

This evening:

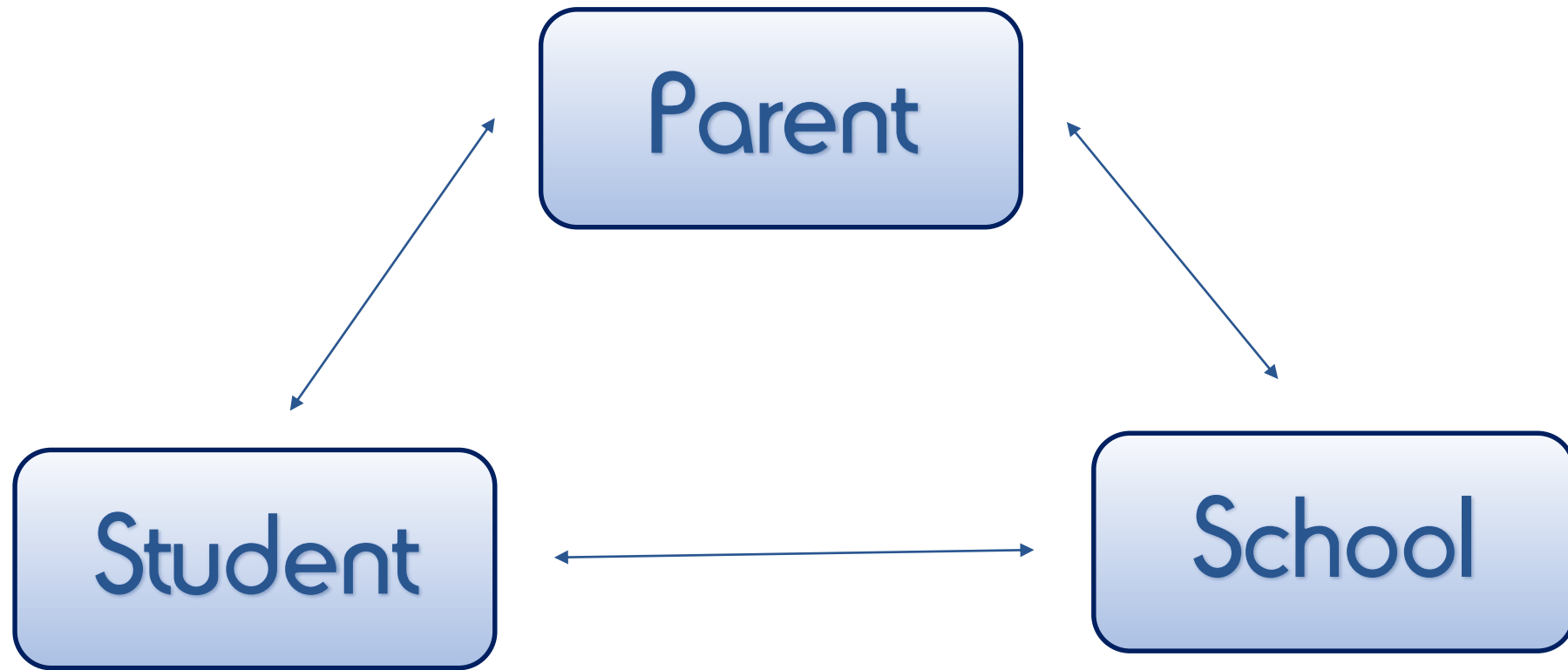
1. Supporting Student Development
2. Assessment and Reporting
3. Marking and Feedback
4. Class Charts and MILK Apps



**Rebecca Robinson**  
*Achievement Director*

**Supporting student  
development**

# Success in school is a team effort?



**R**eaching  
**y**our  
**A**cademic  
**P**otential

**The only person  
you are destined to  
become is the  
person you decide  
to be.**

— Ralph Waldo Emerson

# How to ensure your child reaches their academic potential?

- Attendance – Be in school every day
- Be ready to learn
- Be organised and establish a study routine
- Stay focused in class and don't look for distractions
- Take advantage of the resources here at Abbey Grange
- Establish goals
- Get plenty of rest
- Be Independent learners

