



Sandbach High School and Sixth Form College

an ambitious school
with kindness at the heart of our high expectations

Parental Engagement: Assessment 2022

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Shaping futures

Nurturing ambition

Learning with passion

Creating opportunity

Respecting difference

Outline of presentation

- ▶ What is the national picture of assessment?
- ▶ What is the purpose of assessment?
- ▶ How do we use assessment in SHSSFC?
- ▶ How do we report home?
- ▶ GCSE grades
- ▶ What can parents do to support students?



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2014 National changes to assessment

- ▶ Removal of national curriculum levels
- ▶ New GCSE grades 1-9
- ▶ New GCSE and A Level specifications
- ▶ Linear qualifications in KS4 and KS5



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Key Stages at Secondary School

Key Stage 3	Key Stage 4	Key Stage 5
Year 7 Year 8 Year 9	Year 10 } GCSE Year 11 }	Year 12 } A Year 13 } Level

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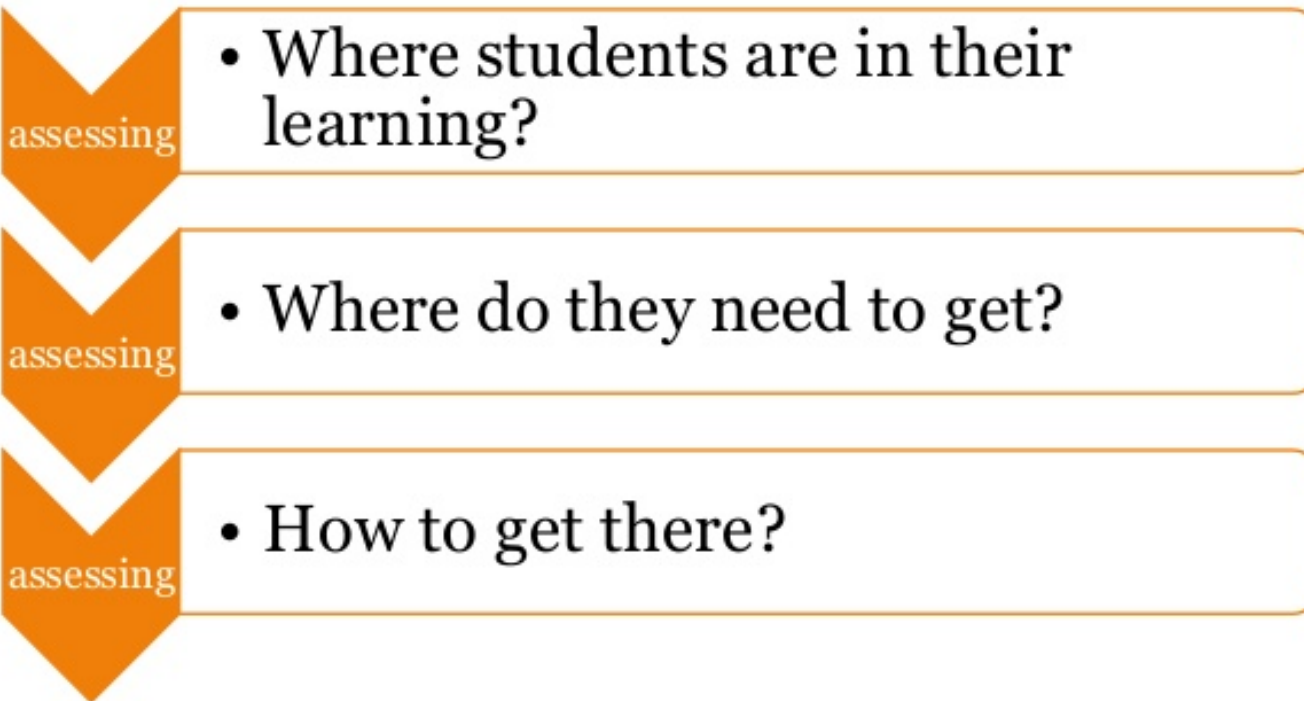
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What is the purpose of assessment?

