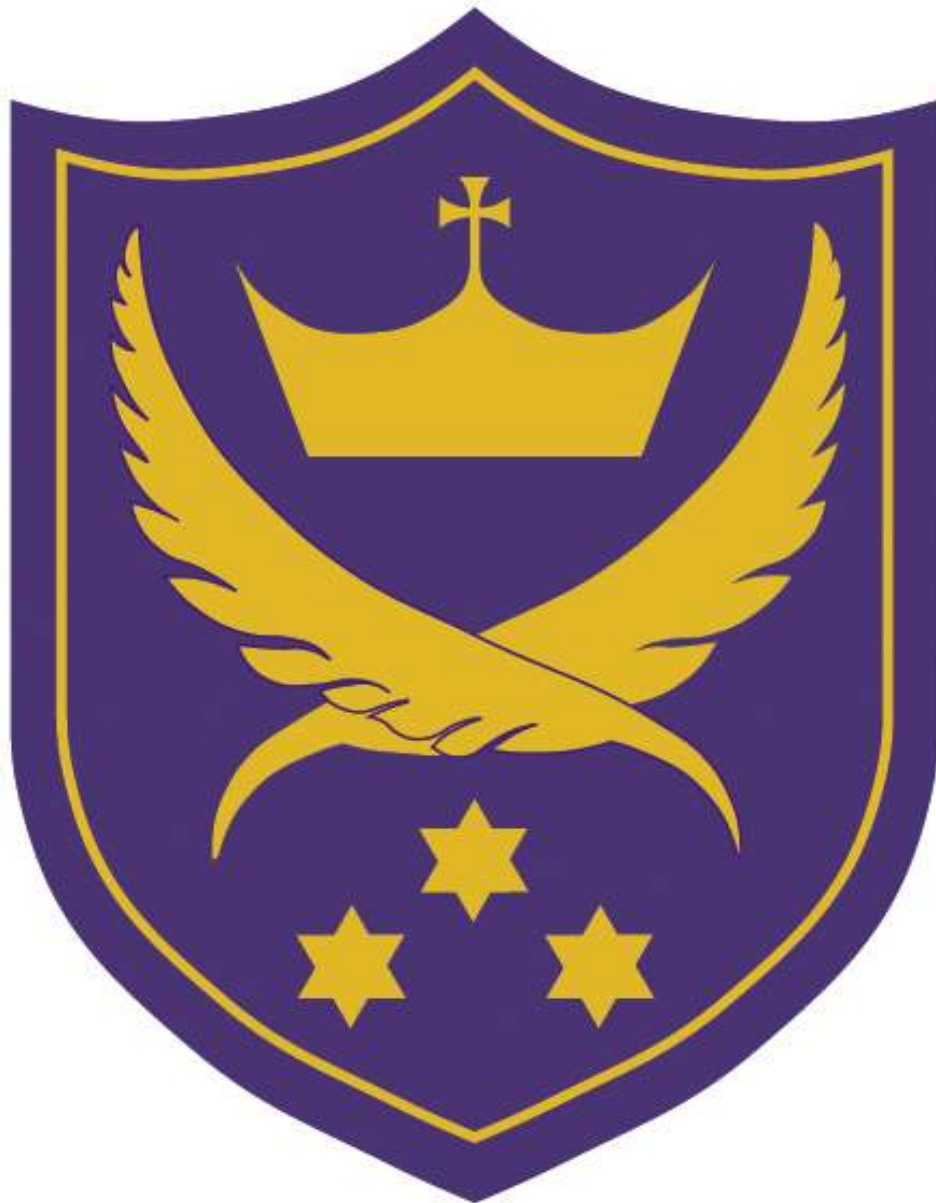


# All Hallows Catholic High School



**A Guide for parents on  
Assessment at  
All Hallows**

### ***On entry into All Hallows how will my child be grouped academically?***

In order for pupils to progress it is important that they are placed in the group which matches their academic ability. The present system in Year 7 at All Hallows has 7 academic groups. These are split into two bands with approximately 90 pupils in each.

#### **Equal academic ability**

7P1                7G1

7P2                7G2

7P3                7G3

7PG

Your child will be taught in these sets for English, Maths, RE, Science, History and Geography.

They will be taught as a P Band and a G Band or all other subjects.

### ***How will my child be assessed during the year?***

Throughout each term your child will have a number of assessment tasks to complete. Some of these will take the form of formal tests and others will be more informal. Each subject tends to assess in different ways and in most cases it is ongoing throughout each term. Where a child is expected to prepare for an assessment they will be given warning and time to prepare at home.

Following recent announcements from Central Government, we are currently finalizing end of year assessment arrangements. We will inform you of the outcome of these discussions in the new year.

### ***How will I know how well my child is progressing?***

Our aim is to give you information as to how your child is progressing in individual subjects at least once a term. This information will be in the form of a Progress Report Sheet, a Parent's Evening Report and a full Written Report. Data from individual subjects is regularly collated and your child's progress will be reported to you as illustrated in the table below.

