Reporting Systems

Purpose

'We believe from the moment a student starts Sale High School that they should have aspirational dreams, goals and targets. When students, parents and schools work together a child can flourish.'

What do we want to achieve?

- To acquire, develop and master **skills and knowledge** that are required for success in their GCSEs.

- To incorporates summative **assessment** which supports continual formative **feedback**.

- Allows the pupil to **reflect on their learning** and revisit if required.

- Allows parents to support their child's learning.

- Clearly shows when students are on/not on track to meet their target so swift and effective intervention can take place whatever their year group.

Life without levels

- The government has abolished levels and GCSE letter grades.

- Your child will come to SHS with a standardised score **expected** to be over 100 in reading, writing and maths.

- All Year Groups will be set a Year 11 **target** using their KS2 results.

- The KS2 score will not limit your child's progress, and teachers will do their own assessments to find out where their strengths and weaknesses are in all subjects.

- Subjects will perform baseline assessment in the first half term to establish gaps in knowledge and improve teaching and support.

GCSE Grades

• The new grade 4 will be achieved by the same proportion of pupils who currently attain a grade C or higher. This is known as the standard pass.

• A **grade 5** has been set as a **GOOD PASS** and is intended to act as a benchmark against international standards.

• A grade 7 should be set such that the proportion achieving grades 7, 8 or 9 should be the same as those who were awarded A or A* in the last year of current GCSE examinations.

Assessment over a half term

- **One piece (two for KS4) of work will be marked every half term** and detailed feedback given by the teachers on what you did well and what you need to do to improve.

- Other work will be acknowledged, self or peer assessed

- **One assessment** per half term based on grade descriptors

- Teachers will be using and referring to **grade descriptors**. This will be available **in exercise books** and on the **school website**. PLCs will be used at KS4.

- Don't concentrate on the number BUT how to get there….

Reporting to parents

- Assessment reports will be available 4x a year (2 of these reports will contain examination grades)
- Assessment reports contain information to let you know if your child is on track to meet their aspirational Year 11 GCSE Grade, attitude to learning and homework for each subject.
- There will be a Winter and Summer exam series each year and we will report % for each subject.
- Year 11 will have an additional set of exams in March.
- Once a year a full written report
- Once a year parents evening
- Parent Information evenings will support in the preparation for exams.

KS3 Report Layout

Target: This is based on prior attainment from KS2 results in reading and maths and goes from Grades 1-9 (9 being the highest). These targets are ambitious and can change according to performance.

Homework: This is reported as excellent, good, satisfactory, variable and poor. Excellent is reserved for homework that is always time, high performance, excellent presentation, excellent effort and completed to the best of their ability

Attitude to Learning: This is reported as excellent, good, satisfactory, variable and poor. Excellent is reserved for never a problem, excellent effort, resilient, responds in detail to teachers comments for improvement.

Skills and Knowledge Projection: Students will receive the following phrases for each subject: exceeding, on track, emerging, below

- Exceeding- Students are working at a rate where they will be above their target

- On track- Students are working at a rate which will allow them to reach their target

- Emerging- Students are working at a rate where they are close to their target, but not yet secure.

- Below- Students are working below their target.

Please note that students will have to work consistently at this rate throughout the 5 years to gain their target.

.

KS4 Report Layout

Target: This is based on prior attainment from KS2 results in reading and maths and goes from Grades 1-9 (9 being the highest). These targets are ambitious and can change according to performance.

Homework: This is reported as a number 1-4 (1 being the highest). 1 is reserved for homework that is always time, high performance, excellent presentation, excellent effort and completed to the best of their ability

Attitude to Learning: This is reported as a number 1-4 (1 being the highest). 1 is reserved for never a problem, excellent effort, resilient, responds in detail to teachers comments for improvement.

Working at Grade: This grade is how they are performing at this time and is based on GCSE grades 1-9 (9 being the highest). A '+' means that they are secure in that grade and have potential to get the next grade. A '−' means that they are less secure in that grade and are close to the lower boundary.

Prediction: This grade is a teachers professional prediction for what they believe the child to receive in their GCSE.

.

KS3 Examinations

- All Students will perform Winter and Summer Exams In the week(s) according to the school calendar. Week beginning **10th December**

- Examinations will be reported as a % for each subject

- The Year group average and 10th percentile will also be reported alongside these %, in order to compare their performance.

