

22nd July 2022

Dear parents/carers of Year 11 (2022-23),

This letter outlines how we assess and monitor the progress of your child and how this information will be reported to you each term.

Departments set key pieces of work for every year group which are completed by all students and assessed in an agreed way by staff each term. Subject teachers mark these key pieces of work using a combination of **formative** and **summative** assessment.

Formative Assessment = *Comments about what students have done well and what they need to do to improve*

Summative Assessment = *Marks and/or grades*

Each term your child will receive a **Learning Judgement** from each of their subject teachers.

Learning Judgement	Description
Excellent	<ul style="list-style-type: none"> • Always tries hard, perseveres when learning is challenging and seeks to achieve excellence in all that they do • Contributes fully in lessons and is always well-organised • Produces homework to a very high standard and often goes beyond the minimum expected
Good	<ul style="list-style-type: none"> • Consistently works hard and seeks to produce work that meets expectations • Contributes well in class and is well-organised • Always completes homework
Inconsistent	<ul style="list-style-type: none"> • Can work well to produce work that meets expectations, but not on every task • Can contribute well and be well-organised, but not consistently • Sometimes completes homework
Poor	<ul style="list-style-type: none"> • Regularly misses homework deadlines and/or does not complete home or classwork to an acceptable standard • Often disorganised • Does not concentrate well in lessons

Learning judgements are our primary mechanism for supporting your child's progress and we share these for each subject in each termly report. They outline explicitly what successful learners need to do to achieve their academic potential.

- An **Excellent Learning Judgement** indicates a student to have developed excellent learning habits for future academic success.
- A **Good Learning Judgement** indicates a student to have developed good learning habits for future academic success.

- An **Inconsistent Learning Judgement** indicates a student needs to work towards a ‘Good’ Learning Judgement to ensure they develop the right learning habits for future academic success.
- A **Poor Learning Judgement** indicates a student needs to work towards a ‘Good’ Learning Judgement to ensure they develop the right learning habits for future academic success.

In the vast majority of cases where a student is underachieving in a subject, it is because they are displaying the qualities described above in the ‘inconsistent’ or ‘poor’ learning judgement description. The descriptors are there to help you and your child have meaningful conversations about what they need to do in order to be more successful in and outside of the classroom. If your child receives an ‘inconsistent’ or ‘poor’ judgement from a subject teacher, this will always be accompanied by one or two specific identified areas for improvement from the list below. We will also provide some strategies for how to support your child to improve in each of these areas.

- Classwork (CWK)
- Homework (HWK)
- Behaviour (BEH)
- Participation (PAR)
- Organisation (ORG)
- Attitude to Learning (ATL)
- Literacy (LIT)
- Numeracy (NUM)
- Attendance (ATT)

In each termly report, your child will also receive a **forecast GCSE grade** for each subject so that you can see whether they are on track to meet their **minimum expected GCSE grade**.

1. Minimum Expected GCSE Grade

This is the minimum grade a student is expected to achieve at GCSE for all subjects. These are set using your child’s prior attainment data, their Key Stage 2 Scaled Score. We compare students’ results nationally against those with similar starting points and outcomes to produce our own aspirational flightpaths for our students (see ‘Expected Progress’ chart, No.4 below). Although these projected outcomes are aspirational, we treat these grades a minimum expectation rather than a ‘target’ and expect that with high quality teaching and learning, our students should be able to meet and, in many cases, exceed them. Most students at HWS do achieve or exceed these minimum expected grades.

2. Forecast GCSE Grade

This is a professional judgement, made by subject teachers, of the grade a student is likely to achieve in their subject in Year 11 if they continue to work at their current rate. Teachers consider all the assessed pieces of work completed by a student over the term to inform these holistic forecast grades. The forecast grade should in no way be seen as fixed, or a ‘cap’ to achievement. Students can always improve their performance if they seek out challenges, put in the necessary effort, act on their feedback from their teachers and continually try to improve. Where students are not on track, the school will intervene in some way to support improvement.

3. Scaled Scores

At the end of Key Stage 2, your child was assessed in English and Mathematics and given a Scaled Score in each subject between 80 and 120. 100 represents the nationally expected level (the average is currently around 105/106). The Department for Education (DfE) state that if children achieve this national standard, they have demonstrated sufficient knowledge

in the areas assessed, therefore placing them in a good position to succeed in the next steps of their education. Children with scores above 110 are considered high prior attainers, between 100 and 109, middle prior attainers and below 100, low prior attainers. The diagram below shows the progress that students are expected and most likely to make from their different Key Stage 2 starting points.

4. Expected Progress from Key Stage 2 Scaled Score to Key Stage 4 GCSE Grade

Key stage 2 Scaled Score	Year 7	Year 8	Year 9	Year 10	Year 11	GCSE Grade
						9
						8
						7
						6
						5
						4
110-120						3
100-109						2
80-99						1

5. GCSE Grades

The table below shows how new GCSE grades (numbers) correlate to old style GCSE grades (letters). A grade 4 is considered a pass. A grade 5 is considered a strong pass.

9	A*
8	A
7	
6	B
5 (strong pass)	C
4 (standard pass)	D
3	E
2	F
1	G
U	U

Yours faithfully,

Anna Hamilton
(Assistant Head Teacher)