

What will my daughter's feedback look like?

There are many different types of feedback that your daughter will be given to enhance her progress. These are used in a variety of ways by teachers and can include day to day Assessment for Learning strategies, verbal feedback in class activities, use of exercise books, folders, homework tasks, in tests or exams. All feedback will be in the form of What Went Well (WWW) and What Next (WN). Any feedback will also reinforce literacy strategies and Spelling, Punctuation and Grammar (SPAG) feedback.

Teacher marking is one form of feedback that students will receive. Teachers are not expected to provide feedback on every learning activity that takes place, nor to provide written marking on every piece of work that your daughter does in class or at home. There will therefore not be teacher marking on every page of your daughter's exercise book or folder.

How can my daughter engage with her feedback?

Students can engage in their feedback through Directed Improvement and Response Time (DIRT), self-assessment and peer assessment. Primarily DIRT time will allow students to address their WN. The primary way that teachers will know whether DIRT has been engaged with is how the student tackles consequent learning.

There are a number of strategies that students can use to ensure that they engage with feedback including:

- Knowing the learning objectives, assessment objectives and success criteria for the piece of work they are undertaking.
- Responding to the verbal and written feedback that is received
- Use Directed Improvement and Response Time (DIRT) effectively
- Correct their own SPAG
- Engage fully with self and peer assessment

How can I support my daughter with her feedback?

You can support your daughter by ensuring that she engages with her feedback using the strategies above. The knowledge and understanding of how your daughter is assessed at KS3 will also aid you in having conversations with her about her progress.

What are Assessment Points?

There will be three assessment points per year group.

Following each of these Assessment Points, a student and her parents will receive a report, indicating the student's progress in each subject, plus information on her attitude to learning.

What are the Assessment Points based on?

Each Assessment Point will include some kind of assessed task, plus any other key pieces of work identified in the Curriculum Outlines (available on the school website.)

Assessment Points are not based on a single assessed piece of work. We want to ensure that reporting is representative of your daughter's progress overall, and to remove the pressure of high-stakes assessments throughout the year. This continues with the changes that were implemented in the last academic year.

There is one exception per year group:

- Year 10: The Summer report will be based on the end of year exams.
- Year 11: The Spring report will include a grade for the mock exams plus a Currently Working At (CWA) grade.

The second report in the Spring term will also include a predicted grade, which is the grade a student's teachers feel she is most likely to achieve in each of her subjects.

How are Assessment Points marked?

Students will be awarded a mark out of 20 for assessed tasks and for other work that feeds into the Assessment Point. Your daughter's teacher will communicate her mark out of 20 to her in class.

For each Assessment Point, the full range of marks from 1 – 20 can be awarded. We will no longer be measuring progress by looking at a student's progress through the 1 – 20 mark range within an academic year.

What progress data will be recorded on reports?

Students will be given a GCSE grade for each subject, using the new grading system, 9 – 1.

- **DT:** Please note that for students in Year 11 DT is still a 'legacy' (old) GCSE specification, which means that the grades awarded will be under the old grading system, i.e. A* - G.

Reports will also include a further grade:

- **Target Minimum Grade (TMG):** This is the grade that your daughter is most likely to achieve in each of her subjects. This is a realistic but aspirational target grade.
- **Year 11** will have also had a Potential Grade on their reports in Year 10. **Year 10** will have had a Potential Grade for the subjects in which they were awarded GCSE grades in Year 9. We have made the decision to remove these, since we feel that TMGs are sufficiently challenging for our students.

TMSs are established by an organisation called the Fischer Family Trust, which uses a range of detailed contextual information including KS2 data to estimate most likely grades for each student.

Report grades are Currently Working At (CWA) grades. We would not expect a student to be achieving the grades that she will be aiming for by the end of the GCSE course throughout the two years of her preparation for the GCSE exams. She may perform at a very high level in individual units of work, but these would not reflect her GCSE – level performance overall in any one subject. Please also bear in mind that progress is not always linear and your daughter's grade in a particular subject may not always increase from one Assessment Point to the next. Teaching staff will communicate with the student and her parents should they have concerns about an individual student's progress. A CWA that is two or more grades below a student's TMG would indicate that further consolidation of the skills, knowledge and understanding required to continue to make progress in that subject area is needed.

What are the new GCSE grades?

The table below shows how the new GCSE grades relate to the old grades:

A / A*	7, 8, 9
B	6
C	5
D	4
E	3
F	2
G	1

What is the new Grade 9?

There is no equivalent under the old grading system for the new grade 9. Before the first cohort of students sat the new GCSEs in English and Maths in summer 2017, the government has said that about 20% of all grades nationally at 7 or above would be awarded a grade 9. This is called norm referencing, as opposed to the previous system under which a certain mark was identified as the grade boundary for an A* and any student who achieved above this boundary was awarded the top grade. Previously, teachers were able to identify particular skills, knowledge and understanding that candidates needed to demonstrate to achieve an A*. This is no longer the case, since grade 9 does not represent a particular set of skills, rather the level at which students are able to demonstrate them, and how this compares with the relative performance of other students who are sitting the same exam.

You will be aware that historically a very high percentage of our students achieved A* grades. In the first set of results for the new GCSEs in English and Maths, 3.5% of entries nationally were awarded a 9 in Maths, 2.2% in English Language and 3.2% in English Literature. Our students' results significantly outperformed these national figures, with over 50% of students achieving a 9 in Maths, and the same percentage achieving a 9 in English. However, 2018 will be the first summer that students sit GCSEs in all of the new specifications (except DT.) Staff will therefore be cautious in awarding students a grade 9 at Assessment Points. Many of our students will have TMGs of grade 9. However, in terms of their progress, a grade 8 for a subject on their report should be seen as in line with their target grade, even if that grade is in fact a 9. We will share any further information about the new grading system as analysis of the first cohort to sit the new specifications emerges.

How can I access my daughter's report?

Reports will be available on the WebPortal. A ParentMail will be sent home to advise you when they are available. Should you have any issues accessing the WebPortal, please contact the IT office: Helpdesk User helpdesk@tiffingirls.org