



Harrow Way
Community School
Specialist School in Maths & Computing

A New Way To Assess Your Child's progress at Harrow Way Community School

September 2017

A Guide for Parents: Target Setting and Progress Tracking



Learning for life, success for all.



A New Way To Assess Your Child's progress at Harrow Way Community School

A Guide for Parents: Target Setting and Progress Tracking

Making Progress at Harrow Way

There have been a number of changes to how student progress and outcomes are measured. Firstly the Government has removed National Curriculum assessment 'levels', this means we have our own assessment system in years 7 and 8.

Secondly, from 2017 new GCSEs are being introduced with a grading system from 9-1 where grade 9 is the highest and grade 1 the lowest.

The Department for Education expects that all students make progress during their time in secondary education. This progress is measured from individual starting points which are the Key Stage 2 Primary SATs. This progress is measured by the outcomes in GCSE or equivalent qualifications.

So, how will this happen?

The school will assess each student at 3 points through the year and report back in November, March and June. Two of these are Progress Reviews and the third is a Full Report.

Students are assessed throughout the year as appropriate for their subject and the knowledge and content covered. In years 7 – 9 all students have end of year exams usually at the end of June. This is to help students practice the routine of planning revision, revising and sitting examinations. This is an important part of achieving good results in the new style GCSEs where most assessment is through final examinations.

Year 10 and 11 students will have a number of mock examinations throughout the year to help them arrive at their year 11 summer GCSEs really well prepared and confident.

Information will be shared on two areas; Effort and Attitude to Learning and Progress.

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Effort and Attitude

One of the most important indicators of good student progress and outcomes is their effort and attitude to learning. This information is gathered about students at every assessment point.

In year 7 the Mastered, Secure, Developing and Emerging is used to report on effort and attitude. For Years 8 – 11 use grades 1 to 4 where 1 is the highest and 4 the lowest.

Year 7	Years 8 to 11	Description
Mastered	1	<ul style="list-style-type: none"> ● You always follow the “Harrow Way” 3 Simple Rules - Be Ready, Be Respectful, Be Your Best ● You have an extremely positive attitude towards learning and participate enthusiastically in all aspects of your work ● Homework is always completed on time and reflects the excellent effort that you make ● You always have the appropriate equipment with you for learning ● You demonstrate independent learning skills, high levels of resilience when faced with challenges and are a pleasure to teach ● You are fully committed to your learning, with a positive mind-set and are a role model for other learners
Secure	2	<ul style="list-style-type: none"> ● You usually follow the “Harrow Way” 3 Simple Rules - Be Ready, Be Respectful, Be Your Best ● You have a positive attitude towards learning and participate well in lessons ● Most of your homework is completed on time and generally reflects a good level of effort ● You usually have the appropriate equipment with you for learning ● You are continuing to develop your independent learning skills and show a pleasing level of resilience when you face challenges in your learning and work well in class



Year 7	Years 8 to 11	Description
Developing	3	<ul style="list-style-type: none">● You often follow the “Harrow Way” 3 Simple Rules - Be Ready, Be Respectful, Be Your Best● Your attitude towards learning occasionally dips below expectations and at time there are aspects of the lesson where you fail to participate fully● Your homework is sometimes incomplete or not handed in and may not be to the level to which you are capable● Sometimes you do not have the equipment you needed to support your learning, although you may sometimes produce good work you usually only complete the minimum required● You have not yet developed a sense of resilience to support your learning● There is plenty of room for improvement if you are going to achieve your full potential
Emerging	4	<ul style="list-style-type: none">● You do not follow the “Harrow Way” 3 Simple Rules - Be Ready, Be Respectful, Be Your Best often enough● Your attitude towards learning is often below expectations and you consistently fail to participate in aspects of your work as fully as possible● You have many late, incomplete or missing pieces of homework which are not completed to level at which you are capable● You often do not have the equipment needed to support your learning● This level of commitment means that you are likely to be underachieving and seriously at risk of not meeting your full potential

How are Targets set at Harrow Way?

This means that when any student starts at Harrow Way Community School, initial targets are based on Key Stage 2 scaled score data. These are the minimum expectations for student progress using the new GCSE points system of 1-9.

Year 7 and 8 Routes to Success

Key Stage 2 Scaled Scores	New GCSE Number system (9-1)
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106+

9
8
7

100 - 105

7
6
5

< 99

5
4
3
2
1

Targets and Tracking in Year 7

Students are placed on a route to success in each subject, the route indicates the range of grades we expect students to achieve at the end of year 11. Throughout year 7 students are to decide whether the student -

- M** = mastered the knowledge and skills for their route
- S** = is secure in the knowledge and skills for their route
- D** = is still developing the knowledge and skills required for their route
- E** = is currently emerging with the knowledge and skills required for their route

(MSDE)

Targets and Tracking in Year 8

This is the final year that year 8 will have their progress reported as either being -

- A** = Above target
- O** = On target
- B** = Below target

Targets are aspirational and challenging so it is actually quite unusual for a student to be above target. A student who is "On" target is exactly where we need them to be at this stage.

Student progress is monitored closely and intervention put in place to close any gaps in knowledge or skills early on.

If appropriate students may move between routes during year 7 and 8.

Targets in Years 9 – 11

Students are working towards their GCSEs from year 9 onwards and a Target Minimum Grade (TMG) is set and reviewed regularly throughout years Key Stage 4.

At this stage teachers record a predicted grade, this is the grade which the teacher believes the student will achieve at the end of year 11 if they continue to work as they currently are.

Letters and Number Grades are fine graded for extra clarity.

Over the next few years subjects will gradually move to the new Number system (9-1) as opposed to the old Grade system (A*-G). From September 2017 there will only be a few subjects with one final year of the letter grading. The table below outlines the last few subjects to change.

New GCSE Prediction	"Old Money" GCSE Prediction
3-, 3=, 3+	D-, D=, D+
4-	C-
4=	C=
4+	C+
5-	B-
5=	B=
5+	B+
6-	A-
6=	A=
6+	A+
7-	A-
7=	A=
7+	A+
8- or 8=	A*

Subject	First exams (Number system)	Current year Group (as at 09/17)
Business GCSE	Summer 2019	10
Design and Technology		10
Media Studies		10

There is no direct comparison between the two systems, however Ofqual have issued the following guidance.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A
7	A
6	B
5	C
4	D
3	E
2	F
1	G
U	U

From July 2017

Grade 4 = Standard Pass

Grade 5 and above = Strong Pass

Ofqual
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What to do if you have a concern?

If you have a concern regarding your child's progress in an individual subject you are encouraged to make contact initially with the class teacher either via the student planner or email. If the concern is about more general progress parents should contact the Year Leader who will work in partnership to address those concerns.



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Harrow Way Community School
Harrow Way
Andover
Hampshire
SP10 3RH

Telephone: 01264 364533
www.harrowway.hants.sch.uk

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