- Examinations will be performed in the classroom apart from Summer examinations for Core subjects. These will be performed in the Sports Hall.

KS4 Examinations

- All Students will perform Winter and Summer Exams in the week(s) according to the School calendar.

- Winter Exams for Year 10 week beginning 10th Dec

- Winter Exams Year 11 week beginning 26th Nov

- There will be an additional exam series in March for Year 11 (Year 10 RE)

- Examinations will be reported as a grade for each subject.

Helping Your Child

Sale High School

Using the Report

KS3

If your child is on **track/exceeding** cross reference with their attitude to learning and homework grade to ensure there are no concerns or further improvements that could be made. Ensure they are secure in all grade descriptors.

If your child is **emerging or below target**, the grade descriptors should be used to support gaps in knowledge and skills required. The child's target should guide parents and students to what column in the grade descriptors to refer to. The curriculum page is also a guide to what topics/areas of work will be studied that year.

KS3 Examination %

The % should be compared to the average % and 10th percentile for the year group.

KS4

If your child's **WA/prediction** is lower than their target then their PLC (personalised learning checklists) should be used to inform them/support them to achieve a higher grade. The curriculum page is also a guide to what topics/areas of work will be studied that year as well as referring to the examination specification available on the exam boards website.

KS4 Examinations

A grade will be awarded based on performance in the examination. This should be compared to their target and PLC used to identify gaps in their knowledge and skills.

KS3 Grade Descriptors Example

If your child has a target of a Grade 4 and has been identified as below target. They should become secure on the first columns statement first.

Grade 1-3	Grade 4-6	Grade 7-9
I can write using relevant ideas and content and I develop my material with some detail I establish a clear sense of audience I can write using the correct form and features of specific types of writing	I use a range of stylistic devices to achieve an effect I can vary my register (level of formality) for effect and with some control. My writing is convincingly matched and adapted to purpose and audience.	I can vary my register (level of formality) to meet varied writing challenges with distinctive personal voice and style. My writing has a creative selection and adaptation of a wide range

If your child has a target of a Grade 7 and has been identified as on target. They should work on becoming secure on ALL the statements in the last column.

If your child has a target of a grade 5 in English and has been identified as emerging. This means they will needs to work on the statements in the middle column

Using the Website

The curriculum informs parents and students what they will be learning about in each term for each subject. There is also some recommended enrichment activities for each subject.

A guide to support in revision and preparation for exams

Independent Learning

Why are we focusing on independent learning?

What is independent learning?

What do our children need to be doing?

Can parents and carers help?

Our students make more progress that at any other **high school in Trafford** (2018).

AND

Our GCSE results are significantly above the *national* average.

| Above average | 0.29 |

…..now to step it up again.

School
➢Teaching and learning
➢Internal exams and assessment
➢Year 7 Homework club
➢Library and ICT facilities
➢Resources available via the website
➢Period 6
➢Revision sessions during 'holidays', at lunchtime etc
➢Year 11 Form groups
➢Discounted revision guides sold in school

Parents/Carers
➢Strong attendance at parents' events
➢Using Show My Homework and SIMS Apps
➢Balancing work and family life
➢We cannot be experts in every subject our children study

Why focus on Independent Learning?

➢Research

➢Confidence and enjoyment of learning throughout secondary school

➢Lifelong learners

➢Vastly increased number of exams

➢Much more knowledge to be memorised

➢Internal assessment programme throughout Years 7-11

METACOGNITION AND
SELF-REGULATED LEARNING
Guidance Report

Education
Endowment
Foundation

What is Independent Learning?

'Students learn with a degree of **autonomy** making **active choices** to **manage** and **organise** their own learning'

Learning Orientation	Performance Orientation
A dimension along which we all vary as learners	
We believe that effort can lead to success	We believe that ability leads to success
We believe in our ability to improve and learn, and not be fixed or stuck	We are concerned to be seen as able, and to perform well in others' eyes
We prefer challenging tasks, whose outcome reflects our approach	We seek satisfaction from doing better than others
We talk to ourselves: when engaged in a task we talk ourselves through	When the task is difficult we display helplessness: 'I can't do X'
A concern for **improving** one's competence	A concern for **proving** one's competence

1. Passing tests is not the goal of education, but a by product of *effective learning*
2. Even when we want pupils to do their best in tests, **pressure and performance orientation will not achieve it**

➢The focus needs to be the promotion of *learner autonomy*

(Watkins, 2010)

What skills might our children need to be effective independent learners over their five years in secondary school?

