



# 1<sup>st</sup> Form Parents Welcome Evening

Thursday 29<sup>th</sup> September 2016

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# The role of the Personal Tutor

- Regular contact with tutee
- Monitoring attendance and punctuality
- Tutor Tuesday
- Monitoring and reviewing progress (including individual progress reviews)
- Making contact with parents (re behaviour, progress issues and in response to enquiries from parents)
- First contact for support for tutees
- Reinforcing expectations

# Progress Reports/the assessment schedule

- Two reports per term: available online via PROGRESSO
- November exams: week beginning 21<sup>st</sup> November
- Exam timetable
- Revision booklet
- Target reviews: January 2017 and June 2017
- Consultation evening: 11<sup>th</sup> May 2017

# Monitoring Progress

- Baseline Tests (Midyis tests conducted by CEM Durham University)
- Progress Reports and assessment has changed
- GCSE reform: grades/9-1/iGCSEs
- refer to separate information booklet

# Work Undertaken...

- Project undertaken by Mr Andy Halliday 2015-2016
- Research into other schools' assessment systems (some adopted new approaches in Sept 2014)
- Visits to schools
- Use of material provided by schools selected for the government's assessment innovation grant
- Discussions with every HoD
- Discussions/meetings with teachers
- Discussions at SMT, Governors Education Committee and HoFs meetings

# Scheme of assessment

- At the start of 1<sup>st</sup> Form, pupils will be assessed and placed in a **threshold** for each subject based on KS2 and Midyis data.
- teachers will monitor progress and decide at which point they progress to the next threshold.
- The table below shows these thresholds in descending order and their projected equivalents at GCSE level:

# Thresholds

Threshold	Old GCSE (A*-E) equivalent	New GCSE (1-9) equivalent
Advanced	A-A*	8-9
Accomplished	B-A	6-7
Secure	C-B	4-5
Developing	D and below	3 and below

# How will Pupils be graded?

- Pupils will be graded on formal assessments as follows:

	Progress	Progress Grade
	Exceptional	+2
	Exceeding	+1
	Expected	=
	Emerging	-1
	Much less than expected	-2

- These will be based on their understanding of the curriculum in that year.



# Tracking Progress

- Internally we will compare Midyis baselines with current progress grades in each subject
- We can then intervene if a pupil's attainment is lower than their baseline assessment.
- The aspiration is that pupils will exceed their baseline.
- Pupils will not be told their baseline bandings – only current grades and formative feedback on how to improve.

# Culture Change

This is a big culture change but...

- the aim is that it will improve information to parents about what their daughter needs to do to improve.
- aspirations are set high so **all** pupils aim to reach the highest standard they can.

Queries? Who can help?  
Subject Teacher and the Personal  
Tutor

Thank you for listening.