

Dear Parent/Carer

Year 7 Assessment Explained

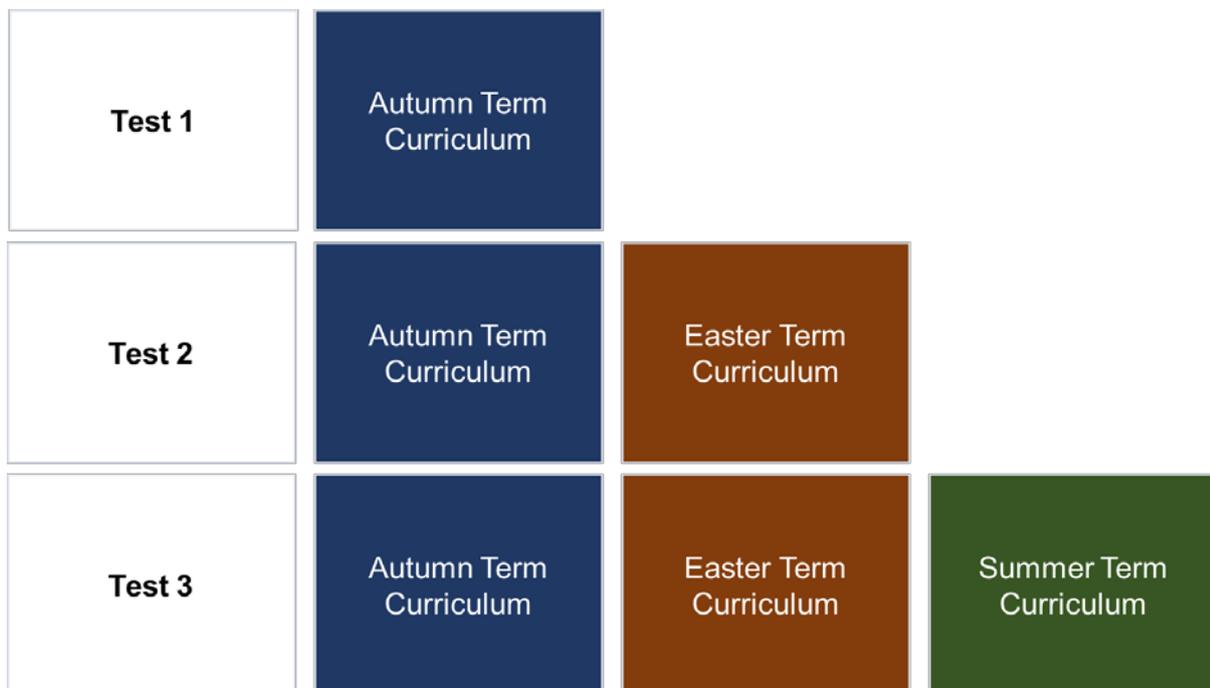
As I am sure you are aware National Curriculum levels have been abolished nationally. We have used this as an opportunity to improve teaching & learning at Hethersett Academy and the information which we send you regarding your child's progress.

Our assessment system is led by the curriculum that the students are studying. The curriculum is the progression model. Students have made progress if they have learnt, understood & remembered the curriculum

In each subject your son/daughter will cover a number of topics each term. Your son/daughter will then be assessed with an end of term final test, which assesses the topics covered that term.

As the academic year progresses the content of the test will increase to ensure that students have learnt, understood and remembered the topics covered in previous terms.

Below is a diagram of how the tests will run over the academic year and the content which will be assessed in each one.



Profile of a student over the academic year (data for James)

Student	Autumn Mark	Autumn pass mark	Autumn Class Average	Autumn Year Average	Easter Mark	Easter pass mark	Easter Class Average	Easter Year Average
James	85%	70%	85%	83%	90%	65%	77%	75%

Student	Summer Mark	Summer pass mark	Summer Class Average	Summer Year Average
James	75%	70%	80%	82%

What do parents need to look at?

What is meaningful is the relationship between James' marks and the minimum expected pass mark, class and year averages.

From this data, we know that (a) James is meeting/exceeding our minimum expectation and (b) James is slightly above average for his cohort.

Important for parents to remember

- 1. My son / daughters test mark has decreased; does this show that they have not made any progress since Easter?**

NO, because the content of the test has increased so each time the tests are more difficult. There is more content for the students to remember; your son/daughter could score 80%-80%-60% and still be making good progress because the tests are larger and cover more content.

- 2. Why does the minimum expected mark decrease as the academic year goes on?**

The content of the test has increased each time, this means the students have more knowledge that they need to have learnt, understood and remembered. The tests therefore become more difficult and this is reflected in the expected pass mark

3. Should I expect to see my son/daughters pass mark increase by the end of the academic year?

No, as a parent the meaningful marks to look at are the relationship between your son/daughters marks and the minimum expected pass mark, class and year averages.

By using this information you are able to see that (a) your son/daughter is meeting/exceeding our minimum expectation and (b) how your son/daughter is performing in relation to his/her class and year group.

4. What happens if my son / daughter does not meet the minimum expected mark?

Students that do not meet the minimum expected pass will be targeted for curriculum-based intervention, re-teaching some of the content.

Tracking Sheets: Progress Information Home

At the end of each term you will receive a copy of the tracking sheet explained below.



Tracking Report

Name: J Person **Form:** B6 **Date:** Summer 2016

Attendance	
Possible sessions	72
Percentage attendance	94.4%
Authorised Absences	4
Unauthorised Absences	0

There are 2 sessions a day. These show how many sessions your son/daughter has missed since the start of this term

Subject	Summer Mark	Summer pass mark	Summer Class Average	Summer Year Average	Effort grade BFL Summer	Effort grade CW Summer	Effort grade HW Summer
English	85%	70%	80%	82%	4	4	4
Maths	90%	77%	75%	65%	4	4	4
Science	85%	80%	82%	60%	3	3	3
History	70%	75%	76%	70%	3	4	3
Geography	71%	74%	80%	72%	3	4	3
French	74%	70%	75%	70%	3	4	3

These are Work, Attitude and Commitment Scores from 1 to 4. They are awarded for :

- 1) Behaviour For Learning (BFL)
- 2) Classwork
- 3) Homework

Please see the next page for the full descriptors of these

This will show your son/daughters test result for that term. Next to this will be the class and year averages.

Tracking Code Descriptions

Behaviour For Learning

Code	Description
4	The student regularly actively engages with the lesson which may include: supporting the learning of others, taking control of their learning, taking additional steps to improve and asking appropriate questions.
3	The student engages with the lesson including working collaboratively with others, following advice to improve and demonstrating a positive attitude to learning.
2	The student's level of engagement with the lesson is inconsistent and can be low. Their attitude towards learning and ability to work with others is at best satisfactory but sometimes below.
1	The student's level of engagement is often low which may include them being passive or obstructive. They sometimes disrupt the learning of others and sometimes make inappropriate contributions.

Classwork

Code	Description
4	The student's work and level of input is regularly above the expected standard.
3	The student's work and level of input is to the expected standard and above.
2	The student's work and level of input is regularly below the expected standard.
1	The student's work and level of input is always below the expected standard.

Homework

Code	Description
4	The student regularly completes homework above the expected standard.
3	The student always completes homework to the expected standard and sometimes above.
2	The student usually attempts homework but with insufficient effort or time commitment. It is often below the expected standard.
1	The student frequently has late, incomplete or not attempted homework. It is always below the expected standard.

Please do not hesitate to contact any of our Heads of Department or Senior Leadership Team should you have any questions relating to this tracking information using the email addresses on our website.