

# Assessment, Recording and Reporting - a guide to the many changes happening this year



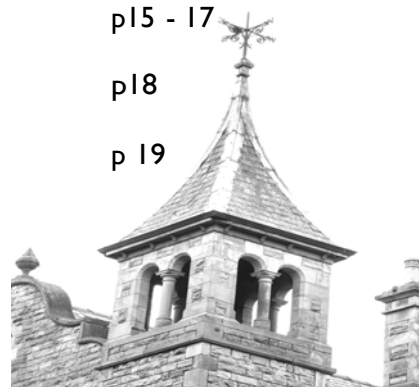
**Dronfield Henry Fanshawe School**

*Established 1579*

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# Introduction

We challenge students to stretch themselves, to aim high and be the best that they can possibly be by encouraging them to be responsible, resilient and reflecting on all aspects of their learning.

We remember the inspiring quote that 'The greater danger of most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.'

Michelangelo (1475 – 1564)

We also explain that, while this may not be comfortable or easy, the rewards will be well worth it.

We need to absorb the many assessment changes imposed by the Government whilst keeping our eye on the ultimate goal that all children at DHFS makes the most of their time here.

This booklet aims to explain the changes that have occurred nationally and our responses to them.



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# GCSE 9-1 (Year 10 & 11)

The DfE has changed how GCSEs are graded. Rather than an A\*-G grade, GCSEs are measured on a 9-1 scale (9 high/1 low).

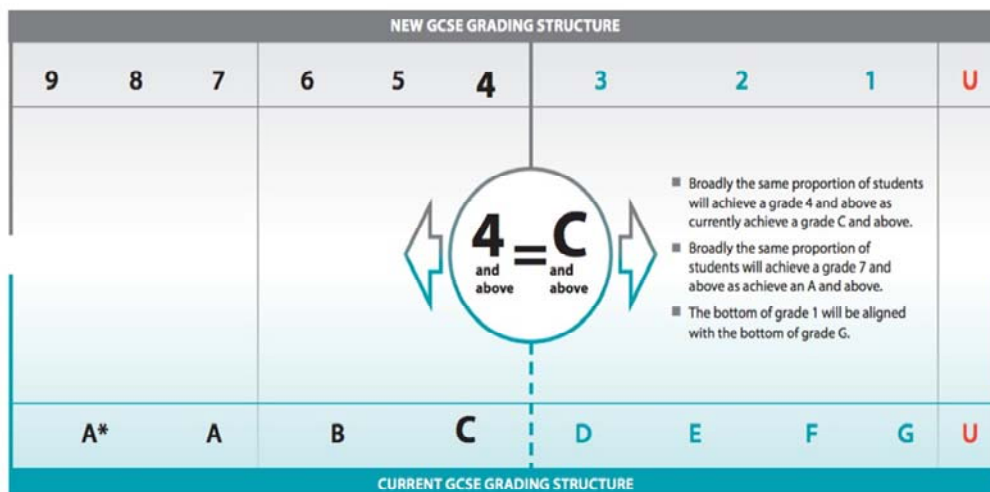


Figure 1 Grading the New GCSEs

The first GCSEs to be awarded a 9-1 were English and maths in summer 2017. The majority of other GCSE subjects will follow suit in summer 2018.



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## Key points

Broadly the same proportion of students will achieve a grade 4 or above as previously achieved a grade C and above.

Broadly the same proportion of students will achieve a grade 7 or above as previously achieved an A and above.

For each exam, the top 20 per cent of those who get grade 7 or above will get a grade 9.

The bottom of grade I is aligned with the bottom of grade G.

Grade 5 is positioned in the top third of the marks for a previous grade C and bottom third of the marks for a previous grade B. This means it is harder than the previous grade C.

The new maths GCSE is tiered, with grades 4 and 5 available through both tiers.



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# Life After Levels (Year 7, 8 & 9)

National Curriculum Levels have been removed by the Government and primary and secondary schools are now at liberty to choose the assessment model that best suits them.

At Dronfield Henry Fanshawe School, faculties have designed curriculums across all year groups to focus on the 'Big Ideas' needed to understand their subjects.

They have equated this to the skills needed (as outlined by Bloom's Taxonomy) to ensure that students develop a deep understanding of the work and know what they need to improve (rather than what they need to get from a 5c to a 5b).