What will *motivate* our children to avoid distractions and focus on the work that they need to do both in school *and at home*?

What do our children need to be doing?

✓ Know **strengths and weaknesses**

✓ Know a **range of strategies** they use for learning, memorisation and revision

✓ Select **appropriate strategies** for each task

✓ **Monitor and review** own learning

✓ Evaluate success of learning strategy (e.g did memory the technique work?) - Keep successful techniques, replace less successful

✓ Set **goals**, **monitor progress and evaluate** performance

✓ Have the **motivation** to do the above
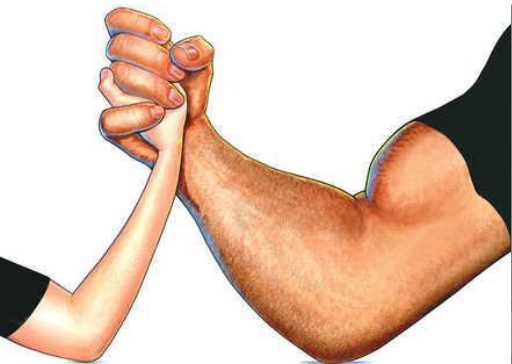
What do our students need to be doing?

➢ **Deferred gratification**: students need to be skilled at balancing short term goals with long term goals

What do our students need to be doing?

Make **accurate judgements** about…..

➤ How much **time** they need to spend on a task

➤ *How well* they have learned something

➤ How effective a learning **strategy** has been

What do our students need to be doing?

➢ Understand and take advantage of the benefits of spaced learning
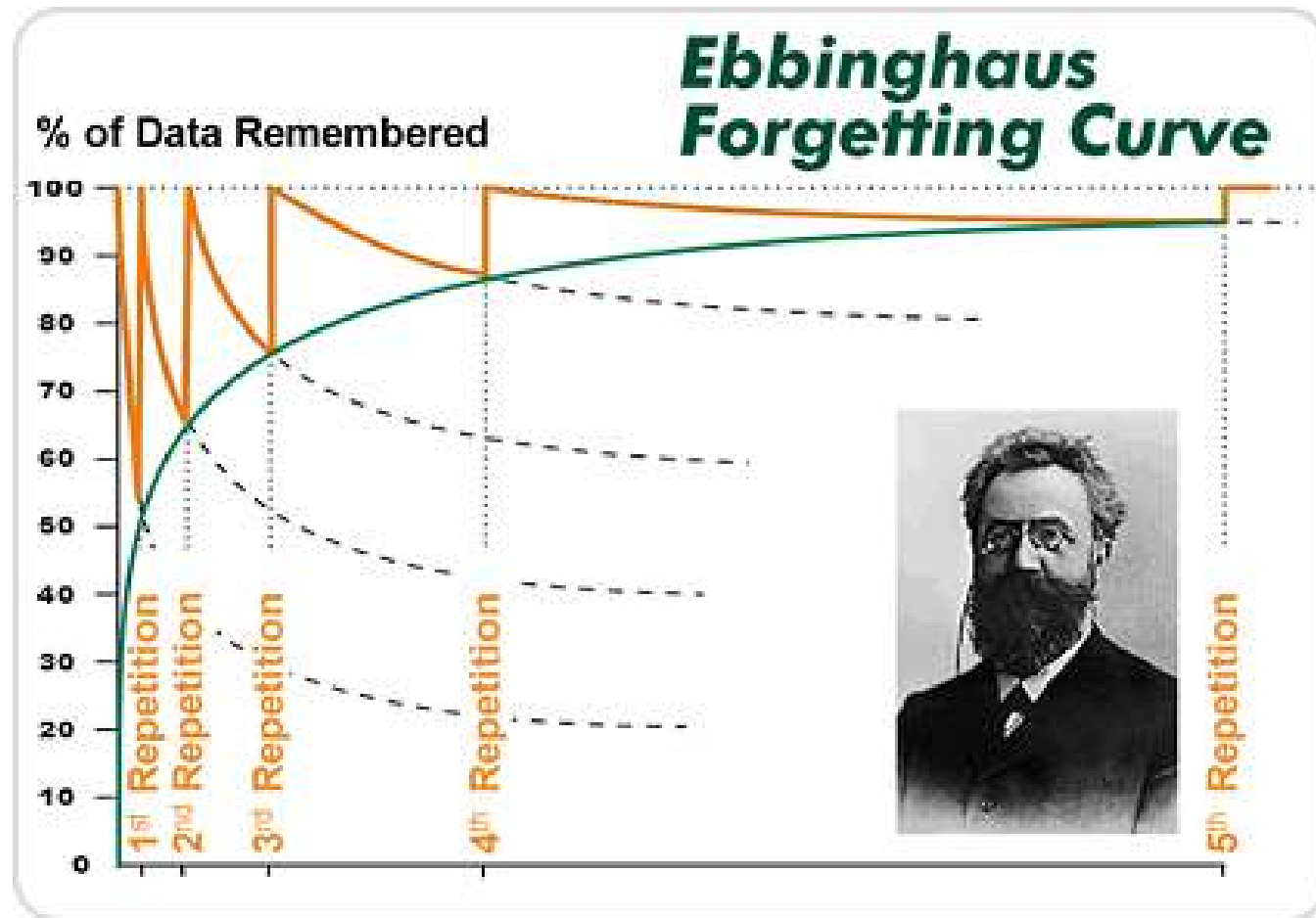
What do our students need to be doing?

