

Year 8 & 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 12th January 2026**
 - **w/c 1st June 2026**



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 9th February 2026

w/c 6th July 2026

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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

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 |

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.



Y8 - Key dates for the diary

- Y8 Assessment Fortnight 1
Monday 12th January – Friday 23rd January
- Academic Progress Summary Report – w/c 9th February
This report will also include subject specific comments from teachers to aid students' progress
- Y8 Consultation Evening – Thursday 23rd April
- Y8 Assessment Fortnight 2
Monday 1st June – Friday 12th June
- Academic Progress Summary Report – w/c 6th July



Y9 - Key dates for the diary

- Y9 Assessment Fortnight 1
Monday 12th January – Friday 23rd January
- Academic Progress Summary Report – w/c 9th February
- Y9 Consultation Evening – Thursday 12th February
- Y9 Options Evening – Thursday 26th February
- Y9 Assessment Fortnight 2
Monday 1st June – Friday 12th June
- Academic Progress Summary Report – w/c 6th July
This report will also include subject specific comments from teachers to aid students' progress

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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



Y8 Pastoral Care

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

1) General support

year8admin@helsbyhigh.org

2) PPL for Year 8 – Miss N Kavanagh

nkavanagh@helsbyhigh.org

3) SSC for Year 8 – Miss G Jarvis

gjarvis@helsbyhigh.org

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Y9 Pastoral Care

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

1) General support

year9admin@helsbyhigh.org

2) PPL for Year 9 – Miss N Ryan

nryan@helsbyhigh.org

3) SSC for Year 9 – Miss C Dalrymple

cdalrymple@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.

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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
- 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 and July. 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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