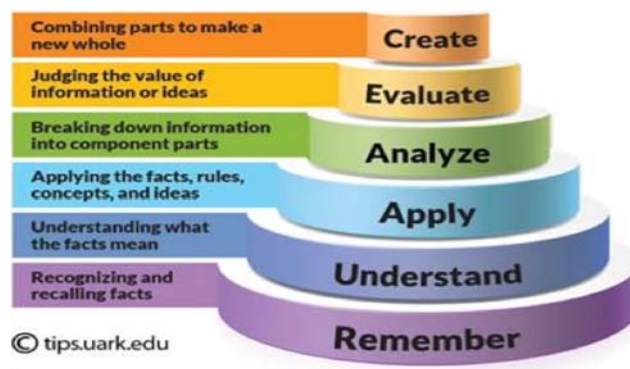


Figure 2 Bloom's Taxonomy



Students receive feedback through marking in books and during lessons on what they need to do to improve rather than a level or a grade. They then improve their work through our investment in DIRT (Directed Improvement and Reflection Time) which involves the students responding in green to the teacher's comment in red.

There are assessments at intervals throughout the year which will indicate the progress being made and whether this is Exceeding, Meeting, Not There Yet or Well Below the expectations for that child.

**Example** *(please refer to tables on opposite page)*

Child A and B performed differently in the CATS (Cognitive Ability Tests) tests and therefore have different expected end points at GCSE.

Progress is tracked against expectations during the year.

In this example Child A is underperforming in Y9. Child B is underperforming in Y8. Both children exceed their targets in Y11.

The feedback given to students focusses on what they specifically need to do to improve rather than these numbers.



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**Relative to starting point**

	Exceeding expectations
	Meeting expectations
	Not yet meeting expectations
	Well below expectations

Child A	Y7	Y8	Y9	Y10	Y11	GCSE
9						
8						
7						
6						
5						
4						
3						
2						
1						

Figure 3 Progress of Child A

Child B	Y7	Y8	Y9	Y10	Y11	GCSE
9						
8						
7						
6						
5						
4						
3						
2						
1						

Figure 4 Progress of Child B



# Target Setting (Year 7 - 11)

From September 2016, the students that arrive in Y7 will have taken a 'Secondary Ready Test' in Y6 and this data will form the baseline against which progress in secondary school will be measured.

We use CATS (Cognitive Ability Tests) data, to set targets. Practical subjects carry out their own internal baseline testing to influence KS3 targets but will also use the Secondary Ready Test as a baseline at GCSE.

Faculty	Target Setting KS3	Target Setting at GCSE
Maths	KS2 Secondary Ready Test (maths and English)/CATS Data	Minimum expectations using ALPS targets
English		
Science		
Humanities		
Languages		
ICT		
Technology	Internal Baseline Tests	
PE		
Creative Arts		

Figure 5 Target setting across the faculties

Progress is measured as Exceeding, Meeting, Not Yet Meeting or Well Below Expectations from this starting point against National GCSE performance from a similar starting point. We look at the what the top 25% of similar students nationally achieve for each subject at GCSE and aim high.

# Reporting to Parents (Year 7 - 13)

The patterns for future SPRs will be similar in order to ensure information is distributed to parents and students evenly throughout their time here.

**Key**  
 IE = Internal Exams  
 EE = External Exams  
 SPR = Student Progress Review  
 FSPR = Full Student Progress Review  
 PC = Parental Consultation Evening