Spaced learning

When revising a subject, the temptation is to do it in 'blocks' of topics. Like below:

Topic 1	Topic 2	Topic 3	Topic 4

The problem with this is, is that it doesn't support the importance of **repetition** – **which is so important to learning.**

So, rather than revising in 'topic blocks' it's better to **chunk these topics** up in your revision programme and interleave them:
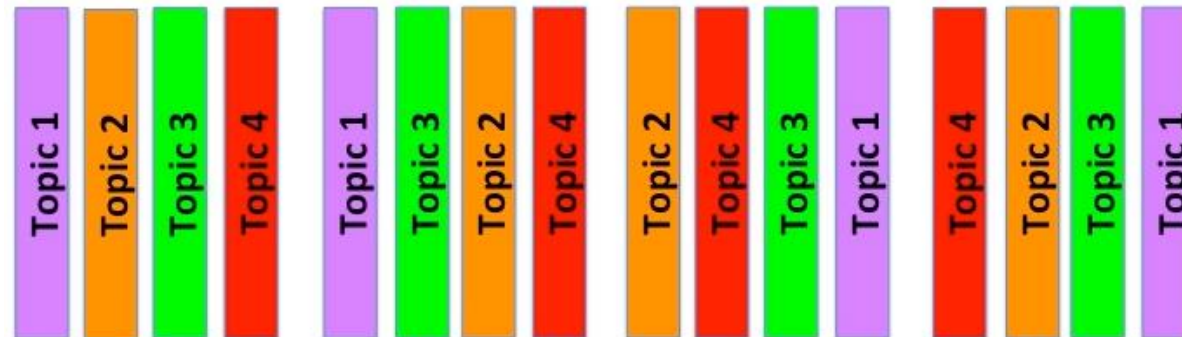
What do our students need to be doing?
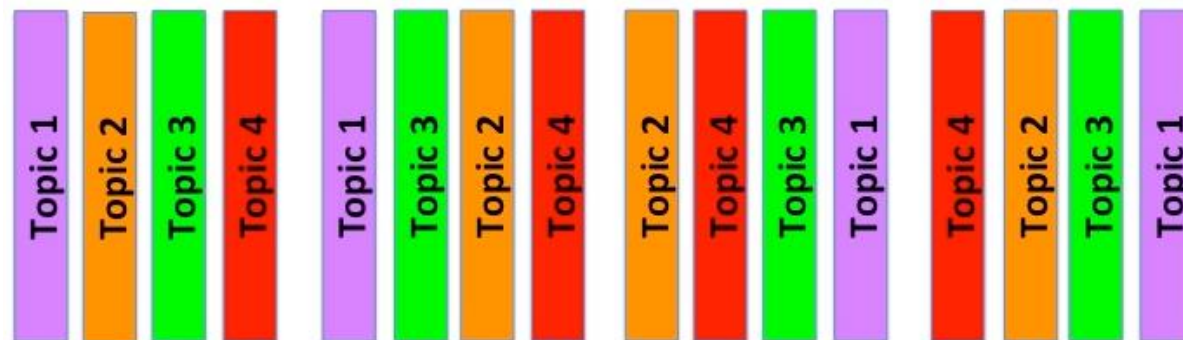
This means that you keep coming back to the topics. So, instead of doing a one block of revision on topic 1 you keep returning to it after an interval looking at another topic.