Assessment



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Formative and summative

Assessment for learning: Assessment for learning is **formative**, and involves both teachers and students in ongoing dialogue, descriptive feedback, and reflection throughout instruction.

Assessment of learning: Assessment of learning is **summative**, and involves determining the quality of the learning that has taken place at the end of a unit or theme, term, semester, or school year. Specific learning outcomes and standards are reference points, and grade levels may be the benchmarks for reporting.



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Summative assessments

- ▶ As of September 2022 we do not have specific exam weeks for KS3
- ▶ Year 10 have exams in – these are sat in normal lesson time, after Easter
- ▶ For Year 11 and Year 13 these exams are called trial exams. These will take place in November to early December for both year groups.
- ▶ Year 12 have end of year exams in summer term



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How do we give feedback at SHSSFC?

Our Feedback Policy Rationale

All students are entitled to regular feedback on their learning. All feedback should:

- ▶ Have a positive impact on student progress and outcomes
- ▶ Be timely and specific
- ▶ Be a good use of teachers' time
- ▶ Require action from the student

Basic Principles of our Feedback Policy

A teacher should only write in books if...

- ▶ they are pointing out a good attribute that a student must continue to use
- ▶ they are pointing out a literacy error
- ▶ they are pointing out an area for development
- ▶ they are giving a next step to move learning on



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What do we want to achieve through our assessment system?

An assessment system that:

- supports students in developing the key knowledge required for success in each key stage and the future
- is based on our high expectations and standards for students
- is rooted in formative feedback and allows students to succeed
- incorporates periodic summative assessment to support ongoing formative feedback
- is simple and easy to understand – for staff, students and parents
- has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects



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To enable progress we need to encourage and cultivate a growth mindset.

- ▶ **Expect excellence** – develop a belief that everybody can improve and reach for excellence, when expectations and levels of challenge are high.
- ▶ **Be resilient** – develop in students an understanding that learning requires hard work, effort, deliberate practice and learning from our mistakes – but that with the right approach, we can all overcome obstacles.
- ▶ **Respond to feedback** – give good quality and specific feedback, as well as the opportunity for students to respond to this feedback.
- ▶ **Inspired by others** – use the success and excellence of others to inspire students to go on and improve their own work.



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P: The writer uses language to create a negative impression of the 'whites' in the text.

E: The word used is 'Blankers'.

~~NOTE:~~ The word 'Blankers' makes the white people sound like they're nothing and that they are blank mentally because Sephy's dad ~~was~~ says that he didn't expect as many people to be excepted in the school, they use that ^(enough) word to insult? he thought ~~that~~ ~~was~~ I think the ~~word~~ ~~is~~ ~~insulting~~ ~~because~~ ~~it~~ ~~makes~~ ~~them~~ ~~sound~~ ~~worthless~~ ~~and~~ ~~it~~ ~~like~~ ~~saying~~ ~~that~~ ~~they~~ ~~are~~ ~~as~~ ~~blank~~ ~~as~~ ~~paper~~ ~~and~~ ~~blank~~ ~~paper~~ ~~is~~ ~~quite~~ ~~boring~~. ~~It~~ ~~is~~ ~~also~~ ~~offensive~~ ~~because~~ ~~the~~ ~~roughs~~ ~~cannot~~ ~~change~~ ~~their~~ ~~skin~~ ~~tone~~.



Why is the word insulting?

blank as paper and blank paper is quite boring. It is also offensive because the roughs cannot change their skin tone.

Purple pen response to feedback

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Purple pen response to progress questions

A purple pen response to progress questions. The text reads: "thoughts turned into literature to put ~~you~~ you into ~~the~~ their shoes." To the right, there are fragments of another text: "sticks to drums he hear".