<b>Year Group</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>7</b>	Progress Report Sheet	Parents' Evening	Full Written Report
<b>8</b>	Progress Report Sheet	Parents' Evening	Full Written Report
<b>9</b>	Progress Report Sheet	Full Written Report	Parents' Evening
<b>10</b>	Progress Report Sheet	Parents' Evening	Full Written Report
<b>11</b>	Progress Report Sheet	Parents' Evening	Full Written Report

Targets are set for each child individually and serve as a guide to what expected progress a child could/should make in an academic year. All children will be set individual targets in each academic subject.

### ***How do you decide on my child's target grades?***

Your child's target grades are, in the main, generated by your child's previous performance either at Key Stage 2 (Primary School), or within the individual subjects whilst at secondary school. Government statistics are used as part of the target setting process, but it is the Head of each Department who has the responsibility to set the target level or grade for your child. It is important that targets are challenging, but achievable.

### ***What happens if my child either fails to meet their target or exceeds their target?***

At key points in the year, data on the current level or grade your child is achieving is collected. This will be used to assess how your child is progressing in relation to their targets. Remember that a child is not expected to reach their target until the end of the year and we aim for pupils to make at least two sub levels progress in one academic year. You will be informed of this progress on the Progress Report Sheet, the Parents' Evening and in the Full Written Report.

If your child appears to be falling behind their target grades/levels, this will be highlighted within the individual departmental areas and your child will be monitored. If your child is failing to achieve their target grades/levels in many areas of the curriculum they will be brought to the attention of the Intervention Co-ordinator and the Head of Year who will work with you and your child's teachers to get your child back on track. Individual targets will not automatically be lowered.

If your child has been set targets in certain subjects but has achieved higher than these targets by the end of the year, their targets for the year after will therefore be raised. This should mean that your child always has challenging targets to strive towards.

### ***Could my child move up or down a set?***

Yes. Our policy is to try and maintain consistency in your child's education and unnecessary moves can create stress and disruption to a child's social situation and undermine their confidence. It is however important that your child is taught within the right class for their academic ability. If your child is consistently achieving levels/grades which would place them in the higher set then they will be moved up. If your child is performing towards the lower part of an academic set then you will receive a letter to indicate this. Remember that this does not always mean that your child is not working hard. It may be the result of other pupils progressing at a faster rate to them. If this continues then it may be the right decision to move your child into a lower set.

### ***Do the set groups change as my child moves up through the school?***

Yes. Currently in Years 7 and 8 your child is placed in a broad academic band for most subjects. In Year 9 the timetable allows us to set pupils for some key subjects. Year 9 pupils are set individually in English, Mathematics, RE and Science. This means that a pupil could, for example be in a top set for English, a middle set for Mathematics and a lower set for RE. By Year 10 all subjects are able to set their pupils by ability in their individual subject areas. Pupils currently begin their Technology GCSE in Year 9. This means that from Year 9 onwards their targets and assessment information is given in the form of a GCSE Grade.

## **"Growing Together in the Spirit of Christ's Love"**

### ***How are pupils assessed at Key Stage 4?***

Pupils begin this Key Stage when they enter Year 10 and finish at the end of Year 11. During these years pupils are working towards their external GCSE examinations. From 2014 all examinations will be linear which means that all examinations will take place at the end of the course. You will be informed of when controlled assessments will take place. Pupils will be given a target that they are estimated to be able to achieve at GCSE in each individual subject and this will be available for parents to see on the Interim Grade sheet which comes home in December. They will also be given an estimated grade for each subject. This is a projection forward to what grade your child's teacher believes they are most likely to achieve at the end of the course if their current attitude and work ethic is maintained. Where there is a clear difference between the target grades and the estimated grades, intervention may well be required and the Head of Year will contact parents to discuss strategies to avoid underachievement.

During Key Stage 4 pupils will be taught in sets based upon their progress and achievement in Key Stage 3. It may well be necessary for pupils to move groups during this Key Stage as a result of internal assessments, option changes or behavioral issues. All subjects set pupils according to the ability in that particular subject area.

### ***Issues parents often ask about in relation to their child's target***

It is important to remind parents that progress in a subject is not always linear. A good example is in PE where excellent performance in one sport may be followed by weaker performance in another. Expectations in some subjects may also differ considerably. Targets are often lower in Modern Foreign Languages than in Mathematics as the pupils begin high school having studied Languages in much less depth than Mathematics. This can also be the case for all subjects where pupils did not receive an individual subject level from primary school. Achievement and targets may remain lower throughout much of the key stage. It can be the case that pupils appear to make little progress in English or Maths during Year 7 based on what they achieved in their SATs. As children move into a new Key Stage assessment is often carried out in different ways and this can mean that pupils need a period of time to secure a Level. Pupil performance at Key Stage 3 and 4 is always given against the child's own individual targets rather than their position in their set. You will only receive information about your child's performance relative to the performance of the set if they are consistently performing at the top or the bottom of the set. This only applies to Key Stage 3 classes.



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