What do our students need to be doing?

Use 'Exam Wrappers' to do the following:

➢ Identify their own individual areas of **strength** and **weakness** to guide further study

➢ Reflect on **how long** they revised for and **if their revision techniques worked**

➢ **Identify** areas for improvement and improve

1. Approximately how long did you spend preparing for this exam?

2. Of the time you spent preparing for the exam approximately what % of the time did you spend doing the following:

Filling in any gaps in your work missed through absence (or any other reason)	
Reading exercise book	
Reading a revision guide/revision sheets	
Highlighting text	
Condensing information	
Using memory techniques (peg words, loci, mnemonics, image chains)	
Mind mapping	
Read-cover –recall-check	
Creating argument maps	
Creating and practicing your own tests/quizzes	
Creating and using revision cards, flash cards, card sorts	
Practicing answering questions that might appear on the exam	

3. Based on your review of the exam estimate the number of marks that you lost due to each of the following

Not having memorised enough accurate information to include in your answers	
Not knowing how to answer exam style questions	
Not reading questions carefully enough	
Not focusing answers clearly enough on the question	
Not attempting all questions	
Not managing time well enough in the exam	
Other (give details):	

4. Based on your answers so far what do you intend to do differently for the next exam

➢

➢

Can parents and carers help?

➢Make sure the **online resources** are being used (e.g. 'How to Revise' booklet, revision timetable template)

➢**Talk** about different learning strategies at home

➢Encourage child to think about **HOW they will learn**, revise and practice

➢Encourage child to **plan for spaced learning**

➢Encourage child to identify **how long** they will need for a task (see SMHW) and to plan that time

➢**Praise** for genuine effort and achievement – reward?

Our Curriculum

How to revise

Higher Level Learners

Assessment

Pathways

Careers

Super Learning Days

Revision Timetable
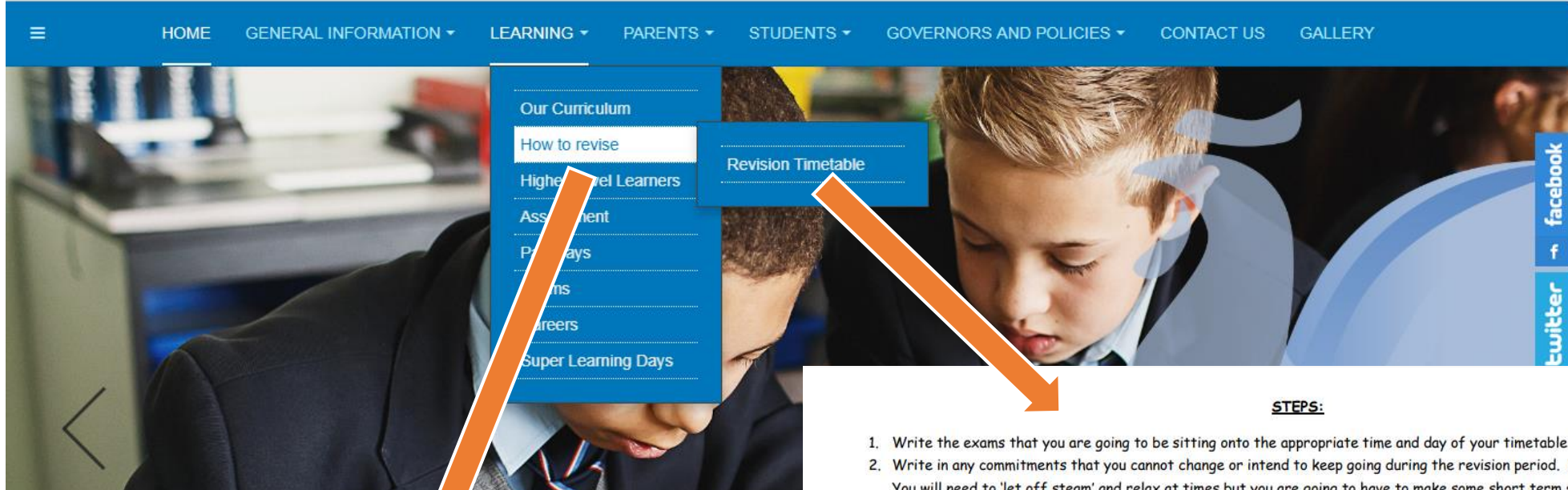
- **Loci** – think of a series of locations that are very familiar to you (e.g. places around your house, your journey to school or even the front of the exam hall!) and imagine items that represent what you have to remember being located at each spot. This method is brilliant and is popular with Derren Brown, memory champions and even the ancient Romans!
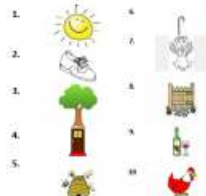
  - **Peg words** – Peg words link each item that you need to remember to a visual image based on a number rhyme. This is very simple when you get used to it and is highly effective for memorising lists of up to 10 items. The number rhymes are 1 = sun, 2 = shoe, 3 = tree, 4 = door, 5 = hive, 6 = sticks, 7 = heaven, 8 = gate, 9 = wine and 10 = hen. So you might imagine your first item on top of the sun, your second sticking out of a shoe, your third hanging from a tree and so on.

