



KS3 Assessment & Monitoring
at Tytherington School

Parents' Handbook

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ASSESSMENT OF PROGRESS

During the course of your child's time in Key Stage 3 (KS3) at Tytherington School, their progress will be assessed in two ways:

- **Formative Assessment** – including assessment of work done in class and for homework throughout the course of the year; leading to written and verbal feedback to support progress of learning.
- **Summative Assessment** – carried out in a more formal manner during our KS3 Assessment Windows in December and June, including examinations for core subjects that will take place in the Main Hall and other examination venues in order to help prepare your child for what lies ahead in Key Stage 4 (KS4). The results of the summative assessment provide a clear indication of progress of learning and will be reported to parents in the Assessment & Monitoring Reports that follow the Assessment Windows (please see "Reporting of Progress" below for further details of this).

The specific dates of the Assessment Windows can be found with the release dates of Assessment & Monitoring Reports and those of Parents' Evenings in the "**Error! Reference source not found.**" section below.

PROVIDING SUPPORT AT HOME

With your child learning from every experience that they have, in and out of school, there are many ways in which you can provide support at home. The following are some general tips:

- Listen, talk, and encourage – this can have a big influence on children's learning.
- Encourage your child to talk to you about their learning, what learning is happening at school and do what you can at home to build on that – ask them questions like, "What topic did you cover in <subject> today?", "What do you think about...?" or, "How does that effect...?".
- Talk to your child about their strengths and interests and how they are progressing.
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this.
- Talk to your child about how they are feeling.
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school.
- Encourage any reading – could be through providing material, reading together and letting them see you read.
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information.
- Encourage your child to take part in activities, for example hobbies or clubs which will provide opportunities to develop a range of skills.
- Help them work on tasks on their own and then talk about it with you afterwards.
- Do things together where appropriate – learn together, for example if your child has a project or task to do, take an interest and discuss with them what they are doing or offer support if this is needed.
- Work together with the school by taking part in discussions about your child's learning and progress, for example at parents' evenings.

REPORTING OF PROGRESS

During the course of your child's time in KS3 at Tytherington School, they will receive two Assessment & Monitoring Reports in each year that, combined with a Parents' Evening, provide them and their parents/carers with insight into the progress that they are making. The Assessment & Monitoring Reports are intended to be useful to spark discussion between you and your child, allowing you to take the opportunity to support your child in taking their next steps and developing further.

WHAT WILL YOU SEE IN AN "ASSESSMENT & MONITORING REPORT"?

When Assessment & Monitoring Reports are sent home with your child, you will be able to see the following information:

- **Attendance** – Your child's attendance percentage for the year so far, to the date that the report is printed, and how it compares to the school target of 96%.
Please see our "[Attendance & Absence](#)" web-page on the school website for further information about the impact of attendance on progress.
- **Achievement & Behaviour Points** – The achievement and behaviour points that your child has accrued, to the date that the report is printed, and how their figures compare with the averages of their year group in the school. The higher the achievement points, and the lower the behaviour points, the better.
- **Subject Progress & Achievements** – Within a table that lists the subjects that your child is studying will be details of:
 - **Teacher Initials** – The timetable initials of the teacher that your child is being taught by.
 - **Working to Achieve (W2A) At Least** – The grade that your child is working to achieve or exceed at the end of KS4.
 - **Assessment & Monitoring Windows** – Providing the following details after each of the Assessment Windows described above:
 - **Professionally Predicted Grade (PPG)** – The teacher's judgement of what your child is likely to get at the end of KS4, based on what is known about them from assessment of their work and their effort and attitude.
 - **Progress to Date (P2D)** – Provides a clear indication of the progress being made by your child towards the W2A grade.
 - **Assessment % (Tier)** – Gives the percentage that your child has achieved in their formal assessment within the Assessment Window and, where applicable, the tier of the assessment (Mathematics and Science only).
 - **Average % of Year Group** – Gives the average percentage of all students' that took the same assessment (including tier).
 - **Attitude to Learning (A2L)** – Provides an indication of your child's attitude to learning based upon their:
 - **Lesson Attendance** – Being in lessons in order to take advantage of the learning opportunity.
 - **Punctuality** – Being at lessons on time.
 - **Readiness** – Being equipped, uniform smart and ready to learn.
 - **Engagement** – Being engaged properly in learning activities and making the most of them.
 - **Homework & Deadlines** – Completing homework to a good standard and meeting deadlines for pieces of work that have been set.

WHAT DOES THE “WORKING TO ACHIEVE (W2A) AT LEAST” GRADE MEAN AND WHERE HAS IT COME FROM?

Where an “FFT estimate” is available for your child (please see below) we use that as a starting point for the W2A grade. We then consider the results of the Cognitive Ability Tests (CAT) that Year 7 children take at the start of the academic year, combined with the knowledge that we gain from working with them in order to set and confirm a “Working to Achieve (W2A) At Least” grade.

As the full name suggests, the W2A grade is one that children are working to achieve “at least” as part of their aspirations for their future; providing them with a set of results that open doors for them as they complete KS4 and move on to Post-16 education and training.

WHAT IS AN “FFT ESTIMATE”?

An FFT estimate is simply a starting point for estimating what grade a pupil might attain at the end of KS4. The FFT estimates are provided to schools by FFT Aspire (linked to the Fischer Family Trust) who process national data for the Government, including school census, national assessment, test and exam information.

