

### **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 sole, assessed piece of work. The exception is the summer term report for Years 8 and 9, which will reflect your daughter's attainment in her end of year exams.

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.

### **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?

Reports will not include students’ marks out of 20 for an Assessment Point. Instead, students’ marks will be converted to a Progress Band, which is what you will see on your daughter’s report.

There are four Progress Bands: Mastery, On Track, Working Towards, Cause for Concern. The following descriptors give you a guide as to how to interpret each of these bands:

Mastery	A student is on track to achieve a Grade 8 or 9 at GCSE in this subject.
On Track	A student is on track to achieve a Grade 7 at GCSE in this subject.
Working Towards	This student is not making sufficient progress towards her target grade in this subject, and needs to identify the areas on which she needs to focus on to get back on track. She will be given guidance and support by her class teacher, and should engage with the feedback she has been given in class and following assessed tasks.
Cause for Concern	This student is not making enough progress and will need additional subject or pastoral support to ensure that she can meet the requirements of the course in this subject area, to enable her to get back on track to achieve her target grades at GCSE.

*NB: In the new GCSE grading system, Grades 8 and 9 are equivalent to the old A\* Grade, and a Grade 7 equates to an old Grade A.*

Assessed tasks will be marked on a range between 1 – 20. As a guideline, numerical marks will correspond to progress bands as follows:

- Mastery: 18 – 20
- On Track: 15 – 17
- Working Towards: 12 – 14
- Cause for Concern: 11 or below

However, Heads of Department may scale marks for each Assessment Point.

**Example 1:** *Students complete a range of assessed tasks for the Spring Assessment Point. Due to the complexity of the skills being assessed, the majority of marks are awarded in the range 7 – 18. Therefore, the Head of Department adjusts the progress bands for reporting as follows:*

*Mastery 16 or above; On Track 13 or above; Working Towards 10 – 12; Cause for Concern 9 or lower.*

**Example 2:** *Students complete a range of assessed tasks for the Autumn Assessment Point. Students do particularly well, with the majority of marks being awarded in the range 14 – 20. The Head of Department adjusts the progress bands for reporting as follows:*

*Mastery 19 or 20; On Track 16 – 18; Working Towards 13 – 15; Cause for Concern 14 or lower.*

*Reports will only include Progress Bands. Students will be given their marks for assessed tasks in class.*

### How can you gauge your daughter’s progress?

Progress in the Mastery band	Your daughter is making exceptional progress.
Progress in On Track band	Your daughter is making very good progress, and should look for extension opportunities to build on the skills, knowledge and understanding that she is developing in this subject area.
Progress in the Working Towards band	Your daughter is making progress but needs to identify the skills, knowledge and understanding that she needs to consolidate in this subject area. By doing this and with support from her teacher, she should be able to get back on track.
Progress in the Cause for Concern band	Your daughter is not making the progress expected of her in this subject area. She needs to discuss the areas on which she needs to concentrate to improve

	her outcomes in this subject area. She may need support with her organisation, with revision or in other areas.
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### **What if my daughter drops a band?**

If a student drops from Mastery to On Track, her progress is not a cause for concern. Should she identify areas on which to focus going forward.

If a student drops to the Working Towards band, she should identify the skills, knowledge and understanding that she needs to consolidate in this subject area.

If a student drops to the Cause for Concern band, she is no longer making the progress expected of her in this subject area.

### **Will my daughter receive marks at Assessment Points?**

As mentioned, these will not be reported home, but will be communicated to students in class. Progress is measured by the Progress Bands, rather than by comparing marks at each Assessment Point.

*Example 1: A student is awarded 15 for each of her three Assessment Points in English. This converts to On Track. She is making very good progress.*

*Example 2: A student is awarded 17 for her first Assessment Point, 15 for the second, and 16 for the third in Maths. Each of these On Track progress. She is making very good progress.*

*Example 3: A student is awarded 16 for her first Assessment Point in French, 18 for the second and 17 for the third. She is making very good progress, and was making exceptional progress prior to the second Assessment Point.*

### **Will my daughter have Baseline tests?**

Year 7 will no longer complete baseline tests in all subject areas. The school has access to KS2 and Stage 2 data as an indicator of prior attainment. Some subjects may use diagnostic tests or tasks internally, as a way of identifying individual students' capabilities within those subject areas. These include Art and PE. The data gathered from these tests will be used to inform teaching and learning, and will not be reported home to parents. Students' progress will not be measured from their baseline tests, as was the case in previous years.

### **What are Grade descriptors?**

Under the old National Curriculum, each National Curriculum Level had grade descriptors attached to them. These gave an indication of the skills students had developed by achieving a Level 6, for example. These descriptors were very generic.

We do not use descriptors for each mark in the range 1- 20. The skills, knowledge and understanding that students are developing in each subject change as students move from one topic to the next. To understand the areas of focus in each subject for each term, please refer to the relevant Curriculum Guide, which can be found on the school website: <http://www.tiffingirls.org/Our-School/Academic-Departments.aspx>

### **Will the report use GCSE grades?**

In Year 9, student progress will be reported via GCSE grades in English, Maths, Biology, Chemistry, Physics and French. The grades reported will be Currently Working At grades (CWAs). These reflect your daughter's current performance. We would not expect students to achieve in Year 9 the grades that they will be working towards by the end of Year 11.

### **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](mailto:helpdesk@tiffingirls.org)