- **Image chains** – good for memorising a list of words. Just take each item on the list and link them together using a story. The sillier and funnier the story the more memorable it is likely to be!

NEVER EAT SHREDDED WHEAT.

  - **Mnemonics** – there are lots of existing mnemonics that you can use but you can also make up your own. For example, you can write a list of key phrases that you must remember and highlight the first letter in each. Now create a memorable memory sentence in which each word starts with one of the letters highlighted.

Read-Cover-Recall-Check
Read the information you want to remember. Cover it up, write out what you remember. Check to see how much you forgot.
Use it to test yourself on; Spellings, Lists, A sequence of events

STEPS:

1. Write the exams that you are going to be sitting onto the appropriate time and day of your timetable
2. Write in any commitments that you cannot change or intend to keep going during the revision period. You must be realistic here. You will need to 'let off steam' and relax at times but you are going to have to make some short term sacrifices (miss some games of football, spend less time on social media, go out socialising less etc) in order to achieve long term success.
3. Count up how many revision periods that leaves you on your timetable.
4. Divide the number of revision periods that you have on your timetable by the number of subjects that you will be sitting exams in. Allocate this many revision sessions to each subject by marking onto the timetable which subject you will be revising and when (try to give the night before any exam over to the subject that you are about to be examined in).
5. Add a colour key to make it easy for you to see what you will be studying each day

Subject	Colour

SUCCESS

Home / Learning / Our Curriculum

Our Curriculum

How to revise ▸

Higher Level Learners

Assessment

Pathways

Exams

Careers

Super Learning Days

Ouum

If you would like to find out more about the curriculum at Sale High School please contact Mr Reeve, Assistant Headteacher, Curriculum and Timetable or the individual class teacher concerned.

You will find some helpful guidance and tips for exam preparation in our guide to exams and assessment

