

A young woman with dark hair pulled back, wearing glasses and a green sweater over a white collared shirt. She is holding a red pencil with a purple eraser and looking directly at the camera with a slight smile. The background is blurred, showing what appears to be a classroom setting.

A Parent Guide to Reports at AHS: Senior

Contents

Page

Written Reports	1
Progress Meetings	1
Report Timeline	2
Approach to Learning & Attainment Grades	3
Understanding Data on Assessment Cards (Y7-9)	5
Progress Cards	6
GCSE Grade Indicators	7





Written Reports

Academic written reports are comprehensive and their content should come as no surprise to parents or pupils. If we had any concerns, we would already have raised them with you. The reports cover your child’s approach to learning, their achievements as well as the steps needed to enable your child to make further progress.

During an academic year you will receive two written reports (except Y11 who receive one final report in the Spring Term).

In addition Assessment Cards are sent to parents of Y7-9 to inform you about the nationally standardised baseline data which is collected during the year. In Y10-11, Progress Cards at the start of the year will keep you up-to-date with GCSE predictions and targets.

Progress Meetings

It is our aim to keep an open dialogue with parents about their child’s progress With this in mind we would encourage you to contact Form Tutors and Heads of Years should you have any questions or concerns. We will proactively contact you, should we need to initiate a dialogue.

Each year you will be invited to meet with your child’s teachers. This will give you an opportunity to talk about your child’s progress, work and targets and obtain a clearer picture of their strengths and weaknesses.

The Progress Meetings will be held either face-to-face or virtually and each 5-minute appointment will be bookable in advance via My School Portal.

In the Senior School we encourage your child to attend these meetings so that they can be part of the academic journey, hearing directly about their own progress.

Report Timeline

	Year 7	Year 8	Year 9	Year 10	Year 11
Assessment Week	w/b 19 Sept 2022				
Assessment Card	Fri 14 Oct				
Progress Card				Fri 14 Oct	
Parent Consultation	Wed 22 Feb	Mon 6 Feb	Thurs 12 Jan	Tues 8 Nov 22	Tues 22 Nov 22
Interim Report	Fri 9 Dec			Fri 3 Feb	
CAT Report			Wed 11 Jan		
Mock Exams					Fri 27 Jan
EOY Exams	w/b 8 May 2023				
Final Report					Fri 3 Mar
EOY Reports & Assessment Card	Fri 30 June				

Timeline - Senior School

	1	2	3
Years 7-9	Assessment Card Interim Report CATs and GCSE Predictors (Y9)	Progress Meeting	End of Year Report Assessment Card
Year 10	Progress Card Progress Meeting	Interim Report	End of Year Report Assessment Card
Year 11	Progress Card Progress Meeting	Mock Grade Card Final Report	

Approach to Learning & Attainment Grades

Your child’s written reports will include an ‘Approach to Learning’ and an ‘Attainment’ grade - the tables below will help you understand what they mean in more detail.

The Attainment will reflect the work completed and understanding shown up to the time of writing and it will be clear from the descriptions what is required to enter the next level of attainment.

The Approach to Learning and Attainment criteria are a best-fit model and pupils may not display every characteristic from one category.

Approach to Learning

Excellent	<ul style="list-style-type: none">Committed to getting the most out of her learning opportunities - fully prepared and working to best of her ability in every lesson.Fully engaged, focused and attentive at all times, collaborating readily and helping fellow pupils to learn.Always asks pertinent questions and seeks feedback on the quality of her work.Demonstrates high levels of resilience and perseveres with challenges, showing an acute determination to succeed.Consistently takes the initiative in driving her own learning and progress.Often volunteers constructive oral or written contributions in class.Very enthusiastic, extremely conscientious
Good	<ul style="list-style-type: none">Always ready to learn, including having the correct books and equipment.Consistently high levels of focus and attention in class, motivated.Very good concentration and consistent, good participation and collaboration in a variety of tasks.Contributes regularly and constructively to class/group discussion, volunteering comments and responding well to questions.Follows instructions well and thoroughly, doing all that is asked of her and sometimes more.Sometimes demonstrates initiative for her own learning and progress.Shows interest in her learning, demonstrating resilience and taking responsibility for her own work and the completion of tasks.Tries hard in lessons.Responds well to feedback and targets.
Aspiring	<ul style="list-style-type: none">Fundamentally ready to learn and generally well organised but sometimes unprepared, e.g. forgetting books/equipment.Approach to lessons and tasks is inconsistent, in terms of working to her best, either within individual lessons or in general over time. Can sometimes make good effort but this is not consistent.Generally focused and engaged in the lesson but can lack concentration during tasks and can occasionally need reminding to keep on task or be prone to distraction.Does participate and collaborate but often needs encouragement.Spends an adequate amount of time on tasks but can give up too readily when things get difficult.Does not always act on advice and feedback to improve work.
Concern	<ul style="list-style-type: none">Can display a lack of willingness or readiness to learn, e.g. frequently forgetting books/equipment – fundamental lack of organisation.Rarely gives maximum effort and a lack of effort is frequently a cause for concern.Makes little apparent effort to be involved in the lesson and needs frequent reminders to stay on task.Reluctant to answer questions, participate orally or collaborate with others.Fails to act on feedback and takes little responsibility for her own learning or progress.Can display disruptive behaviour which prevents other students learning and the teacher teaching

