

# Year 9

## Assessment and Reporting Information Evening

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# Overview of Evening

- **Understanding Target Grades**
  - How they are determined
  - What are their purpose
- **Assessing and Reporting Student Progress**
  - Purpose of summative assessments
  - How we assess students' attainment and progress
  - Student Academic Progress Reports
- **Preparing and Supporting our Students**
  - Academic Support
  - Pastoral Support
  - Parent/Carer Support



# Understanding Target Grades

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# What is Target Grade?

- An aspirational but realistic level of attainment each student should be aiming to achieve
- Intended to provide students, parents and teachers with a means of measuring progress over time



# How are Target Grades set for GCSE?

- In KS4, like other schools in England we use the DfE Attainment 8 Tables to gauge the progress that students should be making based on their Prior Attainment
- We look at how students nationally achieve at KS4 compared to their KS2 starting points and use this information to set Target Grades for our students



# How are Target Grades used by students?

- Target grades are used as a basis for discussing each student's progress with them.
- Discussions with Form Tutor, Subject Teacher and parents/carers
- Used in a motivational, aspirational way
- **Ambitious but realistic**



# Assessing & Reporting Student Progress

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# How do we assess students' progress?

- Informal assessments throughout the academic year in lessons.
- Classwork and homework.
- Formal assessment fortnights during the academic year:
  - **w/c 13<sup>th</sup> January 2025**
  - **w/c 2<sup>nd</sup> June 2025**





# Assessment Fortnight

- In class assessments across all subject areas.
- We will provide a timetable for these assessments as well as supporting information to aid revision and preparation.
- For students who are absent for an assessment, class teachers will either catch-up upon their return or use alternative assessment evidence to base their judgements on progress.



# How do we report on students' progress?

- Written reports sent to parents/carers to provide information to support the students' progress.
- These will be made available to parents/carers on:

**w/c 10<sup>th</sup> February 2025**

**w/c 7<sup>th</sup> July 2025**

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# What information will the report contain?

- **Target Grade** for the end of the academic year

This is based on a GCSE Grading 9-1 system including sub-grades:

- (-) indicates emerging in that grade
- (=) indicates secure in that grade
- (+) indicates mastered in that grade



# What information will the report contain?

- **Current Grade** to indicate how the student is performing based on our assessment evidence

This is based on a GCSE Grading 9-1 system including sub-grades:

- (-) indicates emerging in that grade
- (=) indicates secure in that grade
- (+) indicates mastered in that grade



# What information will the report contain?

- **Predicted Progress**

This is our professional judgement in relation to a students' end of year target grade, based on their current working and assessment.

- Likely exceed
- Likely meet
- Likely not meet



# YEAR 9 ACADEMIC PROGRESS SUMMARY

## SPRING 2024

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**Joe Bloggs**

9DTO

Attendance (02/09/2023 – 19/01/2024) - 96.9%

Subject	GCSE Target Grade (For the end of Year 11)	Target Grade (For the end of Year 9)	Current Grade (Autumn Year 9)	Predicted Progress (Autumn Year 9)
Art	6=	4-	3-	Likely Not Meet
Computing	5=	3=	3-	Likely Meet
D&T	5=	3=	3=	Likely Exceed
Drama	6=	4-	3=	Likely Meet
English	5=	3=	2+	Likely Meet
Food	6=	4-	3-	Likely Not Meet
French	5=	3=	2+	Likely Meet
Geography	6=	3+	3=	Likely Meet
History	6=	3+	3-	Likely Meet
Maths	6=	3=	3+	Likely Exceed
Music	6=	3-	3=	Likely Meet
PE	7=	3=	3+	Likely Meet
RE	7=	3=	3+	Likely Meet
Science	6=	3+	3=	Likely Exceed

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# Accessing the Reports

- Student Academic Progress Summary Reports will be emailed to parents/carers as well as available to access via the SIMS Parent App.
- Students will be given a paper copy in school which they can take home to parent/carers.



# Key dates for the diary

Y9 Assessment Fortnight 1

Monday 13<sup>th</sup> January – Friday 24<sup>th</sup> January

Academic Progress Summary Report – w/c 10<sup>th</sup> February

Y9 Consultation Evening – Thursday 13<sup>th</sup> February

Y9 Options Evening – Wednesday 27<sup>th</sup> February

Y9 Assessment Fortnight 2

Monday 2<sup>nd</sup> June – Friday 13<sup>th</sup> June

Academic Progress Summary Report – w/c 7<sup>th</sup> July

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# Preparing and Supporting our Students

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# Academic and Pastoral Support

- **Academic Support**
  - Class Teachers
  - Department Leaders
- **Pastoral Support**
  - Form Tutors
  - Student Support Coordinators
  - Progress and Pastoral Leaders



# Preparation in school leads to success and supports positive well-being

- **Staff** will help prepare students by teaching new ideas clearly and through regular testing and quizzing on previous knowledge.
- **Staff** will provide clear and precise feedback on how to improve.
- **Students** must take responsibility for their learning through attending school AND engaging and focussing in lessons.



# Academic and Pastoral Support

If a student is identified as at risk of not meeting their end of year target grade in a particular area, there are a number of support processes that may take effect:

- Small group Intervention
- Departmental Monitoring
- Form Tutor Monitoring
- Student Support Coordinator Monitoring
- Progress and Pastoral Leader Monitoring



# Pastoral Care – useful contacts

Support from Form Tutors, Pastoral Staff and Student Support Coordinator (SSC)

**1) General support - [year9admin@helsbyhigh.org](mailto:year9admin@helsbyhigh.org)**

**2) PPL for Year 9 – Miss K Smith**

**[ksmith@helsbyhigh.org](mailto:ksmith@helsbyhigh.org)**

**3) Student Support Coordinator for Year 9**

**Dr R Phillips**

**[rphillips@helsbyhigh.org](mailto:rphillips@helsbyhigh.org)**

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# The role of the Form Tutor

- The role of the form tutor is an important one.
- The role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially.
- Form tutors encourage success, aspiration and participation.
- Being a form tutor is one of the key and often most rewarding roles at Helsby High School.



# The role of the Form Tutor

- First point of contact
- Support students on a daily basis
- Check uniform & challenge any infringements
- Follow the weekly timetable
- Inform students (key messages & events etc.)
- Monitor behaviour (positive & negative)
- Monitor attendance



# The Form Board Competition



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# The role of the SSC

- Support student's behaviour, emotional and social needs
- Another first point of contact
- My usual day – prepare the students for their learning / regular check ins

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# Rewards

- HHS uses Class Charts to Reward our Students :
- **Daily** – LMS, Additional Positive Points, Star Pupil
- **Weekly**– Form Tutors use Class Charts to hold tutorials regarding their progress and celebrate successes.
- **Half Termly** – Phone Calls / Emails From FT's, PPL's, SLT. Rewards Certificate and Pin Badges
- **Termly**– Celebration Assemblies where we focus on LMS, Highest Positive Points, Form Tutor Awards, PPL Awards, Virtual Postcards. Rewards Trips
- **Annually** – Yearly Annual Celebration Evening which this year is in December 2024 and July 2025. A range of rewards awarded to KS3, 4 and also last years GCSE & A Level Students



# Prepare Effectively at home

- Start now and establish a routine
- Complete homework to embed learning
- Equipment
- Environment
- Offer encouragement and be the 'enforcer'
- Continue to check whether homework, revision and exam preparation is happening, whether it is sticking and whether they need a break



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