

The Importance of Feedback

Teacher feedback on a student's work is essential, and our model of assessment relies heavily on the teacher giving feedback to students about their assessments and giving them the opportunity to respond and improve their work.

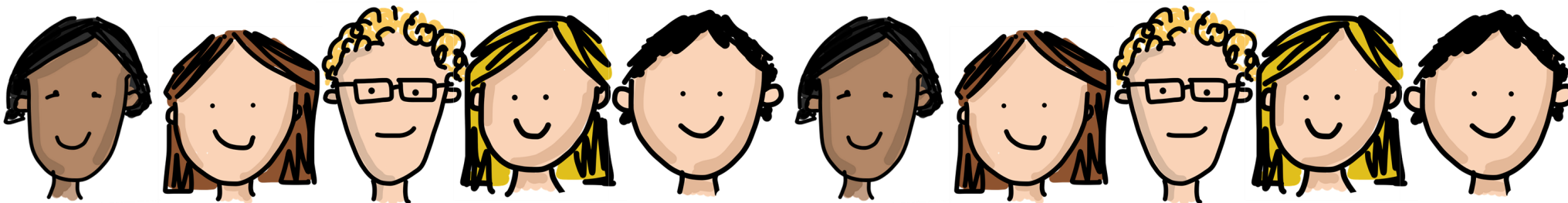
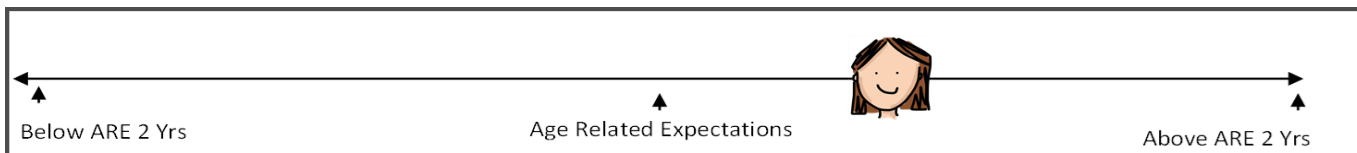
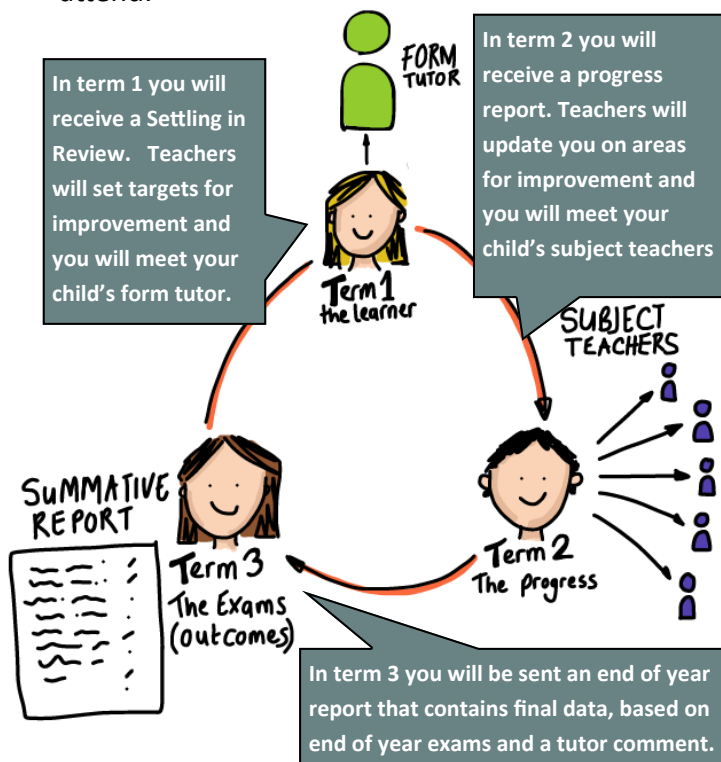
Students will also be encouraged to assess their own work and the work of their peers as this is proven to deepen their understanding of topics and the skills that they need for GCSE.

This ties in well to our learning Core value **'Seek and Act on Feedback'**.

In the diagram below you can see that we will inform you about your child's attainment in relation to age related expectations. This will be reported at the end of each academic year.

Reports and Parents Meetings

We offer termly progress reports and parents meetings in place of one single report and parents afternoon. Regular contact is very beneficial for your child's progress. We encourage all parents to attend.



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ST JOHN'S SCHOOL

How will students be assessed at KS3 in St John's School?

The government has made a radical change to how students are assessed during KS3. It has done away with levels and given schools the freedom to develop their own methods of assessment.

Schools are encouraged to see KS3 as preparation for GCSEs and the curriculum and assessment in years 7-11 should be designed to fully prepare students to achieve their potential and beyond in their GCSE exams.

Expectations of what students should be able to do and understand (Age Related Expectations) have been raised and St John's has responded to this in the design of their new assessment model.

The aims of our assessment model are:

- To make sure we can **support** and **Challenge** every individual student in every subject.
- To **record** and **report (to parents)** the progress every student is making.
- To quickly **identify** students who are not meeting their potential and to help them to get back on track.

What do we already know about our students?

We already have lots of information from our students, we work closely with our feeder primary schools when students move to us from Y6. We use a CAT test to help us understand our students ability, strengths and weaknesses.

Student Pathway	Starting Point	Where the student should be targeted to make progress	What new GCSE grade we are predicting if we are saying they are on this pathway
Securing Pathway	Securing	Low L3 at KS2 CAT Targets Ave E	L3 students need to be targeted at C grade GCSE to show VA progress
	Securing Plus	L3 at KS2 Cat targets Ave D	
Mastery Pathway	Mastery	Low L4 KS2 Cat Targets Ave C	L4 students need to be targeted at B grade to show VA progress
	Mastery Plus	L4 at KS2 Cat targets Ave B	
Excelling Pathway	Excelling	L5 at KS2 CAT Targets Ave A	L5 students need to be targeted at A grade to show progress
	Excelling Plus	L5/6 at KS2 CAT Target Ave A/A*	

Students will build up a portfolio of all their assessments and this will be transferred to their new school to aid a smooth transition.

The pathway that the student is on will really challenge them.

Students will also be encouraged to try work in the pathways beyond. This links with our learning core value 'Fully Engage and Try Difficult Things'. In each subject, students will do a minimum of 1 or 2 Assessments per term . They will be given the targets they need to achieve at the start of the assessment and the expectation will be that they work up to and beyond the pathway that they are targeted for. Assessments may be in the form of a project, extended writing, test, art work or other appropriate task.