# What support is available?

This support can range from:

1. Attending a lunchtime session to catch up on work
2. Being provided with extra work to complete at home
3. Mentoring sessions with an older student who can help them with the subject knowledge
4. Being placed on a progress report card and being tracked in individual lessons where the students try to meet subject specific targets every lesson
5. Monitor a student's effort and standard of work in individual lessons where there may be areas of weakness
6. Having 1-1 sessions
7. Having small group intervention sessions with a subject specific teacher
8. Attending revision sessions (lunchtime or after school)
9. English and Maths targeted support programmes



# How can you help support?

1. Check MILK planner each night and discuss homework with your child
2. Encourage your child to reflect and make notes on what they have learnt using the iPad
3. Play family quizzes on key terms and notes made
4. Monitor online behaviour and limit time spent online
5. Ensure pupils are spending time with positive peers in their social time
6. Promote positive role models and hold boundaries
7. Keep positive and talk to your son/daughter about their day
8. Support and work with the academy – early intervention and positive relationships is paramount

# Practical things you can do?

Progress Tracking Point 1: November

Progress Tracking Point 2: March

Progress Tracking Point 3: June

Attend Parents Consultation Evening:

Wednesday the 3<sup>rd</sup> of July from 5pm



# Revision?

It is never too soon to make a start!

- On nights where they haven't got any homework to complete encourage them to read through some of their class notes
- This is a great way to reinforce their understanding of a topic
- It can also be a great way of highlighting any areas that they didn't really understand
- Its about embedding good work habits from the offset

# Create your Environment

- If you haven't got one, create a regular work space that is organised and not cramped
- Music can help you study but some tasks need to be done in silence – especially those that need lots of working memory
- Leave your phone / iPad in another room or at least on the other side of the room
- Don't get too comfortable – sitting on your bed in PJs doesn't work

# Assessment and Reporting 2018/19

Jenny Thornton  
Vice Principal

# Key aims of Assessment Policy

1. Identify gaps in knowledge, skills and understanding to inform teaching
2. Raise aspiration and expectation
3. Adequately prepare students for linear examination: focus on memory learning
4. Report to parents with clarity so that you can meaningfully help their child learn

# KS4 Target Setting

- Your child is given a target grade for each subject based on their KS2 score.
- The targets are generated using FFT 20 plus and FFT 5 grade estimates :
- Top 20% and top 5% nationally
- These are reviewed annually as the new attainment 8 estimates are published to ensure the targets remain challenging

Tier	Minimum Expected GCSE grade
6	9/8
5	7
4	6
3	5
2	4
1	3

# KS4 Assessment and Reporting

- Data is collected 3 times per year for each student, these are called **Progress Tracking Points (PTP's)**
- Reports will contain: Attitude to learning, Progress data and Attendance data
- One of these PTP's will be a subject written report comment
- Student progress is judged in each subject as:
  - Current grade
  - Predicted Grade (*end of Y11*)
  - Expected Target Grade (*end of Y11*)
  - Better than Expected Target Grade (*end of Y11*)
  - Attitude
  - Homework



# KS4 Reports

## Current Grade

- This is the grade at which subject teachers believe your child is currently working at
- This takes into account their current progress in the subject, any units or coursework already completed, as well as any assessment scores

## Predicted Grade

- This is the grade teachers predict your child will achieve at the end of the key stage based on their progress at this current time

# KS4 Reports

## Expected Target Grade

- This is a minimum expected target grade teachers would expect your child to achieve at the end of key stage four
- This is based on a student's ability and informed by national data about the progress of students of similar ability aiming to be above the top 20% plus nationally

## Better than Expected Target Grade

- This is an aspirational end of key stage four target grade which the teachers believe your child has the potential to achieve
- This is based on a student's potential ability and informed by national data of students of the same ability aiming to be in the top 5% plus nationally

