

Thomas Keble School



REPORTING AND ASSESSMENT 2017/18

Year 8





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Dear Parents/Carers

Introduction to the Assessment and Reporting Parents' Handbook for Year 8

Our *Assessment and Reporting Parents' Handbook* is designed to provide a comprehensive information guide regarding the Thomas Keble assessment and reporting process for you.

Within the handbook there is a section which outlines the points in the school year when assessment information is available.

We have introduced a new service – 'School Gateway'. This means that we can share information with parents more quickly via email, text, online and smartphone app. It will also save parents – and the school – time and money.

You will be able to view the following for your child(ren):

- Attendance
- Your contact details

You will also be able to make payments via debit and credit card, for trips, clubs and music tuition and give online consent for activities such as school trips.

The process for issuing login details for the School Gateway is as follows:

- Activate your School Gateway account. It's quick and easy to do. All you need are your email address and mobile number that the school holds on record for you.
- **Download the app:** If you have a smartphone, please download School Gateway from your app store (Android and iPhone). The app shows the same information as the website PLUS you can message the school for FREE – this will also save the school money when we send you a text message.

OR

- **Visit the website:** www.schoolgateway.com and click on 'New User'. You'll receive a text message with a PIN number. Use this PIN to log into School Gateway.
- If you're having trouble logging in, it may be we do not hold your current email and mobile number on our records. Please contact the school and we'll update the details on our system. Please email our Data Office – dataoffice@thomaskeble.gloucs.sch.uk.

We feel that it is important that you have a clear, detailed overview so that we can work together effectively to support your child during their time at Thomas Keble School so that they achieve the best results of which they are capable.

Yours sincerely

Kate Apperley
Deputy Head i/c Reporting and Assessment

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Reporting and Assessment 2017/18

Reporting System overview

Each year we communicate with Year 8 parents three times either via a parents' evening, progress review or full report.

Progress reviews

Are intended to be a 'snapshot' of a student's progress. In order for you to have the fullest picture possible of your child's performance at Thomas Keble we also include an assessment of the student's Effort and Homework. Both Effort and Homework are reported using the following: Excellent/Good/Inconsistent or Poor. Definitions can be found in Appendix 1.

Parents' Evening

Parents' Evening is intended as an opportunity for parents and carers to discuss their child's progress directly with each member of teaching staff who teaches that child.

Full reports

Full reports are intended as a comprehensive picture of a student's progress, attitude and effort during the year. The report contains a written comment by the subject teacher which highlights areas of strength and indications of any 'gaps' in subject knowledge and/or key skills. As with the progress review, we also include an assessment of the student's effort and homework.

The Student Support team are always happy to deal with any enquiries or concerns you may have at any time. Please do not feel that you have to wait until a Parents' Evening to raise any issues or concerns, including information/updates on progress.

Please email studentsupport@thomaskeble.gloucs.sch.uk and the team will direct your enquiry/concern to the most appropriate member of staff.

Reporting cycle 2017/18:

Year	Term		Date
8	1		
	2	Parents' evening	November 9 th 2017
	3		
	4	Progress review	March 29 th 2018
	5		
	6	Full reports	July 5 th 2018

Life After Levels

In June 2013, the Department for Education (DfE) confirmed that national curriculum levels would be removed, and encouraged all schools to implement their own arrangements, based on the needs of their students and staff. At Thomas Keble we have embraced the opportunity to change our assessment procedures believing that we can improve the link between assessment and feedback which will enhance the learning experience for the students. We believe that students should focus on the **skills and knowledge** required for each subject and work on filling gaps rather than being concerned about which level they have achieved. Such an approach will help build secure foundations from which students can progress.

As a result, we have developed a system for 'Life After Levels' where, in each subject, teachers and students will understand which skills and knowledge are required to make expected progress based on the individual students' starting points. Students will be guided through the skills and knowledge needed to succeed in each subject and your child will be given advice on how they can improve.

It is normal for students to make different rates of progress and to develop skills and aptitudes at different rates in different curriculum areas, so tracking is an essential part of our work to ensure that each student makes the maximum progress possible during their time at Thomas Keble.

Students' progress in each subject will be judged on their individual starting point. Parents will be informed as to whether students are making expected progress relating to their starting point.

Making expected progress

All subject areas will assess the student's starting point using some or all of the following:

- i) individual subject baseline tests
- ii) information received from primary schools
- iii) English and Maths information
- iv) Cognitive Ability Test (CAT) score

Throughout the year teachers will continually assess the progress being made by students. Tracking progress takes many forms and is based on classwork, homework, formal assessments, annual exams and on-going teacher assessment. Teachers assess students in a variety of different ways including written tasks, topic reviews, skills test or verbal questioning during a lesson. Exam results are not reported separately but your child will have verbal feedback, in lessons, about what went well in the exams/tests and how they can improve.

In reports and progress reviews, you will be informed as to whether your child is

- making expected progress
- making more than expected progress
- making less than expected progress

based on their starting point in each subject.

If we have any concerns about your child's progress, we will endeavour to make contact to discuss possible reasons. This will enable us to implement any necessary support or intervention.

Appendix 1

Thomas Keble School: Effort Descriptors

1. ***Excellent Effort*** means being committed to getting the most out of all learning opportunities available. It is what all Thomas Keble students should aim for.

A student making *excellent effort*:

- Actively participates in the lesson at all times, and is fully engaged
- Actively seeks feedback on how to improve the quality of their work
- Shows great resilience and perseveres with all challenges, even when they are difficult
- Manages their time and work efficiently and is highly self-disciplined

2. ***Good Effort*** means being a responsible and hardworking student, who tries their best all of the time.

A student making *good effort*:

- Shows a good interest in their learning and is attentive and focused
- Responds well to feedback and targets, and completes work to the expected standard
- Shows resilience and is willing to persevere with challenges
- Takes responsibility for their work and is well organised
- Willingly does all that is asked of them

3. ***Inconsistent Effort*** means that a student is probably doing most of what they are supposed to do, but is failing to push themselves or make the most of the opportunities available.

A student making *inconsistent effort*:

- Is generally focused but participation in lessons tends to be passive
- May not try hard enough to improve their work after feedback
- Shows some resilience but might give up on challenging tasks
- Spends an adequate amount of time on tasks and is capable of being well organised
- Does the minimum that is asked of them but not much more

4. ***Poor Effort*** means that a student needs support or intervention to become a more responsible learner.

A student making *poor effort*:

- Makes little effort to be involved in the lesson and may disrupt the learning of others
- Fails to act on feedback provided and as a result is not making expected progress
- Reluctant to be challenged and will give up without really trying
- Spends an inadequate amount of time on tasks and takes little pride in their work
- Takes little or no responsibility for their own learning or behaviour

Thomas Keble School: Homework descriptors

1. Excellent

Homework is always handed in on time and reflects an excellent level of effort. The quality is in line with or above expectations for your child.

2. Good

Homework is handed in on time and reflects a good level of effort. The quality is at least in line with expectations for your child.

3. Inconsistent

Homework is not always handed in on time and sometimes reflects the minimum of effort required. The quality can fall short of expectations for your child.

4. Poor

Homework is regularly handed in late or not completed and reflects an inadequate level of effort. The quality is below expectations for your child.