I think that 'long dark deck and the water surrounding me' is the most effective because, personally, it made me the most ~~empathy~~ empathetic because it shows you that there is no chance of escape, the water ^{sur}rounds them.

Which quote is the most effective Scampi? Can you explain why?

Reporting home

Student Report – Year 7 Term 1

Student's Name: Sandy Student
Form: 09D

Attainment and R2L Information

Subject	Student Score (%)	Year Group Average (%)	Ready to Learn (R2L)			
			Effort (1-4)	Behaviour (1-4)	Homework (1-4)	Attendance (%)
Art	67%	69%	2	1	2	92.0%
Computing	56%	69%	2	1	2	100.0%
Dance	73%	67%	2	2	2	100.0%
Drama	47%	52%	3	2	2	100.0%
English	71%	60%	1	2	2	97.0%
Geography	67%	69%	2	1	1	94.0%
History	64%	68%	1	2	1	100.0%
Maths	34%	72%	2	1	2	98.0%
Music	45%	51%	2	1	2	100.0%
PE	87%	66%	1	2	1	100.0%
Religious Studies	79%	70%	2	2	3	100.0%
Science	51%	72%	1	1	2	97.0%
Spanish	66%	55%	2	1	1	100.0%
Technology	57%	53%	2	2	2	100.0%

Student Score

r2L grades

Attendance

Year group average

New GCSE grading

Grading the New GCSEs in 2017

Ofqual
.....

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
<ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 										
CURRENT GCSE GRADING STRUCTURE										
		A*	A	B	C	D	E	F	G	U



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Numerical GCSE grades

There are 9 GCSE grades

We have sub-divided 1-8 into 3 categories

- (just achieving that grade)

= (securely achieving that grade)

+ (achieving at the top of the grade, nearly into the next grade)

Grade 9 – it was anticipated that about 5% of entries would achieve grade 9 (previously it was about 8% A*)

In summer 2019, 4.5% of all entries achieved grade 9

In summer 2022, 6.8% of all entries achieved grade 9



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Reporting home



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Year 10 Progress Report – Autumn 2021

Students Name: Jane Doe
Form: 10X

Progress and r2L Information
Please find below details of Jane's current r2L and projected Key Stage 4 grades. The projected grade is the most likely result at the end of Year 11 based on current performance.

Subject	Projected Grade	r2L (Ready to Learn)				Attendance (%)
		Effort (1-4)	Behaviour (1-4)	Homework (1-4)		
English Language	6+	2	1	2	96	
English Literature	6=	1	2	1	96	
Maths	5=	2	2	2	95	
MFL: French	3-	2	1	2	98	
Science (Double)	6+	1	2	1	96	
Art	7-	2	2	1	96	
Computing	5+	2	1	1	95	
Dance	6=	1	2	2	98	

r2L Key	
Grade	Description
1	Outstanding
2	Expected
3	Less than expected
4	Significant Concern

Projected Grade Key	
Indicator	Description
+	Sometimes exceeds
=	Consistently performs at
-	Mainly performs at

Attendance information

Attendance %	96%
Authorised Absence (sessions)	3
Unauthorised Absence (sessions)	2

Note: Sessions equate to half days.


Projected grade

r2L grades

r2L and projected grade keys

Attendance

Reporting home

 **Sandbach High School**
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College Progress Report – Autumn 2021

Students Name: Jane Doe
Form: 12X

Progress and AtL Information
Please find below details of Jane's current AtL and projected Key Stage 5 grades. The projected grade is the most likely result at the end of Year 13 based on current performance.

Subject	Projected Grade	AtL (Attitude to Learning)	
		Attitude	Independent Learning
English Language	A+	1	2
BTEC Business (Single)	L2D*-	2	1
Maths	C	2	2
Extended Project Qualification	B+	1	2

AtL Key

Grade	Description
1	Outstanding
2	Expected
3	Less than expected
4	Significant Concern

Projected Grade Key

Grade B Example	Description
B+	Sometimes exceeds B
B=	Consistently performs at B
B-	Mainly performs at B

Subject Attendance Information

Subject	Attendance (%)
English Language	98
BTEC Business (Single)	97
Maths	75
Extended Project Qualification	100

Projected grade

Attitude to Learning grades

AtL and projected grade keys

Subject attendance

r2L

Progress reports grade the approach to learning demonstrated by students in each subject.