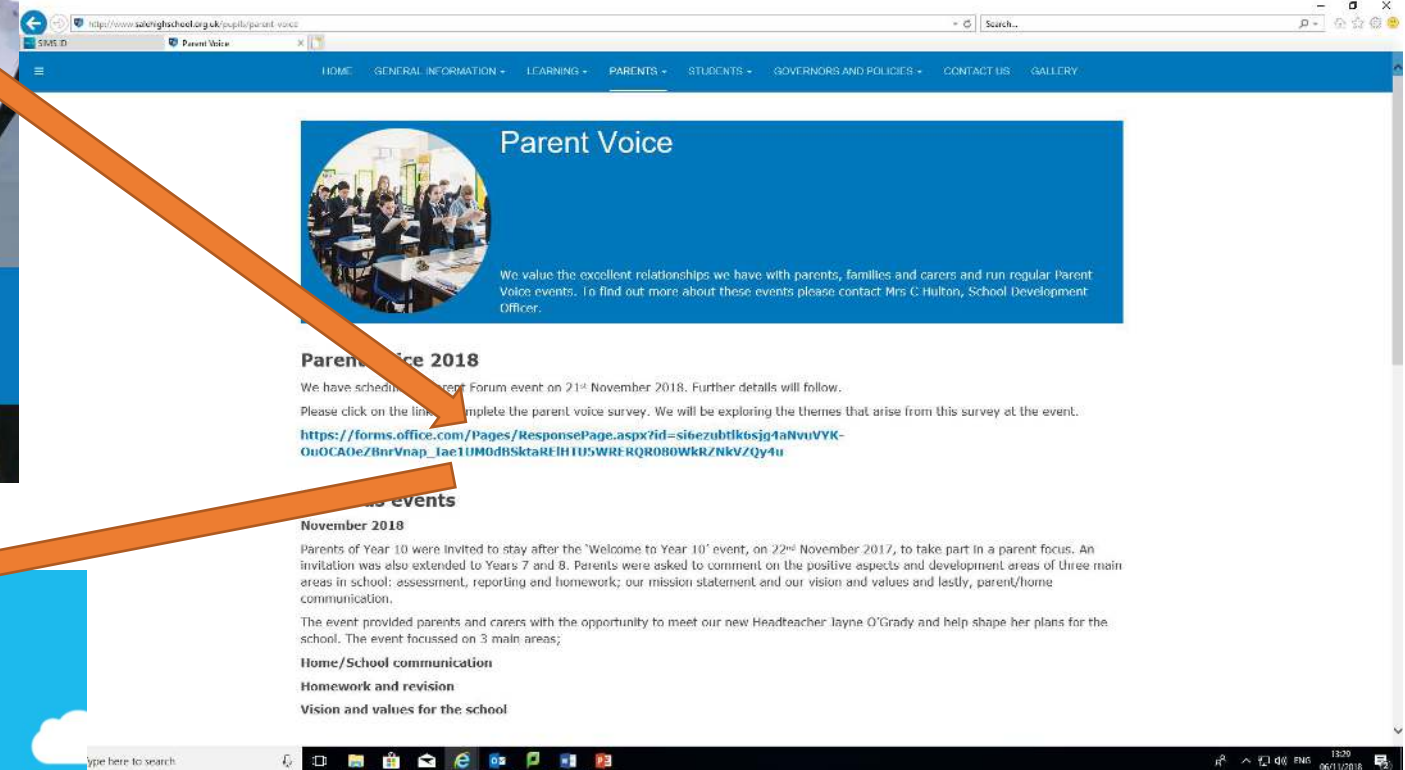## Year 7 Curriculum

Year 8 Curriculum

What your child will study in Year 8

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
Art	Students create work based on the theme of Endangered Species and our environment. They research the plight of endangered animals Looking at the work of Dave White, for inspiration into creating endangered animal images in soft pastel. Pencil drawing is our initial starting point and grid devices to record are used to develop accuracy in observational drawing work. They will undertake studies of Tigers, Rhinos, Giraffes, during class and homework in tonal pencil. This gets them ready for their large animal soft pastel image of their chosen endangered animal. Written work on Dave white allows them to study the themes that artists use to convey to the viewer.	Continuing with the Endangered theme students now begin to look at the reasons for the plight of these animals and create imagery that best conveys this message. They use collage, watercolours and tonal pen to generate their own ideas. At this stage students are encouraged to plan their own unique ideas for a composition and are much more independent in the process. The work of Beatrice Coron is a starting point for a background to their piece using paper cut outs. Their written work is extended to include annotations in their sketchbook of their ideas and plans.	Students continue with the theme of Endangered Species. They will produce a final piece incorporating earlier skills and elements from terms one and two.	DaveWhiteart.com has an excellent collection of his work with biographical information and a blog. http://www.worldwildlife.org/ has all of the information needed to research the plight of these animals. https://kids.tate.org.uk/ is an excellent site where students can post their own images and create a mini site. http://www.ngkids.co.uk/animals Has some excellent activities and information on wildlife.
Computing One of three rotations	**Operating systems** • Recognise and understand the function of the main internal parts of basic computer architecture. • Understand the concept behind the fetch-decode-execute cycle. • Compare and contrast different operating systems. • Use the CMD. • Compare different GUIs. • Understand what Open Source is and the difference between system software and application software.			www.codecademy.com/learn/python https://code.org http://www.bbc.co.uk/education/subjects/zvc9q6f