Attainment

Outstanding	<ul style="list-style-type: none">Work shows exceptional independence and flair in terms of creativity or expertise.Work is always exceptionally well structured with very clear progression of reasoning.Very good understanding of more complex concepts and ideas, showing excellent depth of analysis, interpretation or problem solving as appropriate.Extremely accurate, detailed and thorough answers throughout which demonstrate consistent mastery of the skills being learnt.Strong evidence of being able to think creatively to produce imaginative and original work.Completes all homework, frequently producing work of exceptional and exemplary quality to the best of her ability.
Strong	<ul style="list-style-type: none">Key points of the task understood very clearly and completed fully.Very well organised and logical structure to responses to tasks.Good understanding of more complex concepts and ideas with evidence of analysis, interpretation or problem solving as appropriate.Very accurate explanations and answers which are consistently thorough, detailed and demonstrate a very good application and understanding of the skills being learnt.Always completes homework to a very good standard.
Established	<ul style="list-style-type: none">Key points of the task are understood and completed to a good standard.Structure of responses is clear and well-organised.Work shows some evidence of analysis, interpretation or problem solving as appropriate, although more practice of complex ideas concepts may be required.Task completion is fundamentally accurate and sufficiently detailed to demonstrate a good knowledge and application of the core skills being learnt.Completes homework to a good standard.
Developing	<ul style="list-style-type: none">Work shows promise but requires further development (to achieve a higher grade).Some of the key points of the task are understood but there are consistent and obvious errors or omissions.Struggles with more complex ideas or concepts such as problem solving or analysis.Work is completed to a basic standard and is often simplistic or lacking in depth, structure or attention to detail.Task completion is not consistently accurate and/or detailed enough to demonstrate a good depth of knowledge and/or application of the core skills being learnt.Evidence of work being rushed, lacking development and not reaching the standard of which the pupil is capable.Homework usually completed but can lack depth and attention to the requirements of the task.
Initial	<ul style="list-style-type: none">Finding difficulty in accessing the core curriculum.Very little understanding of the task or knowledge of the subject material.Unfocused and disorganised completion of tasks.Tasks are nearly always incomplete and/or inaccurate.There is evidence of significant gaps in knowledge and understanding of tasks and skills being learnt.Extra support is regularly needed to access the curriculum.Homework rarely completed to the expected standard.

What information will Assessment Cards contain?

- 1Progress Test Results for English, Maths & Science
- 2NRGT & NGST
- 3CAT Information

