

## **Academic Reporting and Tracking at King Edward VI Handsworth School**

Welcome to the school. I would like this opportunity to give you a brief overview of our reporting system and explain some of the terms you will come across during your daughter's first five years with us.

Over the last few years we have developed a system of reporting and tracking your daughter's progress that we hope keeps you informed and helps us to intervene when some students need extra support to fulfil their potential.

### **Key Stage 3 - Levels**

In KS3 we follow the National Curriculum. The definition of the levels varies considerably from subject to subject. Your daughter should be able to tell you, or in most subjects show you a sheet which defines the levels. Nationally, the average level that students achieve at the end of year 6 is Level 4 in Mathematics, English and Science. The majority of our students have achieved level 5 in these three subjects. At the end of Key Stage 3 nationally the average level is 5/6. The majority of our students achieve level 7 and quite often level 8.

### **Key Stage 4 - GCSE Grades**

Although nationally the pass grade at GCSE is a grade C we find that about 80% of our students gain an A or A\* grade at GCSE. More and more of the courses that our students wish to study and the universities that they wish to study at after leaving us require grades of this standard. We also require a minimum of 5 A/A\* grades for entry into our sixth form, with a minimum of an A grade in the subject that is to be continued to A level.

### **Your Daughter's Progress**

Although I have informed you of the average performance of our students we view your daughter very much as an individual and wish to support her over her years with us to fulfil her own potential. In order to do this we give Y7, very early in their first term, an assessment, called MIDYIS, which is then analysed by an institution called the CEM centre. They also have the Key Stage 2 data relating to your daughter. They use both sets of data to produce a statistically based prediction of the level your daughter should produce at the end of the Key Stage if she makes average progress across the three years. To achieve the Challenge level she will have to make above average progress. They also send us the actual scores for the MIDYIS test. It is broken down into several different areas which reflect different types of skills. A score of less than 120 in an area indicates that your daughter may need extra support if an activity is using this skill. Each of your daughter's teachers has a copy of this information. If your teacher is concerned about certain aspects of your daughter's work then your daughter may be given extra support from the Student Support Team. The Student Support Team consists of one member of staff who helps with for example dyslexia, one who helps with for example poor organisation skills and another who supports language development for bi-lingual pupils.

### **Academic Reviews (Reports)**

Our reports are called reviews and in Y7, 9 and 10 there are four in each year and in Y8 and Y11 there are three. Before each of these reviews your daughter's work and progress will be assessed by her subject teacher. These are spread through the five years to give you regular updates on your daughter's progress. Although all of the data produced about your daughter is accessible electronically at any time of the year three of these reviews are sent home as a paper copy. The dates that the reviews have been finalised are on the school calendar.

Each review (except for the very first Y7 review) consists of:

- A grading 1-4 of your daughter's work ethic in class and for homework. The definition of the numbers is as follows: 1 – very good, 2 – good, 3 – some cause for concern, 4 – serious cause for concern.
- The Current Teacher Assessment. In KS3 this is the National Curriculum level, and in KS4 the GCSE grade, your daughter has achieved in the most recent assessment since the last review.
- Expected End of Key Stage Level/Grade. This is in KS3 the level, and in KS4 the GCSE grade, your daughter is expected to achieve at the end of the Key Stage, based on all the evidence from classwork, homework and assessments.
- Challenge Level/Grade. This is a statistically produced level/grade(see above), in KS3 the level, and in KS4 the GCSE grade, your daughter has the potential to achieve at the end of the Key Stage if she makes above average progress throughout the Key Stage

On the data base there is also a Median level/grade. This is a statistically produced level/grade (see above), in KS3 the level, and in KS4 the GCSE grade, your daughter has the potential to achieve at the end of the Key Stage if she makes average progress throughout the Key Stage. This grade does not appear on the paper reviews as we hope that your daughter will take the Challenge level/grade as the level/grade she should aim for.

The review is read by the Headmistress and your daughter's Pupil Achievement Leader. The work ethic grades and the Teacher Assessment, Median and Challenge grade/level are all compared to check that your daughter is making the progress which will ensure she reaches her full potential. If your daughter appears to be underachieving or there any other problems then your daughter will be interview by her PAL. In rare cases you may be invited in to discuss your daughter's progress. Once a year, there will be a summary comment from your daughter's form teacher.

### **The First Y7 Review-settling in report**

It is a big change moving for primary to secondary school and some students make the adjustment quicker than others. The design of this report is to reassure the majority of parents that your daughter has made this transition and to identify in rare cases students who need a little support .

### **How To Improve**

To find how your daughter can improve you should look in her assessment folder. After each assessment, in each subject, a feedback sheet is produced which should identify what your daughter has done well, and what she needs to do in order to improve. These vary in style from subject to subject.

You will also find written feedback, identifying strengths and advice on 'how to improve', at regular intervals in your daughter's books from staff.

We also feel it is valuable to train students in how to self and peer assess work as this leads to them becoming more aware of what constitutes a good piece of work and thus helps them in turn to produce good work. Therefore, at regular intervals you should find that your daughter's work has been self or peer assessed.

### **In Conclusion**

All schools have different systems for tracking and monitoring students and I hope that you now have a good understanding of ours.

**If at any time you have concerns over your daughter's progress please contact your daughter's PAL**