

## **Reporting and Assessment at Chew Valley School - FAQs.**

At each monitoring point, your child will be awarded an attainment grade as well as scores for their attitudes towards their learning. Please see below for what these grades and scores mean.

Y11 and Y13 will receive two grades per subject on their reports:

- Current Working Grade (CWG) - based on all **current** evidence and using the teacher's professional judgement this is the grade the student is currently working at.
- Forecast Grade (FG) - based on all **current** evidence and using the teacher's professional judgement this is the Forecast Grade for end of Year 11 and Y13 if the student continues to learn in this way. Please note that this forecast is not set in stone; it can change by going up or down depending on the students efforts in that subject in between now and the summer examinations.
- Final end of year external examinations – results days in August.
- Y12 will receive a current working grade only (Current Working Grade (CWG)) - based on all **current** evidence and using the teacher's professional judgement this is the grade the student is currently working at.

Y7-10 and 12 will receive one grade per subject on their reports:

Current Working Grade (CWG): - this is an age-related single grade based on Table 1 below.

**Table 1:**

Grades 7-9	Students awarded grades 7-9 demonstrate advanced knowledge and understanding of the key age-related content and skills for that subject. They are likely to be able to apply knowledge and skills to a range of problems within the subject.
Grades 4-6	Students awarded grades 4-6 are demonstrating a secure understanding of the key age-related content and skills for that subject. Students in this range will have a good understanding of concepts and knowledge and usually need to develop their ability to apply it further.
Grades 1-3	Students awarded grades 1-3 are working towards demonstrating a fully secure understanding of the key age-related knowledge and skills for that subject. They should continue to develop their retention of key content and practise how best to apply it.

### **Attitude to Learning Scores:**


These are based on the grid shown on pages 3 and 4. Students are assessed as E (Excellent), G (Good), I (Insufficient) or P (Poor) for behaviour, attitude to learning, independent study and response to feedback. The criteria presented in the grids are sent with your child's report:

**Please see page 5 for FAQs regarding Y7-10 reports.**

**Please see page 7 for FAQs regarding Y11, Y12 and Y13 reports.**

## Years 7-11 Attitude To Learning Reporting Grid at Chew Valley School:

### Behaviour for Learning

	Excellent	Good	Insufficient	Poor
 <i>Attitude to learning</i>	<ul style="list-style-type: none"> <li>• Excellent focus</li> <li>• Rarely off-task</li> <li>• Seeks challenge</li> <li>• Perseveres</li> <li>• Asks questions to extend thinking</li> <li>• Approaches learning with active interest</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently good focus</li> <li>• Responds positively to challenging activities</li> <li>• Completes all work set to good standard</li> <li>• Answers questions</li> <li>• Comes prepared for the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Variable focus</li> <li>• Avoids challenging tasks</li> <li>• Passive in the classroom</li> <li>• Does the minimum possible.</li> <li>• Does not always complete class work set</li> <li>• Sometimes comes prepared for the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little focus</li> <li>• Disrupts the classroom</li> <li>• Work often incomplete or inadequate.</li> <li>• Rarely comes prepared for the lesson</li> </ul>
<i>Response to feedback</i>	<ul style="list-style-type: none"> <li>• Invites feedback</li> <li>• Responds positively to praise and critique</li> <li>• Learns from setbacks and mistakes</li> <li>• Reviews own progress, acting on the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a desire to improve</li> <li>• Takes action based on feedback</li> <li>• Shows progress over time</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes attempts to act on feedback</li> <li>• Needs direction to rectify errors or learn from mistakes.</li> <li>• Makes little progress over time</li> </ul>	<ul style="list-style-type: none"> <li>• Does not attempt to act on feedback</li> <li>• Responds negatively to praise or critique</li> </ul>
<i>Independent study</i>	<ul style="list-style-type: none"> <li>• Starts learning readily</li> <li>• Seeks own solutions to problems</li> <li>• Asks questions</li> <li>• Organises time effectively</li> <li>• Meets all deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Shows good application</li> <li>• Seeks help when needed</li> <li>• Homework shows good effort</li> <li>• Meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Requires supervision to attempt tasks</li> <li>• May give up easily</li> <li>• Misses some deadlines</li> <li>• Homework often lacks effort</li> </ul>	<ul style="list-style-type: none"> <li>• Normally requires close supervision to attempt learning tasks</li> <li>• May refuse support</li> <li>• Misses most deadlines</li> </ul>
<i>Behaviour</i>	<ul style="list-style-type: none"> <li>• Seeks solutions to difficulties</li> <li>• Sets an example</li> <li>• Takes responsibility</li> <li>• Shows respect and understanding for others</li> </ul>	<ul style="list-style-type: none"> <li>• Follows all instructions</li> <li>• Shows kindness, consideration and respect</li> <li>• Listens carefully</li> <li>• Understands views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Requires supervision to ensure instructions are followed</li> <li>• May distract others</li> <li>• May be off-task</li> <li>• Reluctant to understand the views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Does not listen</li> <li>• Distracts others</li> <li>• Disrupts the classroom or school environment</li> <li>• Rarely takes responsibility for their own behaviour</li> </ul>