# KS4 Attitude Criteria on reports

1. An excellent attitude towards the subject, demonstrating enthusiasm and commitment. The student is highly motivated and prepared to work hard to succeed to the best of their ability, every lesson
2. The student has worked hard, is motivated and demonstrates a consistent positive attitude to their learning
3. The student has shown an acceptable attitude to the subject, but his/her effort has been either inconsistent or just satisfactory. More commitment would lead to better attainment
4. There is considerable concern about the effort and/or attitude demonstrated by the student and unless there is a substantial improvement made, he/she will not achieve his/her potential in the subject
5. Major problems have arisen through the course. The lack of effort and/or attitude is totally unacceptable for the subject and the school

*It is expected that a student who is working consistently each day be awarded a 2 for attitude.*

*Students who go above and beyond in every lesson would be deemed a 1.*

# KS4 Homework Criteria on reports

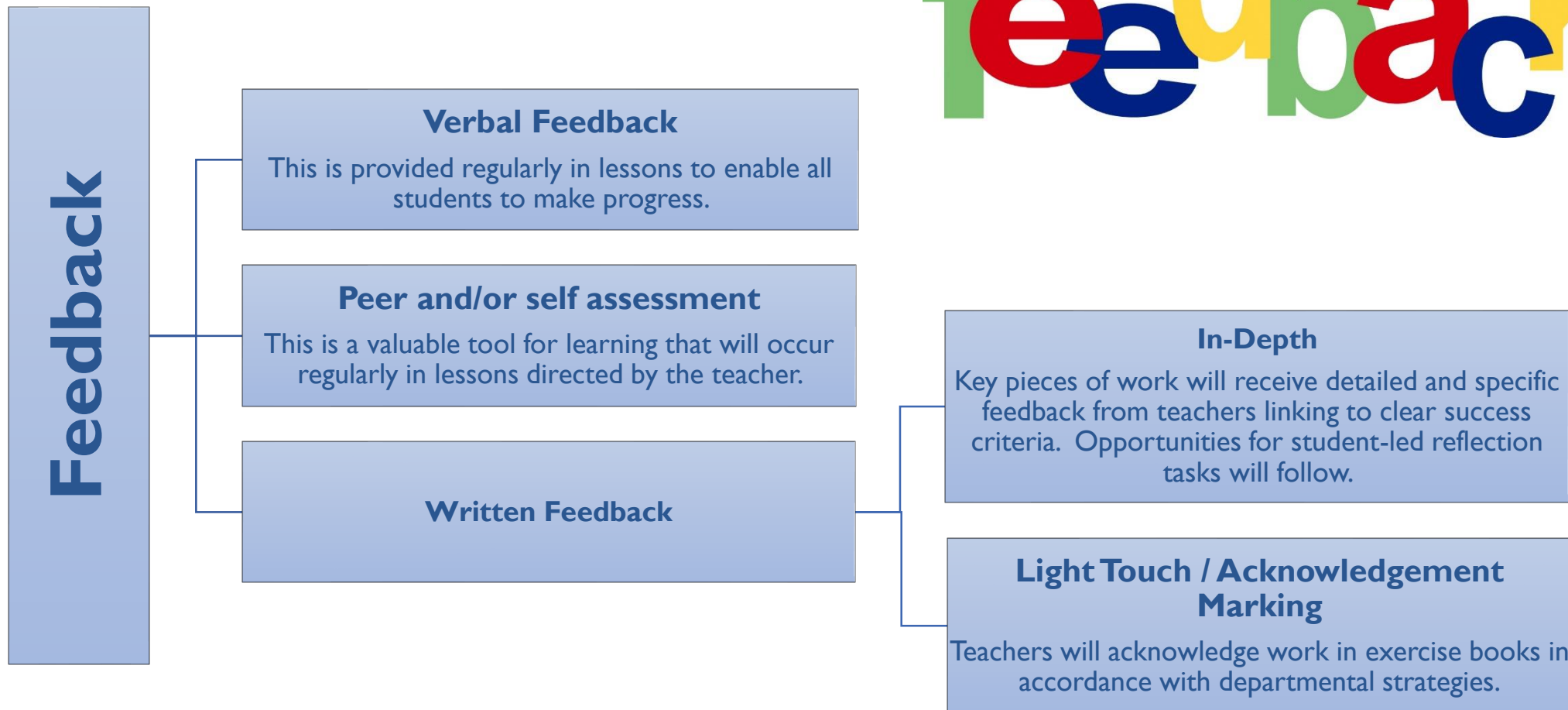
1. The student exceeds homework expectations by working independently to extend learning, reads around the subject to address gaps or extend knowledge and understanding
2. The student completes homework to a high standard and always meets deadlines, and can seek help from staff when required
3. The student has shown an acceptable attitude and effort towards homework completion. Most homework's are completed to a good standard. More commitment and revision for assessments would be beneficial
4. On occasion homework lacks depth that could have been demonstrated had your child consulted staff or used other resources. Homework deadlines are sometimes missed
5. Student makes little or no effort with homework or revision for assessments. Homework deadlines are regularly missed

