



MANNINGTREE
HIGH SCHOOL



How well is my child doing?
A Parent's guide to

Assessment & Reporting

Shaping successful futures

Working together is the best way to ensure that your child reaches their full potential. This booklet explains how we will communicate with you about how well your son or daughter is getting on.

We aim to provide:

1. Clear, frequent, straightforward information
2. Regular opportunities to listen and talk

We will do this by:

- Sending you three reports each school year. These will contain information about your child's attitude to learning, attitude to homework and progress in each subject, together with information about achievement points, behaviour points and attendance.
- A 'Parents Evening' with subject teachers each year to address student progress and discuss any possible concerns or issues.
- Communication with Form Tutors, Key Stage Managers, Heads of Department and subject teachers via telephone, student planners, exercise books, letters and e-mail (school@manningtreehigh.com).
- Information Evenings, Open Evenings and special events.
- Written comments and assessment feedback (orange stickers) in exercise books.

Reports

Your child's reports will contain information about your child's attitude to learning, attitude to homework, progress, achievement points, behaviour points and attendance, as follows:

Attitude to Learning descriptors

Level	What might this look like?
1	<ul style="list-style-type: none">• I take responsibility for my learning and work independently to improve• I do things without being asked• My work stands out; I choose appropriate methods of presentation• I find my own resources to extend my knowledge• I show genuine interest in my work• I complete green pen work independently
2	<ul style="list-style-type: none">• I answer and ask questions in class• I complete all work in class to a good standard• My book/folder is well presented• I consistently focus and work hard all the time without being prompted• I work well with everyone and anyone in the class• I complete green pen work when asked• I am happy to learn from mistakes, asking the teacher for help to improve
3	<ul style="list-style-type: none">• I talk when others are talking and would rather chat than work• I say "I can't do this" "Do we have to do this?" "I don't want to..."• My book/folder is disorganised and lacks pride• I don't always complete the expected work to a good standard• I don't always ask for help when needed• I complete little or no green pen work• I sometimes need prompting to use my time well in class
4	<ul style="list-style-type: none">• My comments and behaviour mean I sometimes cannot stay in the classroom• I leave work incomplete• I rarely produce good work• Other students are affected by my poor attitude• I say I don't care about my results

Attitude to Homework descriptors

Level	What might this look like?
1	<ul style="list-style-type: none"> • My homework is always handed in on time (or next lesson if I am absent) • My homework stands out and is completed to an exceptional standard • I take full responsibility for my homework, using Show my Homework to ensure that I keep up to date, even if I am absent • My homework is more than what my teacher asks me to do
2	<ul style="list-style-type: none"> • My homework is always handed in on time (or next lesson if I am absent) • My homework is well presented and completed to a good standard • I use Show my Homework regularly to ensure that I keep up to date • I find someone to help me with my homework, if needed
3	<ul style="list-style-type: none"> • Sometimes I do not hand in my homework on time • My homework is sometimes not completed to a good standard • I don't use Show my Homework to keep up to date with homework • I don't ask for help with my homework if I need it
4	<ul style="list-style-type: none"> • I do not often complete my homework • If I complete my homework, it is often not completed to a good standard • I never use Show my Homework • I make excuses for not doing my homework

Indicative Grade Band:

Based on your child's KS2 results and their CATs scores, we can estimate the range of expected grades that your child is likely to achieve at GCSE. These are the 'Indicative Grade Bands' shown on your child's report. Achievement will, however, depend on your child's attitude to learning and a higher or lower grade could of course be achieved.

In Years 7, 8 and 9, your child's report will indicate how well your child is progressing, using the following progress definitions:

EXCELLENT	Making excellent progress On track to achieve at the top of - or above - their estimated range of expected GCSE grades
EXPECTED	Making the progress expected of them On track to achieve within their estimated range of expected GCSE grades
NOT YET	Not yet making the progress expected of them At the moment likely to achieve below their estimated range of expected GCSE grades

GCSE grades

In 2017, new GCSE grades were introduced, replacing the existing A*-G grades. The new grades are numbered from 9 to 1. These grades do not exactly match the old grades and the following table is intended to be a guide to the new grades:

New GCSE grade from 2017	Approximate equivalent GCSE grade 2016
9	Top A*
8	A*
7	A
6	B
5	C/B (good pass)
4	C (standard pass)
3	D

Year 10 and 11 Reports

From Year 10, we start to report GCSE 'likely' grades to parents. These are the grades we believe your child is likely to achieve at GCSE, based on assessments completed so far. These are likely to change over time, depending on your child's attitude to learning and homework.

We use a system of 'fine grades', splitting each grade into 3. The following table gives an example of how this works:

Grade	Description
5A	Grade 5 is secure.
5B	Grade 5 is most likely.
5C	Grade 5 is insecure. Student will need support to achieve this.

Achievement and Behaviour Points

Achievement points are awarded by staff for excellent attitude to learning, effort, academic achievement, homework or for helping out a school activities and events.

Behaviour points are given for failing to meet school expectations. For example, not handing in homework on time attracts one behaviour point. More serious misdemeanours, such disrupting the learning of others, would result in a higher number of points.

Attendance

Attendance at school affects your child's chances of success. We would expect all students to aim for **100% attendance**.

Look at how attendance can affect your child's education:

Attendance		Over a fortnight	Over the school year	Over 5 years
95%	= absent for	½ day	1 ¼ weeks	½ term
90%	= absent for	1 day	4 weeks	½ a school year
85%	= absent for	1 ½ days	6 weeks	¾ a school year
80%	= absent for	2 days	7 ½ weeks	1 school year

Attendance = success

Statistics indicate that just 17 days off school (representing 93% attendance) each year results in one grade lower at GCSE.

What should I do with the report or assessment?

- Please take the time to read through the reports with your son or daughter.
- Look through their exercise books, read the assessment feedback from teachers and help your child identify how they can improve in a subject.
- Think about some possible questions you may like to ask at parents evening.
- If you are concerned, contact the relevant member of staff at the school to seek clarification.
- Praise good attitudes to learning and homework.
- If appropriate, help your child to find ways to improve their attitudes to learning and homework.