## Chew Valley Sixth Form – Behaviour for Learning



	<b>Excellent</b>	<b>Good</b>	<b>Insufficient</b>	<b>Poor</b>
<i>Independent Study</i>	<ul style="list-style-type: none"> <li>Starts learning readily</li> <li>Seeks own solutions to problems</li> <li>Asks questions</li> <li>Organises time effectively</li> </ul>	<ul style="list-style-type: none"> <li>Shows good application</li> <li>Can find solutions to problems</li> <li>Seeks help when needed</li> <li>Organises time well</li> </ul>	<ul style="list-style-type: none"> <li>Requires close supervision to attempt tasks</li> <li>Work is often rushed</li> <li>Gives up easily</li> </ul>	<ul style="list-style-type: none"> <li>Normally requires pressure to attempt learning tasks</li> <li>Does not engage unless closely monitored</li> <li>May refuse support</li> </ul>
<i>Quality of Work</i>	<ul style="list-style-type: none"> <li>Takes great pride in all classwork and homework</li> <li>Responds positively to praise and critique</li> <li>Learns from setbacks and mistakes</li> <li>Reviews own progress, acting on the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Takes pride in all classwork and homework</li> <li>Shows a desire to improve</li> <li>Takes action based on feedback</li> <li>Shows progress over time</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework is sometimes incomplete</li> <li>Needs close direction to rectify errors or learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework is often incomplete</li> <li>Does not attempt to act on feedback</li> <li>Responds negatively to praise or critique</li> </ul>
<i>Preparation &amp; Contribution</i>	<ul style="list-style-type: none"> <li>Excellent focus</li> <li>Rarely off-task</li> <li>Seeks challenge</li> <li>Perseveres</li> <li>Asks questions to extend thinking</li> <li>Approaches learning with active interest</li> </ul>	<ul style="list-style-type: none"> <li>Good focus</li> <li>Responds positively to challenging activities</li> <li>Completes all work set to good standard</li> <li>Answers questions</li> <li>Connects ideas</li> </ul>	<ul style="list-style-type: none"> <li>Poor focus</li> <li>Avoids challenging tasks</li> <li>Gives up easily</li> <li>Passive in the classroom</li> <li>Does as little as possible</li> </ul>	<ul style="list-style-type: none"> <li>Shows little focus</li> <li>Disrupts the classroom</li> <li>Work often incomplete or inadequate</li> </ul>
<i>Punctuality of assignments</i>	<ul style="list-style-type: none"> <li>Meets all deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Misses some deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Misses most deadlines</li> </ul>

### **1. What is a Current Working Grade (CWG)?**

This grade is based on all learning and the quality of work produced so far this academic year. It is an age-related grade that is based on subject mastery and knowledge of skills required at each assessment point *for their year group*. The CWG combines the quality of work, teachers professional judgement and their knowledge of the standard of work required at that age group for that grade.

These grades **do not tell you what a student would get if they took a GCSE at that moment in time**. For example, if a pupil gets a grade 8 in Year 7 Term 2, it means we think they are demonstrating advanced knowledge and understanding in that subject at that time. The best indicator of progress is the CWG compared to the students personal benchmark grade.

### **2. What is a Benchmark Grade?**

For each subject your son/daughter takes they will receive a predictor produced by Fischer Family Trust (FFT). FFT processes the National Pupil Database for the DfE and provides data and analyses to all schools and LAs in England and Wales. The predictors are used to inform the setting of ambitious and aspirational expected grades for students.

The FFT database predicts the end of KS4 levels that students with the same levels at KS2 are most likely to achieve; we use this as the **Benchmark Grade**. Where students are already achieving their benchmark grade, you should expect teachers to discuss with your son/daughter a more aspirational target to ensure they are challenged to realise their full potential.

For more about Fischer Family Trust, please follow this link: <https://fft.org.uk/fft/target-setting/>

### **3. Is my child guaranteed or limited to these grades?**

Not at all; *all grades are available*. This grade is based on

- the teacher's professional judgement
- the evidence from the work produced up to that point in the academic year
- the child's knowledge and understanding of the key age-related content and skills for that particular subject

All grades are still available and will depend on teaching, learning, work ethic, attitude and attendance over the year.

### **4. What if my child's grades have declined since the previous year?**

The grades given in a year will be based on assessments covering that year's content and grade boundaries for that age group. In some subjects, the boundaries will increase after moderation by subject staff and advice from external sources and also with the increase in demand as your child moves up the school.

**5. What useful conversation can I have as a parent to support learning.** The most useful conversation should be around your child's grade and how that links to their attitude to learning scores. If your child can improve in any of the four areas (*attitude to learning, response to feedback, independent study and behaviour*) they should focus on this. Improving in these areas will improve their attainment and progress and ultimately their final grades.

