



Understanding Your Child's Assessment Data & Report

Reporting to Parents NOW



*A small school with
big ambitions
for our students*

Witchford Village College
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Executive Headteacher
Rolf Purvis

Reports currently include
reward points, attendance,
potentials, assessment
grades and Attitude to
Learning grades

19th October 2022

Dear

Year 7 Progress Update October 2022

Name:

Form: 7.3

House Points: 45

Attendance to date: 100.0%

We have been delighted to welcome our new Year 7 cohort to Witchford Village College. Students have managed the transition from primary school to secondary school fantastically so far. Staff have commented frequently about how impressed they are by the conduct, levels of organisation and general atmosphere created by the students. Many have returned since the summer with a tangible sense of excitement and drive as they embark on their KS3 journey. It is always a significant challenge for students to adjust to life at secondary school, and so we are thrilled with the maturity and enthusiasm students have demonstrated since their start up. We hope students have enjoyed many of

What we include in a report

- What they are studying
- How well they are doing
- What they have to do next
- How well attended doing it has been

There is, for example, no need to say, “they are lovely to have in the class”, because we do that through rewards, communication home, through form tutors etc

Also, reporting includes parent evenings and sending work home

Reporting to Parents

This is an example grid
on the report of a
student's data

Subject	Potential Grade	Assessment Grade	Attitude to Learning Grade
Art	8	7	A
Computer Science	8	7	B
Drama	8	7	B
English	7	6	B
Geography	8	7	A
History	8	8	A
Latin	8	7	B
Maths	8	7	B
Music	8	7	A
PE	8	9	A
RE	8	8	B
Science	8	7	B
Spanish	7	8	A

Attitude to Learning Grades

Grade	Detail
A Outstanding	<p>A student with an outstanding Attitude to Learning has:</p> <ul style="list-style-type: none">• A thirst for knowledge• Impeccable conduct• Consistently engaged with learning• Been respectful to others' ideas and points of views• Self-motivation• No more than 2 grades from potential
B Good	<p>A student with a good Attitude to Learning is:</p> <ul style="list-style-type: none">• Consistently positive• Respectful of others' ideas and points of views• Punctual• Fully equipped for all lessons• Engaged with learning for the vast majority of the time• Quick to respond to staff requests in a positive manner
C Requires improvement	<p>A student whose Attitude to Learning requires improvement, has not yet shown the qualities of a student with a good Attitude to Learning.</p> <p>This could be because they have:</p> <ul style="list-style-type: none">• Exhibited some low-level disruptive behaviour that has required intervention by the teacher• Required prompts in lessons to stay on task or engage with the learning• Been late to the lesson with no good reason• Not completed homework on more than one occasion in the term
D Unsatisfactory	<p>A student whose Attitude to Learning is unsatisfactory does not choose to consistently engage with the learning in lessons. This could be demonstrated by:</p> <ul style="list-style-type: none">• Receiving more than one detention in the subject during a term• Being removed from the lesson to isolation• Being involved with incidents of disruptive behaviour• Being late to the lesson with no good reason on more than one occasion <p>All of the above should have been recorded on Edulink/SIMs having followed the Behaviour Policy</p>

Potential Grades

- We use a combination of the SAT scores (unless year 8 or 9) and their CAT4 scores to supply FFT with student data to generate a potential grade called FFT5
- **FFT look at the range of results achieved by similar pupils who took GCSEs in the same subjects in the past**
- When they say “similar pupils” they mean pupils with the same prior attainment, gender and month of birth
- And when they say “range of results” they mean the percentage of grade 9s achieved, the percentage of grade 8s achieved, etc

Assessment Grades

- Assessment grades are their average attainment in each subject over a series of assessments to date
- We compare assessment grades to their potential grades to gauge progress being made
- We use our analysis to flag any intervention needs, further investigations, possible set changes or prompt further discussions around a student
- In Year 11, these will be the grades used to apply to College or Sixth Form courses