"Just one more thing"
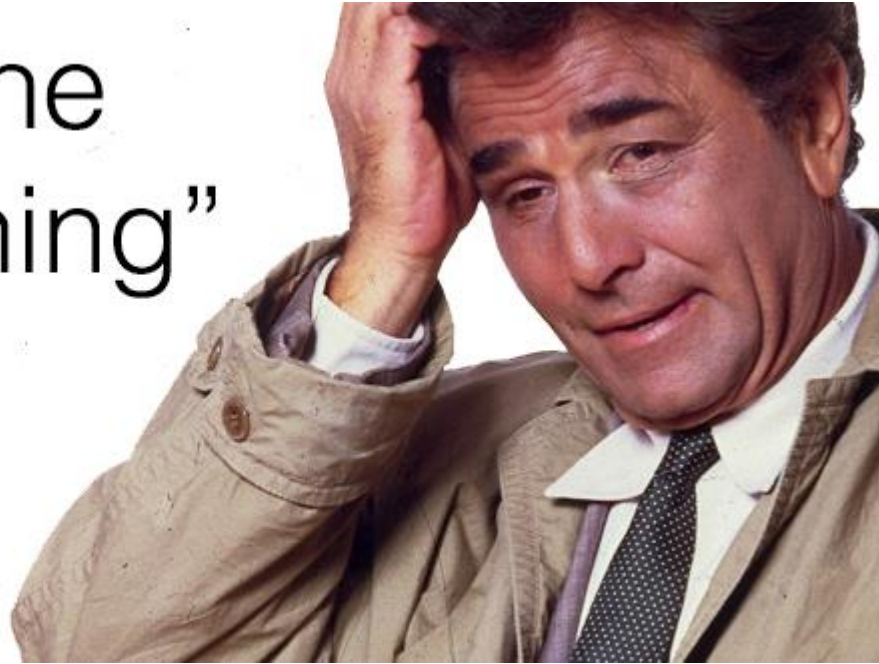
1. Please fill in the **evaluation form** for this evening.

2. Please go online to complete the **Parent Voice Survey**

Attendance
Parents Evenings
Parent Voice
E-safety
Catering
Home School Agreement
Homework
Communicating with school
International Students (EAL)
Parent View
Pastoral & Safeguarding
Pupil Premium
School Day
SEN Support
Term Dates
Uniform

Sale High School

HEADLINE RESULTS 2018

http://www.salehighschool.org.uk/pupils/parent-voice

SMS ID   Parent Voice

Parent Voice

We value the excellent relationships we have with parents, families and carers and run regular Parent Voice events. To find out more about these events please contact Mrs C Hulton, School Development Officer.

Parent Voice 2018

We have scheduled a Parent Forum event on 21st November 2018. Further details will follow.

Please click on the link to complete the parent voice survey. We will be exploring the themes that arise from this survey at the event.

https://forms.office.com/Pages/ResponsePage.aspx?id=si6ezubtlk6sjg4aNvuVYK-OuOCAOeZBnrVnap_Iae1UM0dBSktaREIHTU5WRERQR080WkR/NkVZQy4u

Previous events

November 2018

Parents of Year 10 were invited to stay after the 'Welcome to Year 10' event, on 22nd November 2017, to take part in a parent focus. An invitation was also extended to Years 7 and 8. Parents were asked to comment on the positive aspects and development areas of three main areas in school: assessment, reporting and homework; our mission statement and our vision and values and lastly, parent/home communication.

The event provided parents and carers with the opportunity to meet our new Headteacher Jayne O'Grady and help shape her plans for the school. The event focussed on 3 main areas;

Home/School communication

Homework and revision

Vision and values for the school

Type here to search

Parent Voice Survey November 2018

SHS Parent Voice Survey November 2018

* Required

1. Please circle which year groups you have children in *

☐ KS3: Y 7
☐ KS3: Y 8
☐ KS3: Y 9
☐ KS4: Y 10
☐ KS4: Y 11

2. Lessons: My child is being sufficiently stretched in all lessons *

○ strongly agree
○ agree
○ disagree
○ strongly disagree