*It is expected that a student who is completing homework consistently each day be awarded a 2 grade.*

*Students who go above and beyond in every lesson and attend intervention or revisions sessions would be deemed a 1.*

# Marking and Feedback

feedback



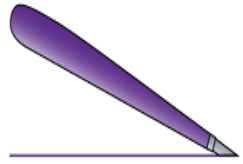
PURPLE FOR PROGRESS 

GREEN FOR GROWTH 

# Purple Targets and Green for Growth

react





# Purple REACT Targets

When students complete a piece of work in their progress book (or folder in some subjects) their teacher will give them a personalised purple **REACT** target which they are to respond to.



react

## EXAMPLE 'REACT' TARGETS

1. Re-draft or Re-do
2. Rehearse or Repeat (i.e. Practice)
3. Revisit and Respond
4. Re-learn and Re-test
5. Research and Record

10th September 2014

Solids, liquids and gases

Experiment: Volume of ice and water



Prediction:  
The volume will stay the same.

Observation:  
My prediction was wrong. The ice melted and the volume got smaller.

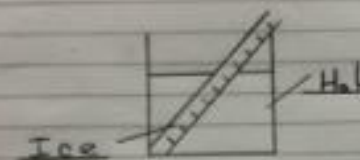
Conclusion:  
Cold - 2.58 litres, Hot - 2.30 litres

Conclusion:  
Cold - 2.58 litres, Hot - 2.30 litres

10th September 2014

Solids, liquids and gases

Experiment: Volume of ice and water



Prediction:  
I predict that the volume of water will stay the same.

Observation:  
My prediction was wrong. Because of the hot water the ice melted and the volume got smaller.

Conclusion:  
When the ice froze the molecules spread a little so the ice was bigger than the volume of water. When the ice was exposed to heat the molecules got closer together and this made the volume get lower.

Prediction:

⑦ Re-write this point explaining why other qualities are important.

However, some people may disagree with this statement, stating that only using a few of his 99 names does not justify him. Each of his 99 names give us an understanding and a closer relationship with Allah. Describing him as some of his names does not show his greatness as all his names are equal and all add up to him.

Another way people may disagree with this is through the idea that immanence is a better way to describe him. Allah being immanent shows that, even though he is in the universe and gives us free will, he is still almighty and absolute.

10/9

However, some people may disagree with this statement, arguing that only using a few of his 99 names does not justify him. Each of his names give us a greater understanding and a closer relationship with Allah. Describing him as some of his names does not show his greatness as all his names are equal and all add up to him. Qualities like his transcendence and his just and fairness are equally as important and add up to the whole greatness of Allah.