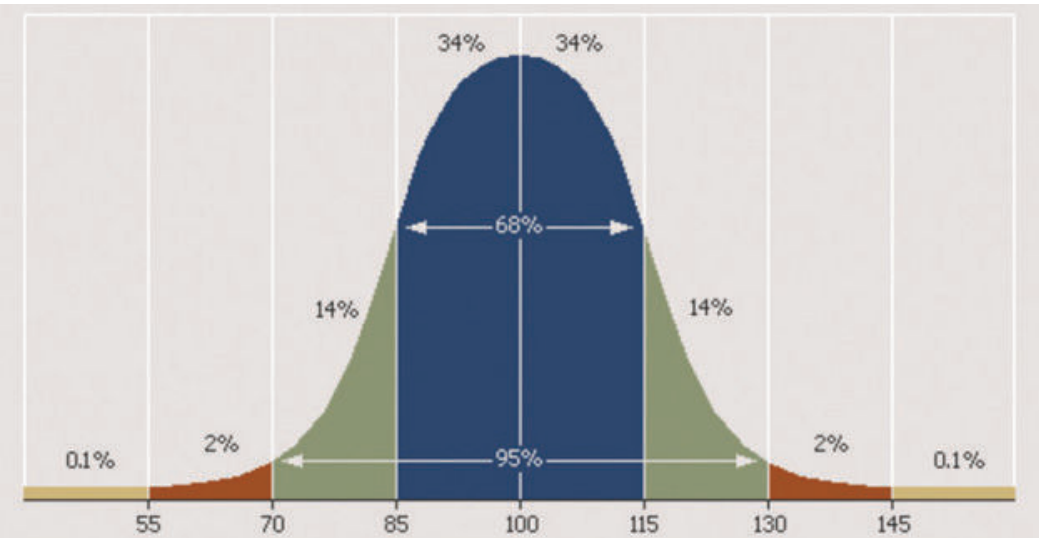
Whilst at AHS your child’s teachers will use a variety of methods to assess, track and monitor progress. These will include verbal interactions, classwork and homework over a period of time which enable teachers to understand your child’s academic needs well. In addition, AHS also conduct formative assessments such as end-of-topic/term tests and also national tests such as those explained below.

At the start and end of each year, pupils in Years 7 – 9 will sit a variety of national baseline assessments. These are provided by a company called GL assessments who collect and analyse data from a large number of schools, both state and independent.

Progress Tests are completed to measure attainment in English and Maths and Science, (Science is omitted in Y8). NRGT & NGST are used to measure Reading and Spelling which helps to identify pupils requiring additional support or those excelling so that we can target interventions as necessary in the curriculum is needed. The reports and scores are set against national averages so they reliably track a cohort and an individual year after year in line with schools across the country.

The tests are completed electronically and the score reported is standardised by age. This takes into account the age at the time of sitting the test. (Standard Age Score, SAS, is a recognised benchmark to measure against attainment). The average score is 100. A pupil attaining the same or very similar score each year indicates that they have made the expected progress based on their ability– you would not expect the scores to vary considerably over time.

Percentage of pupils achieving SAS scores



READING & SPELLING TESTS (NGRT & NGST) are adaptive tests and one measure to identify when intervention is needed. The scoring works in the same way for Progress Tests. The NGRT and NGST also, however, provide a reading and spelling age.

THE COGNITIVE ABILITIES TEST (CAT) is a diagnostic assessment tool that is designed to help pupils and their teachers understand how pupils learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

Pupils sit CATs in Years 7 & 9. In Year 9, pupils and parents are also provided with GCSE predictors based on the CAT results.

Further information on CAT assessments can be found at:

<https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/information-for-parents/information-for-parents/>

It is important to note that ALL national tests are a snapshot of a pupil’s attainment on a given day. They do not take into account a difficult morning, feeling poorly or on the other hand a particularly good day with super concentration. Your child’s teachers will know your daughters well and will be able to recognise if a result does not appear to reflect the expected ability and progress.

A score of 100 one year following by a score of 98 or 102 the next does not indicate that your child has not made progress or that their progress is significantly high. At the same time, a similar score year after year indicates that your child is making the expected progress.

Progress Cards (Years 10 & 11)

What information will Progress Cards contain?

- 1Approach to Learning
- 2GCSE Grades Indicators

As your child progresses through their GCSE courses, they will start to think about the next steps of their education. In order to help them choose a post-16 education setting and course it is important that they should consider their academic performance so that they can feel confident and find success. On their written reports we will include some guidance on their GCSE indicators in three ways, as explained below.

Currently Working at

This grade would be the expected outcome if a pupil continues to work at the current level until the end of the course. This is very likely to be lower than the Most Likely grade as independent study and revision may not have been implemented. It may also be affected by a pupil's Approach to Learning.

Most Likely

This is the grade that we feel is the most likely outcome for a pupil, assuming natural uplift from current performance, ability and evidence gathered.

Potential Grade (final two reports only)

This grade is based on all information that we have on each pupil. The grade is set by considering the best possible outcome that any particular pupil is likely to achieve, assuming sustained, focused work and adherence to advice and interventions offered. The grade may be aspirational, but it is ultimately achievable for the pupil in question.



Independent Day School for girls 3 - 16 years
Day Nursery & Pre-School for girls & boys from 6 months



Bunkers Lane, Hemel Hempstead
Hertfordshire HP3 8RP

Tel: 01442 240333
enquiries@abbotshill.herts.sch.uk

www.abbotshill.herts.sch.uk