If your child is in Year 10, other links that you might find useful to help support your child through the public examinations:

<https://tutorful.co.uk/guides/a-parent-s-guide-to-gcses>

<https://blog.oxfordowl.co.uk/how-to-support-your-child-during-gcses-what-to-do-and-when/>

**6. What should I do if I am worried about my child's performance in a particular subject?**

If you have subject specific questions, then please contact the class teacher that your child has for that subject either via telephone or email. They will get back to you as soon as they can and you will be able to discuss any concerns in that way.

**7. What should I do if I am worried about my child's performance in general, for example, all of their independent learnings scores are poor?**

If you have *general* queries about your child's progress, please contact your child's Head of House in the first instance. They will either be able to help you themselves, or they will be able guide you to the correct people who will be able to answer your questions and provide you with some support.

## FAQs with regard to your child's report in Y11, Y12 and Y13:

### **1. What is a Current Working Grade (CWG)?**

Based on all **current** evidence and using the teacher's professional judgement this is the grade the student is currently working at.

### **2. What is a Forecast Grade (FG)?**

Based on all **current** evidence and using the teacher's professional judgement this is the Forecast Grade for the end of Year 11 or Year 13 if the student continues to learn in this way. Please note that this forecast is not set in stone; it can change by going up or down depending on the students efforts in that subject in between now and the summer examinations.

### **3. What is a Benchmark Grade?**

For each subject your son/daughter takes they will receive a predictor produced by Fischer Family Trust (FFT). FFT processes the National Pupil Database for the DfE and provides data and analyses to all schools and LAs in England and Wales. The predictors are used to inform the setting of ambitious and aspirational expected grades for students.

The FFT database predicts the end of KS4 levels that students with the same levels at KS2 are most likely to achieve; we use this as the **Benchmark Grade**. Similarly, the FFT database predicts the end of KS5 levels that students with the same grades at GCSE are most likely to achieve; we use this as the **Benchmark Grade**. For where students are already achieving their benchmark grade, you should expect teachers to discuss with your son/daughter a more **aspirational target to** ensure they are challenged to realise their full potential.

For more about Fischer Family Trust, please follow this link:

<https://fft.org.uk/fft/target-setting/>

### **4. Is my child guaranteed or limited to these grades?**

Not at all; all grades are available. This grade is based on

- the teacher's professional judgements
- the evidence from year 10/12

- the learning completed so far in year 11/13
- our learning from the GCSE and A Levels results from the previous year

All grades are still available and will depend on teaching, learning, work ethic, attitude and attendance between now and the final exams.

### **5. What if my child's grades have declined since year 10/12?**

Year 10/12 data was based on assessments covering Year 10/12 content and grade boundaries from 2019 GCSE's and a Levels/BTECs. In some subjects, the grade boundaries might have changed and moderation and advice from external examiners of practical or coursework-based subjects such as PE, Drama, Art, Music, Dance and DT has given us new information which we can apply to this year's cohort.

### **6. Why are some subjects forecasting a big improvement and some subjects forecasting little or no improvement?**

Each subject is different, in terms of the journey through the two years and how it is assessed. Subjects with coursework-based components will often be lower at this point because the CVG will not include any incomplete tasks. If they remain incomplete then the grade will not improve, the FG assumes the work will be completed and therefore improves.

Other subjects that are usually fully assessed by terminal exams have less difference in grades because the teacher is suggesting that all content so far has been learnt to a certain level and they are forecasting that all new content will be learnt to a similar level, this is still good progress as the student still has to learn and retain all current and new content that will be covered in the next 6 months.

### **7. Will I receive an update on my child's progress between now and the exams?**

Yes, for Year 11 students, in December your child will sit formal mock exams in all subjects in exam conditions. For Year 12 and 13 students, these mock examinations will take place in January. The grades that your child receives will be the next CVG. You will receive a FG based on how your child has performed and what the teacher believes they are capable of in the last 4 months of their GCSE/A Level/BTEC career.



## **8. What useful conversation can I have as a parent to support learning?**

The most useful conversation should be around your child's grade and their attitude to learning scores. If your child can improve in any of the four areas (*attitude to learning, response to feedback, independent study and behaviour*) they should focus on this. Improving in these areas will improve their attainment and progress and ultimately their final grades.

Other links that you might find useful to help support your child through the public examinations:

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## **9. What should I do if I am worried about my child's performance in a particular subject?**

If you have subject specific questions, then please contact the class teacher that your child has for that subject either via telephone or email. They will get back to you as soon as they can and you will be able to discuss any concerns in that way.

## **10. What should I do if I am worried about my child's performance in general, for example, all of their independent learnings scores are poor?**

If you have general queries about your child's progress, please contact your child's Head of House or the Directors of Sixth Form in the first instance. They will either be able to help you themselves, or they will be able guide you to the correct people who will be able to answer your questions.