This appears under the heading r2L (Readiness to Learn) which links with our rewards system and has four grades:

- 1 Outstanding
- 2 Expected
- 3 Less than expected
- 4 Significant concern



Since September 2020, on progress reports, r2L grades have been reported for 3 categories:

Effort

Behaviour

Homework



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r2L, BfL, merits

r2L is a reward system and recognises the readiness to learn of a student both in and out of lessons

r2L is rewarded through

Years 7 & 8 – Merits

Year 9 – Star Award

Years 10 & 11 – Senior Curriculum Awards

BfL grades (1-4 + 8 & 9) reflect the behaviour of a student in lessons



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AtL

Progress reports grade the attitude to learning demonstrated by students in each subject.

This is sub-divided into 2 categories: Attitude and Independent Learning. There are 4 grades:

- 1 Outstanding
- 2 Expected
- 3 Less than expected
- 4 Significant concern



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What can parents do to support students?

Encourage students to reflect on their next steps – these are the most useful guidance that will help them progress

Sabado 23 de enero

Los deberes

Nearly there 😊

NS = - check use of **ser & estar** , preterite & imperfect
- vary verb forms

¿Llevas una vida sana? ¿Qué haces para mantenerte en forma?

1 Me gustaría pensar que llevo una vida sana porque por una parte siempre como un buen desayuno e intento comer regularmente pero por otra parte si estoy fluyendo, nunca hago deporte y voy por todas partes en coche. Luego, el próximo mes, voy a ir al comer dos veces a la semana con mis amigos - así será súper!

Admito que, cuando era



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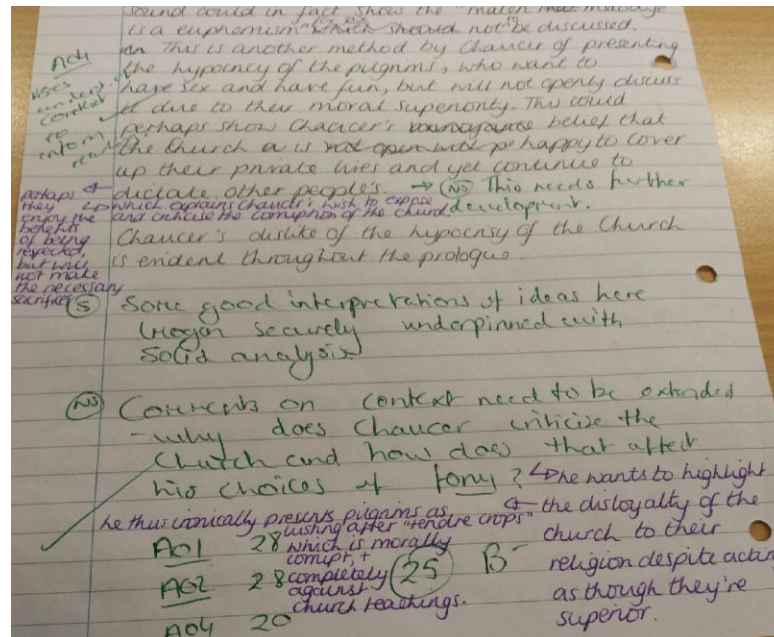
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What can parents do to support students?

Encourage students to respond to the feedback they receive from their teachers



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What can parents do to support students?

Encourage a growth mindset about how success is a result of determination and resilience.

Reassure students that assessment is a long-haul journey and there will be peaks and troughs along the way.

Focus on R2L grades when looking at progress reports.



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Thank you

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