Reporting to Parents NEW

Mathematics

Teacher: Mrs S. KHIRADE

Class: 9y/Ma 9-7

Potential GCSE Grade: 7

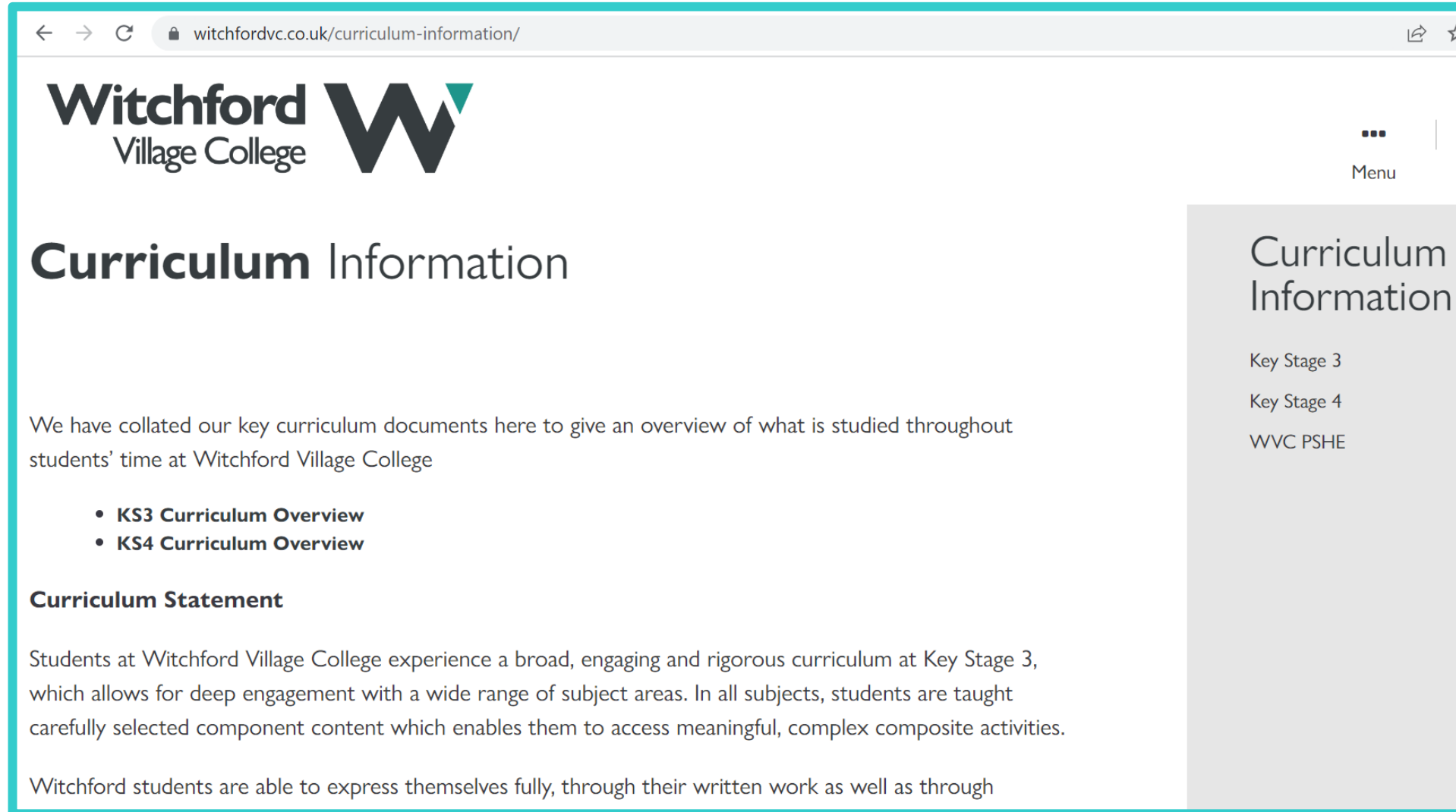
Estimated GCSE Grade: 8+

Assessment Foci	Aidan can:	To improve Aidan needs to:
Proportional Reasoning	able to find any missing values involving speed or density	able to calculate density
Probability & Statistics	calculate expected outcomes	use frequency trees to solve problems
Geometry & Measure	solve problems involving circle parts	enlarge shapes by negative & fractional scale factors
Sequences & Graphs	state the equation of a line from a diagram	draw a straight line from its equation

- The new report still provides potentials, assessment grades and AtL grades in a summary table
- In addition to the table, it provides a page for each subject with “now” and “next” statements linked to the learning foci for the subject being assessed in that assessment period

Curriculum Information on the Website

Curriculum overviews
for all subjects can be
found on our website



The screenshot shows a web browser window with the URL witchfordvc.co.uk/curriculum-information/. The page features the school's logo at the top left and a 'Menu' button at the top right. The main heading is 'Curriculum Information'. Below this, a paragraph states: 'We have collated our key curriculum documents here to give an overview of what is studied throughout students' time at Witchford Village College'. This is followed by a bulleted list:

- **KS3 Curriculum Overview**
- **KS4 Curriculum Overview**

 The next section is titled 'Curriculum Statement' and contains the text: 'Students at Witchford Village College experience a broad, engaging and rigorous curriculum at Key Stage 3, which allows for deep engagement with a wide range of subject areas. In all subjects, students are taught carefully selected component content which enables them to access meaningful, complex composite activities.' The final visible line of text is 'Witchford students are able to express themselves fully, through their written work as well as through'. On the right side of the page, there is a vertical sidebar with the heading 'Curriculum Information' and three links: 'Key Stage 3', 'Key Stage 4', and 'WVC PSHE'.

Witchford Village College

Curriculum Information

We have collated our key curriculum documents here to give an overview of what is studied throughout students' time at Witchford Village College

- **KS3 Curriculum Overview**
- **KS4 Curriculum Overview**

Curriculum Statement

Students at Witchford Village College experience a broad, engaging and rigorous curriculum at Key Stage 3, which allows for deep engagement with a wide range of subject areas. In all subjects, students are taught carefully selected component content which enables them to access meaningful, complex composite activities.

Witchford students are able to express themselves fully, through their written work as well as through

Curriculum Information

- Key Stage 3
- Key Stage 4
- WVC PSHE

Key Stage Three Curriculum Overview for English

Curriculum Intent

- 1) Have a secure understanding of the English Literary Canon.
- 2) To confidently communicate in different forms, for different audiences and to achieve different effects.
- 3) To synthesise knowledge and skills in order to respond critically and purposefully to a wide range of texts.
- 4) To foster a passion for reading that extends beyond their school years.

How does the KS3 curriculum build on that from KS2?

We consolidate and build on students' knowledge of grammar and vocabulary through our KS3 'mastery' lessons. These lessons are fortnightly and are focused on developing students' literacy. Through extending and applying the grammatical knowledge from KS1 and 2 programmes of study, students are equipped with the tools to read and analyse more challenging texts.

We continue to master a range of other skills introduced at KS2: making inferences; making predictions; summarising; identifying how language, structure and form contribute to meaning; comparing characters, setting and themes; and making reasoned justification for views and opinions of texts.

We will also provide students with more challenging opportunities of transcription and composition developing their knowledge of how to write in different forms, for different audiences and to achieve different effects.

What do students do with their acquired knowledge and skills?

Students will become increasingly confident approaching unseen texts, prose, poems, non-fiction and drama. These will include analysing language and its impact on the audience or reader; comparing historical contexts and influences; discussing how structure within a text is used for effect and how it helps to impact writers and their work. Students will also learn how to use language and structure to argue their own point of view successfully as well as write compelling narratives and descriptions.

How does the curriculum align to and go beyond the National Curriculum?

We ensure that students read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a diverse coverage of genres, historical periods, forms and authors. In line with the National Curriculum, students are exposed to English literature, both pre-1914 and contemporary. However, we go beyond this through our offer a wider variety of texts –we offer students the opportunity to explore how people receive canonical texts, but also media texts and texts written by marginalised voices.

We also teach vocabulary explicitly, ensuring that students leave school able to read and use subject specific vocabulary.

The curriculum aligns to the National Curriculum as students write for a range of purposes in a range of contexts. Furthermore, there are regular opportunities within our curriculum for students to speak, listen and debate.

What new knowledge are students taught?

Term	Year 7	Year 8	Year 9
Autumn	IGNITING THE CANON: Students develop a sound understanding of the literary canon starting with classical literature and moving through the notable literary ages. Students are also given the opportunity to respond creatively to	SHAKESPEARE'S HISTORIES: Students grapple with another genre of Shakespearean text, which offers increasingly challenging material to that of earlier extracts explored in Year 7. Students explore the plot, setting, themes and characters, whilst	POETRY: BEING HUMAN = BEING HEARD Students develop their knowledge of poetic techniques (caesura; dramatic monologue; visual / aural / olfactory / gustatory / tactile imagery etc.) and broaden their knowledge of poetry as a

**What is
assessment
data?**

**How do we get
student's
potential grades?**

**What role does
assessment data
play in teacher
planning?**

**What is a
potential
grade?**

**How do we
report to
parents?**