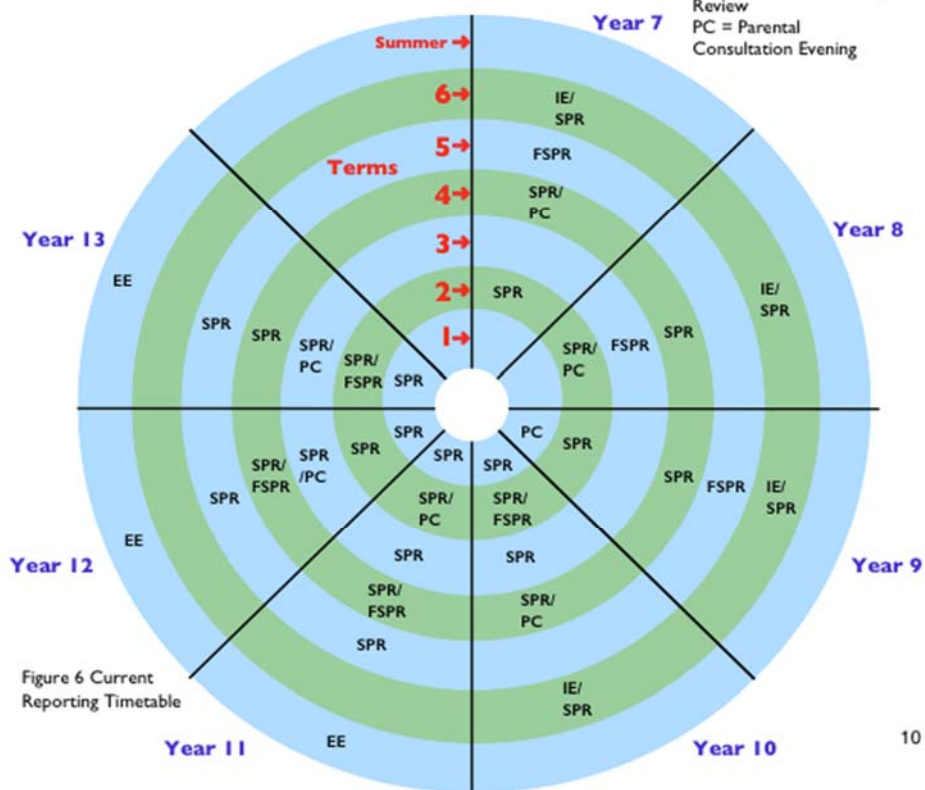


Figure 6 Current Reporting Timetable

KS4 and KS5 collections will include

- 9-1 target grades for all subjects based on prior KS2 performance
- The 9-1 grade that the student is projected to achieve at the end of the year if their Attitude to Learning and Homework remains at the present level
- Attitude to Learning (1-4) and Homework (1-4)

KS3 data collections will include an Attitude to Learning (1-4) and Homework (1-4) and an Exceeding, Meeting, Not there Yet, Well below comment.

All reports are made available through the SIMS Parent App and students will receive an A5 paper copy to keep in their planner.

We will continue with the policy of having mentors rather than subject teachers write summative reports as we are focusing on quality dialogue between teachers and students throughout the year, concentrating on marking that leads to effective DIRT (Directed Improvement and Reflection Time). The report will focus on the whole child, their Attitude to Learning, their attendance, contribution to the wider school as well as the progress they are making.

There is a great deal of evidence to suggest that the regular feedback in lessons and through written feedback, results in the students making more progress than the alternative annual written subject report.

Parental Consultation Evenings will occur annually and we encourage parents to contact the school and individual teachers where necessary if there are any concerns rather than waiting for a PC evening.

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# Attitude to Learning (AtL) (Year 7 - 13)

We feed back to parents using the Attitude to Learning descriptors as outlined below.

## Attitude to Learning

<b>1</b>	<p style="text-align: center;"><b>Outstanding</b></p> <p>You consistently display a thirst for knowledge and a love of learning in independent, group and whole class work which has a strong impact on your progress in lessons.</p>
<b>2</b>	<p style="text-align: center;"><b>Good</b></p> <p>Your attitude to all aspects of learning, including independent, group and class work, is consistently good, and has a positive impact on your progress in lessons.</p>
<b>3</b>	<p style="text-align: center;"><b>Requires improvement</b></p> <p>Your approach to learning the subject is not yet resulting in good progress. You need to ask your teacher how to improve.</p>
<b>4</b>	<p style="text-align: center;"><b>Unacceptable behaviour</b></p> <p>Your lack of engagement or persistent low level of disruption of learning has a negative impact on your progress and the progress of others in lessons.</p>

## Homework

<b>1</b>	<p style="text-align: center;"><b>Outstanding</b></p> <p>You consistently display a thirst and a love of learning producing exceptional homework which has a very strong impact on your progress.</p>
<b>2</b>	<p style="text-align: center;"><b>Good</b></p> <p>Your attitude to homework is consistently good, and has a positive impact on your progress.</p>
<b>3</b>	<p style="text-align: center;"><b>Requires improvement</b></p> <p>Your attitude to homework is inconsistent and has a negative impact on your progress.</p>
<b>4</b>	<p style="text-align: center;"><b>Unacceptable behaviour</b></p> <p>Your lack of engagement with homework has a negative impact on your progress.</p>

Figure 7 Attitude to Learning descriptions



**3Rs@dhfs**  
**Responsible, Resilient, Reflective**

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We have further developed this idea to encourage students to increase their responsibility for their own learning, improve their resilience to bounce back from setbacks and then fine-tune their ability to reflect on how to improve. We have divided the original AtL into the 3Rs (**Responsibility, Resilience and Reflection**) and this will form the backbone of why a student is given an AtL grade of 3 or 4.

We will feedback on AtL at SPRs and Parental Consultation meetings. There is increasing evidence that the mastery of the 3Rs unites all successful learners. Please work with your child in reinforcing the development of these attributes out of school.

