

What will my child's feedback look like?

There are many different types of feedback that your child will be given to enhance progress in individual subject areas. 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 child does in class or at home. There will therefore not be teacher marking on every page of your child's exercise book or folder.

How can my child engage with feedback?

Students can engage with 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 child with feedback?

Parents can support their children by ensuring that they engage with feedback using the strategies above. The knowledge and understanding of how your child is assessed at KS3 will also aid you in having conversations about progress.

What are Assessment Points?

There will be two assessment points per year group.

Following each of these assessment points, students and their parents will receive a report, indicating levels of progress in each subject, plus information on 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 9, which will reflect your child's attainment in the end of year exams. Years 7 and 8 do not have end of year exams.

We want to ensure that reporting is representative of your child's progress overall, and to remove the pressure of high-stakes assessments throughout the 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 child's teacher will communicate this mark out of 20 in class.

For each Assessment Point, the full range of marks from 1 – 20 can be awarded.

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 child'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 the target grade in this subject, and needs to identify the areas on which to focus on to get back on track. The student will be given guidance and support by the class teacher, and should engage with the feedback 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 be able to meet the requirements of the course in this subject area. In this way a student will be able to get back on track to achieve 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 child's progress?

Progress in the Mastery band	Your child is making exceptional progress.
Progress in On Track band	Your child is making very good progress, and should look for extension opportunities to build on the skills, knowledge and understanding that students are developing in this subject area.
Progress in the Working Towards band	Your child is making progress but needs to identify the skills, knowledge and understanding that need to be consolidated in this subject area. By doing this and with support from the class teacher, the student should be able to get back on track.
Progress in the Cause for Concern band	Your child is not making the progress expected in this subject area. The student needs to discuss the areas on which to concentrate to improve outcomes in this subject area. The student may need support with organisation, with revision or in other areas.

What if my child drops a band?

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

If a student drops to the Working Towards band, it is important to identify the skills, knowledge and understanding that need to be consolidated in this subject area.

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

Will my child 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 the three Assessment Points in English. This converts to On Track. The student is making very good progress.*

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

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

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>

How can I access my child'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