grades' compared to the old National Curriculum levels so students may well be performing 2 or 3 full levels below their target at the start of the year. *The important thing to look at is that progress is gradually being made and students are working towards their end of year target.* Students could possibly remain on a grade for 2 half terms until secure enough to move up to the next grade.

Here is an example of a student who is working well towards their targets throughout the year and has met both targets in Art and DT, almost met their target in Music and exceeded their target in English.

Subject	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Current	Target
Art	1+	2-	2-	2	2	2+	2+
DT	1	1+	2	2	2+	2+	2+
English	2	2+	3	3+	3+	4-	3+
Music	Dev	Dev +	1	1+	2-	2	2+

Reports

You will receive 6 reports each year; one at the end of each half term:

- Half Term Report - November 2017
- Interim Report - December 2017
- Half Term Report - February 2018
- Interim Report - April 2018
- Half Term Report - May 2018
- Interim Report - July 2018

The Interim Report will comment on progress, behaviour and attendance.

The Half Term Report will comment on progress, behaviour, attendance, homework, resilience and conduct.

Half Term Report explained

We have added a new section to reports to try to provide you with a detailed insight into how your child is performing. Using a coded system your child will receive judgements on their progress, resilience, conduct and homework. The codes are explained on the back of each report and on the next few pages of this booklet.

O - Outstanding

G - Good

R - Requires improvement

U - Unacceptable

"To become successful it takes hard work, resilience, a strong work ethic and the ability to respond positively to feedback."

Progress Code Descriptors

O	Is working at a rate that suggests that their target grade has or will be exceeded.
G	Is working at a rate that suggests that their target grade has or will be met.
R	Is working at a rate that suggests that the target grade is unlikely to be met.
U	Has made no progress yet.

<p>O - Outstanding G - Good R - Requires improvement U - Unacceptable</p>

Resilience Code Descriptor

O	Has a thirst for knowledge, a love of learning and strives for excellence. Is committed to getting the most out of all learning opportunities available. Shows great resilience and perseverance in all challenges, even when they are difficult. Actively seeks feedback on how to improve the quality of work.
G	Attitude shows pride in his/her work and a determination to succeed. A responsible and hardworking student, who tries their best all of the time. Shows resilience, and is willing to persevere when things are difficult. Responds positively to feedback and completes work to the required standard.
R	Attitude sometimes limits the quality of work produced; is failing to push him or herself or make the most of the opportunities available. Shows some resilience, but might give up when things get difficult. Needs to try harder to improve work after feedback.
U	Attitude has a negative impact on learning. Support or intervention is required to become a more responsible learner. He/she is not interested in being challenged, and will give up without really trying. Fails to act on the feedback provided.

Homework Code Descriptor

O	Homework is always completed, handed in on time and of an excellent standard.
G	On most occasions, homework is completed to a good standard and handed in on time.
R	Homework is below standard and regularly late or incomplete.
U	Homework is frequently not returned, this needs to improve.

O - Outstanding
 G - Good
 R - Requires improvement
 U - Unacceptable

Conduct Code Descriptor

O	Takes responsibility for own behaviour, fully cooperating with the class teacher and actively supporting the learning of others. Behaviour and manners are impeccable.
G	Generally polite and respectful towards all adults and fellow students, works cooperatively with others, responding quickly to instructions.
R	Cooperates poorly and/or fails to promptly follow instructions; can be impolite at times, disrespectful towards others and disrupt the learning of peers.
U	Causes persistent disruption to lessons. Can be impolite, disrespectful or challenging towards others. At times can be uncooperative with the class teacher and can often fail to work effectively with others in the group.

This is how the report may look:

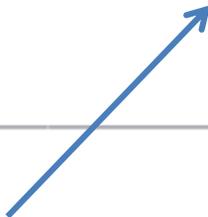
Subject	Progress	Resilience	Conduct	Homework
Art	R	R	R	R
Computing	O	O	G	G
Design and Technology	G	G	G	R
English	R	G	R	U
Humanities	O	O	O	O
Mathematics	O	G	G	O
MFL	G	G	O	G
Music	O	G	O	R
Physical Education	O	O	G	U
Science	O	G	O	G

Behaviour & Attendance

Attendance information includes the number of authorised and unauthorised sessions. All students should be aiming for 100% and attendance falling below 96% may be monitored as a concern.

Attendance Information			
Excellent	Good	Requires improvement	Serious cause for concern
100%	99%-96%	95%-92%	91% and below

Attendance Information		Behaviour Information	
Percentage attendance:	96.30%	Positive points:	48
■ Attendance:	52	Negative points:	0
■ Authorised absences:	2		
■ Unauthorised absences:	0		
Possible sessions:	54		



Points are awarded to students for both positive and negative behaviour both in the classroom and around school, the totals are shown on each report. If you would like to see a breakdown of what the points have been awarded for please see your child's Go4schools page.



All parents/carers can access to Go4schools to see up to date information relating specifically to your child.

What will it show you?

- You have 24/7 access to **today's** information about your child's education, including target grades and attendance statistics.
- You can see real-time behaviour information including rewards and sanctions and the reasons for these.
- You can access progress reports online, either as web pages or as PDFs that can be printed at home. These are sometimes available up to a week before printed reports are sent home.
- You can check your child's timetable online, which helps reduce the number of forgotten PE kits! This also shows holidays and INSET days.
- You can support your child's independent learning with a clear view of homework set, due dates and homework content.
- You can see real-time, subject-specific assessment information and course descriptions.

As long as we have an up to date email address for you on our system, an account will have automatically been set up for you. Simply search for Go4Schools on your browser and navigate to the parents' login page; enter your email as a first time user and a temporary password will be sent to your registered email address. Please note - this will only work with the email address that you have supplied to school.

Go4Schools can be accessed on any smartphone and tablet with an internet facility.