	<b>Responsibility</b>	<b>Resilience</b>	<b>Reflection</b>
<b>1 Outstanding</b>	<p><b>Learner habitually:</b>            Prepares effectively for lessons and loves to learn            Establishes the use and context to them of anything to be learnt            Makes links with things they have learnt before and things they would like to learn about in the future            Identifies their own misunderstandings and asks questions or completes activities to help themselves catch up            Takes responsibility for meeting homework deadlines and completing to best standard            Takes responsibility for the wellbeing of others</p>	<p><b>Learner habitually:</b>            Chooses and enjoys high challenge tasks            Bounces back from setbacks and sees failure as an opportunity for learning.            Persists until the task is completed to the best of their ability            Directly links their success to their working habits            Expects the most from themselves and never accepts less than their best            Understands that success often comes from working smarter, not harder            Speaks out for the rights of others</p>	<p><b>Learner habitually:</b>            Actively seeks and acts on feedback from teachers, parents/carers and peers even where this feedback is challenging            Uses feedback to make immediate improvements            Edits, checks and redrafts their work, almost always rejecting their first attempt            Celebrates their own strengths and has plans for areas of improvement            Reflects on their impact on others</p>
<b>2 Good</b>	Learner often does the things above but not yet habitually.	Learner often does the things above but not yet habitually.	Learner often does the things above but not yet habitually.

cont.

## Responsibility

## Resilience

## Reflection

<p style="text-align: center;"><b>3</b> <b>Requires Improvement</b></p>	<p><b>Learner is occasionally 'good' but too often:</b> Is improperly prepared for lessons (mentally and/or with respect to equipment) Is a passive learner allowing teachers and others to 'spoon feed' them in the learning process. Comes up with excuses for underachievement Does not support the learning of others and/or does not accept responsibility for others' wellbeing</p>	<p><b>Learner is occasionally 'good' but too often:</b> Gives up too easily on tasks within their grasp letting themselves or others down Does not believe in their own potential Thinks that others' success is down to ability not attitude Takes critical feedback personally Does not see failure as an opportunity to learn</p>	<p><b>Learner is occasionally 'good' but too often:</b> Fails to actively seek feedback Offers limited response to feedback, often ignoring it Submits work which suggests they accepted their first attempt without editing/re-drafting Can make the same mistake too frequently May not reflect on their impact on others</p>
<p style="text-align: center;"><b>4</b> <b>Inadequate</b></p>	<p><b>Learner:</b> Is passive and lets others (teachers, peers/ parents/ carers) take responsibility for their learning Rarely thinks about what / why / how they are learning Asks few questions / makes a limited contribution Forgets equipment or is often disorganised in their learning Affects negatively the learning of others Can have little regard for the wellbeing of others</p>	<p><b>Learner:</b> Uses setback or challenges as excuses to give up Expects far too little of themselves, showing little or no self belief Sees failure as a result of their ability rather than their 3Rs Rarely produces work of which they are capable Relies too much on teacher, parents or peers for encouragement</p>	<p><b>Learner:</b> Shows a resistance to feedback and rarely attempts to respond appropriately Submits work which has clearly not been checked / edited / redrafted by anyone Continues to make the same mistakes by ignoring feedback Is defensive around feedback Often struggles to reflect on their impact on others</p>

Figure 8 Attitude to Learning with the 3Rs

# Headline Measures

The headline measures by which schools will be judged in league tables changed in summer 2016.

## **KS4 figures:**

Progress 8

Attainment 8

Basics

English Baccalaureate (English, Maths, Science, Language and Geography or History).

## **Progress 8**

Is based on students' progress measured across eight subjects: English, mathematics, three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages) and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.



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This is the main headline figure on which the school is judged (rather than the previous measures of 5 A\*-C GCSE grades with English and maths).

A Progress 8 grade of +0.5 indicates that students achieved on average half a GCSE grade more than expected across all eight subjects.

### **Attainment 8**

(a student's average achievement across the 8 subjects counted: English and maths are counted twice).

### **Basics**

The percentage of pupils achieving a C grade or better in both GCSE English and maths. This replaces the current 5 A\*-C GCSE (including English and maths).

### **EBacc**

The percentage of pupils achieving English Baccalaureate (maths, English, two sciences, a language and geography or history).





## **KS5 headline figures**

Destinations of the cohort from the previous academic year- what students do when they leave the provider

Retention – the percentage of students who complete their core aim

English and mathematics – showing the progress of those who did not achieve a GCSE pass at Key Stage 4

Progress – the progress students make while at school/college

Attainment – how well students attain on average

For more detailed information please contact the Sixth Form team directly.



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# Useful Links



<http://www.dronfield.derbyshire.sch.uk>



<https://www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance>



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/285990/P8\\_factsheet.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/285990/P8_factsheet.pdf)

<https://www.gov.uk/school-performance-tables>



We hope that you will find this resource useful. Please be assured of our determination to do the very best for every child and please do not hesitate to contact me if you have further questions. We value your feedback.

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