WHAT HAPPENS IF AN “FFT ESTIMATE” IS NOT AVAILABLE FOR A CHILD?

Sometimes children do not receive an FFT estimate. This is normally owing to not being educated in England during Key Stage 2, or having been in private education during that time.

Where a child has not received an FFT estimate, Tytherington School will use the results of CAT testing, combined with the knowledge that we gain from working with them in order to set and confirm a W2A grade.

WHAT DO THE “+” AND “-” SYMBOLS MEAN IN A W2A GRADE (AND PPG)?

Where a “+” or a “-” symbol appears, it reflects the level of probability in achieving the grade. Tytherington School uses these symbols in order to more accurately assess and indicate the progress that your child is making, and inform decisions about intervention work to support them.

The following table uses the grade 5 in the 1-9 scale to explain the “+” and “-” symbols:

Grade	Descriptor
5+	Your child is firmly expected to achieve a grade 5 and may make a grade 6 if tier entry allows and some intervention is put in place.
5	Your child is expected to achieve a grade 5 but may require some support to ensure this is the case.
5-	Your child is on for a grade 5 but is very borderline, i.e. close to a grade 4. Intervention is required to ensure a grade 5 outcome.

WHAT IS “INTERVENTION”?

Intervention work refers to any work done with a child that is outside of normal lesson time and could include:

- Support from their family to:
 - Do additional reading around the subject;
 - Do further practice and independent work;
 - Go on a visit to a location to give further context to learning (e.g. a museum).
 - Please also see the “Providing support at home” section above.
- Attendance to “Homework Club”.
- Participating in the Accelerated Reader Programme or Advanced Learner Programme.
- Attendance to and involvement in “Extra Support” sessions.
- Peer mentoring that is coordinated by a core subject.

WHAT WILL AN "ASSESSMENT & MONITORING REPORT" LOOK LIKE?

Our "Assessment & Monitoring Report" will provide the details explained in the "What will you see in an "Assessment & Monitoring Report"?" above, displayed in the following way:



ASSESSMENT & MONITORING REPORT

Name:	Gary Barlow	Attendance:	100.0%	Achievement Points:	36	Behaviour Points:	1
Form:	7LP1	School Target:	96.0%	Year Group Average:	18.5	Year Group Average:	15

Subject	Teacher	Working to Achieve (W2A)	Assessment and Monitoring Window 1					Assessment and Monitoring Window 2				
			PPG	Progress to Date (P2D)	Assessment % (Tier)	Average % of Year Group	Attitude to Learning (A2L)	PPG	Progress to Date (P2D)	Assessment % (Tier sat)	Average % of Year Group	Attitude to Learning (A2L)
Art	TQ	6+	7	Above	n/a	n/a	A	n/a	n/a	n/a	n/a	n/a
Computing	PE	8+	8+	As	90%	65%	B	n/a	n/a	n/a	n/a	n/a
Drama	JH	8	8	As	n/a	n/a	A	n/a	n/a	n/a	n/a	n/a
English	IB	7+	7	As	47%	65%	C	n/a	n/a	n/a	n/a	n/a
French	RR	8	8	As	56%	62%	B	n/a	n/a	n/a	n/a	n/a
Geography	LT	8+	6	Below	60%	69%	D	n/a	n/a	n/a	n/a	n/a
German	HO	8	8	As	48%	59%	B	n/a	n/a	n/a	n/a	n/a
History	BN	8+	8+	As	87%	73%	A	n/a	n/a	n/a	n/a	n/a
Mathematics	MC	9	9	As	96% (H)	85%	A	n/a	n/a	n/a	n/a	n/a
Music	ML	8	6	Below	n/a	n/a	B	n/a	n/a	n/a	n/a	n/a
PE	LR	8+	8	As	n/a	n/a	C	n/a	n/a	n/a	n/a	n/a
Philosophy	CW	8	X	X	0%	65%	X	n/a	n/a	n/a	n/a	n/a
Science	SC	8	8+	Above	87%	60%	A	n/a	n/a	n/a	n/a	n/a
Food	JM	8	8	As	85%	66%	A	n/a	n/a	n/a	n/a	n/a
Res Mats	CT		7	Below	68%	72%	D	n/a	n/a	n/a	n/a	n/a

KEY TO REPORT ELEMENTS

Working to Achieve (W2A)	PPG	Progress to Date (P2D)	Assessment Performance % (Tier)	Attitude to Learning (A2L)
Shows the grade that Gary is working to meet or exceed at the end of Key Stage 4.	The teacher's judgement of what Gary is likely to get at the end of KS4, based on what is known about him from assessment of his work and his effort and attitude.	Indicates progress being made towards the W2A grade at this stage: Above – above expected As – as expected Below – below expected	Gives the percentage that Gary has achieved in his formal assessments, alongside the year group average. Tier provides an indication of the level of assessment taken (where applicable): H - Higher M – Middle (Mathematics Only) L – Lower	Provides an indication of the student's attitude to learning, or what is needed: A – Excellent B – Good, but not perfect C – Requires Improvement D – Urgent Improvement required
n/a – Indicates that the W2A grade has not been received from the DfE yet, or the progress to date or formal assessment window has not occurred yet.				
X or 0% – Indicates that there is insufficient data to be able to provide a judgement, usually as a consequence of absence.				
For students to achieve their W2A target in Music, they will be required to play a musical instrument.				

HEADTEACHER: Mr Emmanuel Botwe MA (Oxon)

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