

BALLYCLARE SECONDARY SCHOOL



‘Working together to achieve success’

Your child’s assessment journey
through Key Stage 3 & 4

Information to Parents on:-

Target Setting,
Assessment Tasks and Tracking

BASELINING AND ASSESSING IN YEAR 8



Pupils are baselined using MIDYIS (Middle Years Information System). The baseline tests are designed to measure, as far as possible, developed ability and aptitude for learning.



Teachers use PIE (Progress in English) and PIM (Progress in Maths) tests supplied by the feeder primary school to identify strengths and areas for improvement.



Targets are set for all pupils in all subjects.



Common Assessment tasks are set 4 times in the academic year namely November, January, March and May for all pupils in all subjects.



Following an assessment, marks are given and targets are agreed between teacher and pupil.



Progress is regularly tracked and communicated to both pupils and parents.

BASELINING AND ASSESSING IN YEARS 9 & 10



Pupil results from the MIDYIS test and Common assessment tasks in Year 8 are carried into Year 9 & 10.



All Year 9 pupils complete PIE (Progress in English) and PIM (Progress in Maths) tests.

Targets are reviewed for all pupils in all subjects.



Assessment tasks are set 4 times in the academic year namely November, January, March and May for all pupils in all subjects.




Following an assessment, marks are given and targets are agreed between teacher and pupil.




Progress is regularly tracked and communicated to both pupils and parents.

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BASELINING AND ASSESSING IN YEAR 11



Teachers, assisted by test outcomes, and using professional judgement, set GCSE targets for all Years 11s in October.



Assessment tasks are set 4 times in the academic year namely October/November, January, March and April for all pupils in all



Targets are reviewed and reset for next pieces of work. Marks are loaded into a tracking sheet.



On completion of an assessment a mark is awarded and converted to a GCSE grade.



Progress is regularly tracked and communicated to both pupils and parents.

WORKING TOGETHER TO ACHIEVE SUCCESS

TARGETING, TRACKING, SUPPORTING IN YEAR 12

Target Setting

- | | |
|--|----------------|
| ▪ Individual Pupil Targets set/agreed by all staff | SEPTEMBER |
| ▪ Support strategies and timescales agreed with all staff | MID OCTOBER |
| ▪ Key Stage 4 strategy and individual targets shared with pupils | OCTOBER |
| ▪ School Targets collated, shared with all and sent to NEELB | END OCTOBER |
| ▪ Parents informed of plans of support | EARLY NOVEMBER |

Tracking/Monitoring

- | | |
|--|---------------------|
| ▪ Review of pupil progress against targets set | DECEMBER & FEBRUARY |
| ▪ Review of support re attendance/behaviour | DECEMBER |
| ▪ Mock Examinations for Year 12 | JANUARY |
| ▪ Review of targets in light of Mock outcomes | APRIL |
| ▪ Review of Targets - estimates - all Year 12 pupils | |

Target Getting - Strategies Include

- Identifying/Prioritising Target Groups
- Monitoring attendance, progress, controlled assessment completion, behaviour
- Promoting attendance
- Involving parents for support
- Providing guidance and support
- Extra classes



AN OVERVIEW OF PUPIL TARGET SETTING AND TRACKING

PROGRESS AGAINST THE TARGETS

The school continually seeks to improve the results of **all** of its pupils across Key Stage 3 and Key Stage 4.

For a pupil to achieve their target grades, they must attend regularly and work hard.

Key Stage 4

GCSE Targets are set for all pupils in **Year 11** in October and **Year 12** in September. These are shared with all young people. These targets indicate what a pupil should achieve by the end of Year 12 if attendance and effort are consistently good.

Years 8 - 11

All pupils in Years 8 - 11 sit assessment tasks in October/November, January, March and April/May. These are given after the teacher has covered an important topic of work. Success criteria and marking are agreed with pupils in advance. Marked work is given back to the young people along with targets for improvement. Pupils record their own targets for improvement.

Regular Feedback is given to pupils and communicated to parents in January and June.

Years 12

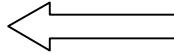
The progress of all pupils in Year 12 is tracked in October, December and February (after Mocks). Each pupil engages in conversation with their subject teachers and target grades are shared and explained. Each pupil meets with the Careers adviser and careers staff to focus on grades needed for particular career paths. Target grades are regularly reviewed. Pupils are given advice and guidance on preparation for Mock Examinations in January and parents are given feedback on progress in November and February.



WHAT DO ASSESSMENT TASKS IN YEAR 8 TO 11 LOOK LIKE?

BALLYCLARE SECONDARY SCHOOL	
Year 10 Assessment Task October 2013	
Pupil Name: _____	Class : _____
Subject : _____	Topic: _____
Task : _____	
Success Criteria—Where you will get your marks from:	
* * * *	
What was good ?	
* * * *	
What could be better ?	
* * *	
Mark Awarded	Pupil Comment:
/	Pupil Targets:

own



The front cover of a typical assessment task showing task, success criteria by which marks will be awarded, feedback boxes for teachers to give encouragement and set next targets, and boxes to note the mark achieved and the pupils targets.

If you would like to discuss any of this please contact
Mrs Shingleton (Vice Principal)