# We expect every student at Abbey Grange to:

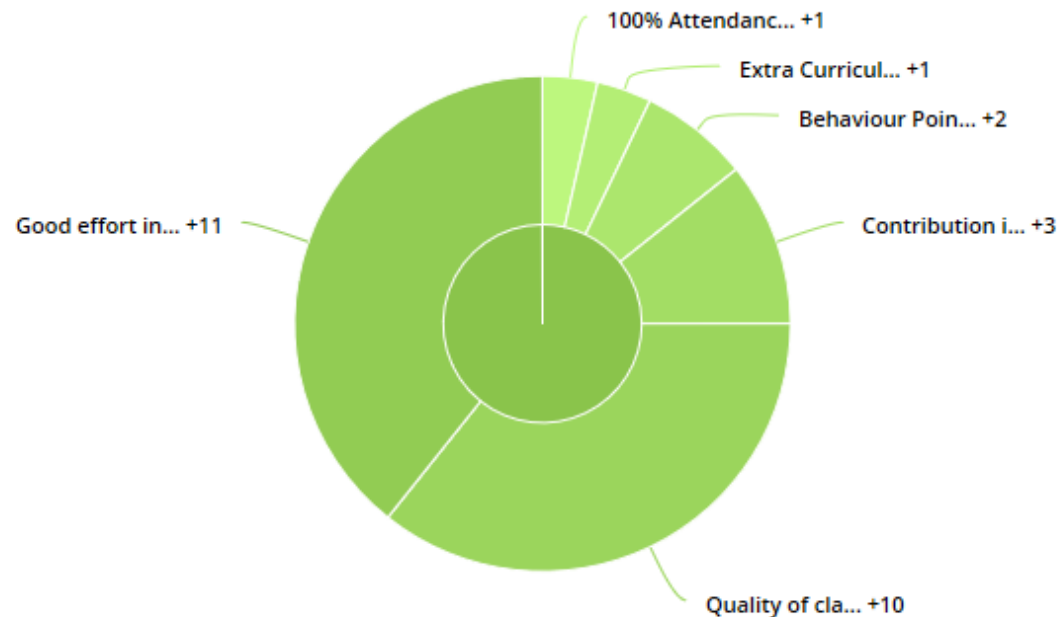
1. Have a sense of pride in their work and strive for perfect presentation.
2. Act upon their teacher's purple targets in order to make the necessary changes and/or improvements to move their learning forward.
3. Recognise the importance of peer and self-assessment (verbal or written) as an important form of feedback.
4. Review, reflect and respond (**REACT**) to written feedback given by teachers during planned lesson opportunities using "Green for Growth" pens or green font if using digital technology.
5. Act upon any errors identified by the teacher in relation to key words, literacy, punctuation or numeracy.
6. Discuss with the teacher any concerns they have about their work and act on the advice given.



## Record of behaviour



## Behaviour score breakdown



## View all homework set



milk.

- Home
- Homework 6
- Messages
- Dashboard 3
- Timetable
- My school
- Settings

## Homework

Search

Show: ☒ All ☐ Current

M	<b>Mathematics (Mr Mullan)</b> <b>homework sheet</b> answer questions 1-10	Date set: <b>8 Jul</b> Due: <b>Wednesday 20</b> Status: <b>To Hand In</b>
V	<b>Voc Stud (Mr Mullan)</b> <b>Music</b> See powerpoint	Date set: <b>22 Jun</b> Due: <b>29 Jun</b> Status: <b>To Hand In</b>
M	<b>Mathematics (Mr Mullan)</b> <b>SET INDIVIDUAL STUDENT HOMEWORK: Your "catch-up" work on standard form</b> Hi Mark, this work will help you catch up on what you missed in class while you were absent. 1. Check out this Youtube clip on standard index form <a href="https://youtu.be/PzXvVRTV7lo">https://youtu.be/PzXvVRTV7lo</a> 2. Watch	Date set: <b>1 Sept</b> Due: <b>21 Sept</b> Status: <b>Received Late</b>
B	<b>Biology (Mr Mullan)</b> <b>experiment write up on photosynthesis</b>	Date set: <b>9 Mar</b> Due: <b>16 Mar</b> Status: <b>To Hand In</b>
E	<b>English (Mr Mullan)</b> <b>Book Review</b> Write a 500 word review of George Orwell's Animal Farm.	Date set: <b>9 Mar</b> Due: <b>16 Mar</b> Status: <b>To Hand In</b>
D	<b>Drama (Mr Mullan)</b> <b>Complete monologue</b> Ensure your performance is ready	Date set: <b>12 Jan</b> Due: <b>24 Jan</b> Status: <b>To Hand In</b>