

Assessment & Reporting

Reporting:

Last year, our parent/carer feedback requested more regular communications and reports on your child's progress. To address this, we have added an additional report which will be shared with parents and carers each school term, using the SIMS Parent App.

There are three types of report, which you will receive:

1) Settling-in Reports

For Y7 students, to inform how your child is settling into their new school.

For Y10 students, to inform how your child is settling into their new GCSE courses.

There are three areas of feedback for these reports which relate to your child's lessons;

Progress & Effort

Behaviour for Learning

Homework Quality

All three areas are graded as either:

Excellent

Good

Satisfactory

Needs Improvement

Cause for Concern

2) Checking-in Reports

For students in Years 7, 8, 9 and 10, these reports act as an interim update between the full data capture reports. They feature the same three areas listed above, graded in the same way.

3) Full Reports

All students will receive two full reports during the academic year, with Y11 receiving three.

For Years 7, 8 and 9 (Key Stage 3), these reports will be based on the assessments your child has completed each half term. This will be reported as a percentage (0 – 100).

For students in Years 10 and 11 (Key Stage 4), these reports will be based on a mock-style exam/assessment in order for teachers to provide current and predicted grades.

Current Grade - reflects your child's attainment in their mock assessment.

Predicted Grade - indicates what your child could achieve at the end of Year 11.

Full reports also feedback on Effort/Progress, Behaviour for Learning and Homework Quality. This is graded in the same way as the Checking-in reports listed above.

Reports Timeline:

For all year groups, parents/carers will receive one report for their child each term. The dates when each report will be available to you via the SIMS Parent App can be found below:

YEAR	TERM 1	TERM 2	TERM 3
7	Settling-in Reports W/C: 31/10/22	Checking-in Reports W/C: 16/01/23	Full Reports DC1 W/C: 26/06/23
8	Full Reports DC1 W/C: 21/11/22	Checking-in Reports W/C: 27/02/23	Full Reports DC2 W/C: 30/05/23
9	Checking-in Reports W/C: 12/12/22	Full Reports DC1 W/C: 06/03/23	Full Reports DC2 W/C: 17/07/23
10	Settling-in Reports W/C: 31/10/22	Full Reports DC1 W/C: 06/03/23	Full Reports DC2 W/C: 17/07/23
11	Full Reports DC1 W/C: 07/11/22	Full Reports DC2 W/C: 06/02/23	Full Reports DC3 W/C: 08/05/23

Assessment Success Criteria:

At the start of each half term, your child will receive a knowledge schema for each of their subjects, which lists the core knowledge points that your child will learn during the half term.

Each half term, your child will sit as assessment in each of their subjects, to assess their level of understanding and application towards the core knowledge points on the schema.

Your child will be prompted in lessons to log their understanding and confidence for each core knowledge point on a lesson-by-lesson basis. There are three categories: **Emerging**, **Developing** and **Secure**.

Your child's teachers will also log this feedback on our Live Assessment Trackers to monitor each student's individual progress towards the core knowledge points.

The schemas should also be used as a content list for revision and preparation for their half term assessment. These assessments are then stuck into your child's book for each subject.

Example of a knowledge schema:

CORE KNOWLEDGE SCHEMA (Year 11 Chemistry TERM 1a)



RETRIEVAL (PRIOR KNOWLEDGE)	TERM – 1A	E	D	S
<ul style="list-style-type: none"> ✓ Identify atoms, molecules, compounds and elements (C1) ✓ Use the Periodic table to draw an atom of Hydrogen and of Carbon (C1) ✓ Use the Periodic table to draw covalent bonding diagrams (C3) ✓ Recall and describe atoms share electrons when forming covalent bonds (C3) ✓ Recall the products obtained from crude oil (C9) ✓ Recall the different states of matter (KS3 Physics) ✓ Recall the differences between chemical reactions and physical changes (KS3) ✓ Recall the reacts and products of combustion (KS3) 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe and explain how crude oil is formed <input type="checkbox"/> I can describe how fractional distillation is used to separate crude oil <input type="checkbox"/> I can explain how chain length of hydrocarbons relates to the boiling point of the substance. <input type="checkbox"/> I can name the first four alkanes and draw their display formula <input type="checkbox"/> I can recall the word equation for combustion of fuel <input type="checkbox"/> I can write the symbol equation for the combustion of alkanes <input type="checkbox"/> I can balance the equation for combustion of alkanes <input type="checkbox"/> I can describe the structure of the first four alkenes and how they react with oxygen <input type="checkbox"/> I can describe the two methods for producing ethanol, and evaluate the advantages and disadvantages for each one. <input type="checkbox"/> I can describe the structures of alcohols, their reactions and uses <input type="checkbox"/> I can describe the structures of carboxylic acids, their reactions and uses <input type="checkbox"/> I can describe the structures of esters, their reactions and uses <input type="checkbox"/> I can recognise addition polymers and monomers and draw diagrams to represent these <input type="checkbox"/> HT: I can describe the principles of condensation polymerisation <input type="checkbox"/> I can identify natural polymers such as DNA, starch and cellulose <p>Key Ideas: Some properties of hydrocarbons depend on the size of their molecules, including boiling point, viscosity and flammability. These properties influence how hydrocarbons are used as fuels. properties influence how hydrocarbons are used as fuels.</p> <p>Core Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literacy for explain concepts (orally or in written answers). <input type="checkbox"/> Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations 			
<p>CEIAG Healthcare, Research, Biotechnologist, Gardener, Academic Researcher, Arborist, Pharmacologist Bioprocessing Engineer</p> <p>Cultural Capital</p> <p>Support https://www.bbc.co.uk/bitesize/guides/zg8nrwx/revision/1</p>				