Devonport High School for Girls

Assessment and Reporting 2023/24
A guide for parents/carers and students

Updated April24

Introduction

We are very proud of our students and the outstanding outcomes they achieve with Devonport High School for Girls, consistently being one of the top performing schools both regionally and nationally. These excellent student outcomes are testament to the hard work of our students and staff as well as the support students receive from parents and carers. The purpose of this guide is to highlight the role that assessment and reporting at Devonport High School for Girls plays in helping support students in their academic achievements.

Aims of assessment and reporting at Devonport High School for Girls:

- Set and maintain high expectations by ensuring student targets are suitably challenging and relate to the outcomes of top performing students/schools nationally.

- Assessment of knowledge, skills and understanding is clearly defined and communicated to parents/carers and students – the school curriculum.

- Assess and report on students' knowledge, skills and understanding of the taught curriculum.

- Gaps in knowledge, skills and understanding are identified leading to appropriate support and intervention.

- Student progress and behaviour for learning is clearly communicated to parents/carers on a regular basis.

- Assessment and reporting is fair, proportionate and conducted in a supportive and caring environment.

Lower Years – Year 7 and 8

Assessments

In Years 7 and 8 (Lower Years) academic progress is indicated using the Devonport High School for Girls Lower Years Assessment Framework – see summary below with subject specific summaries available via the curriculum page of the school website. Students are assessed in their subjects via a 3-staged assessment framework – Developing, Secure and Mastering. Each subject will conduct half termly assessments (6 per academic year) assessed against the 3 stages – Developing, Secure and Mastering. Dates of subject assessments are shared with students at the beginning of each term to help them prepare in advance and manage their workload accordingly.

DHSG Lower Years Assessment Framework Overview

		Developing (D)	Secure (S)	Mastering (M)	
LOWER YEARS (Years 7 to 8)	Knowledge / Understanding / Skills	Building upon the primary curriculum by **developing** the **building blocks** of knowledge, understanding and skills needed to access the GCSE curriculum.	**Securing** and **embedding** base knowledge, understanding and skills by applying them to a broad range of more complex situations.	**Mastering** the curriculum by **consistently** and **independently** applying knowledge, understanding and skills to a wide range of contexts.	MIDDLE YEARS (Years 9 to 11)

GCSE READY

Target setting

The target for Lower Year students is to be GCSE ready/at the Mastering stage by the end of their Lower Years curriculum – end of Year 8. The Mastering stage will provide students with the knowledge, understanding and skills required to access the higher end of the GCSE curriculum and go on to achieve top grades at GCSE – grades 7 to 9.

Reporting and communication

Parents and carers are kept informed of student progress throughout the academic year in the following ways:
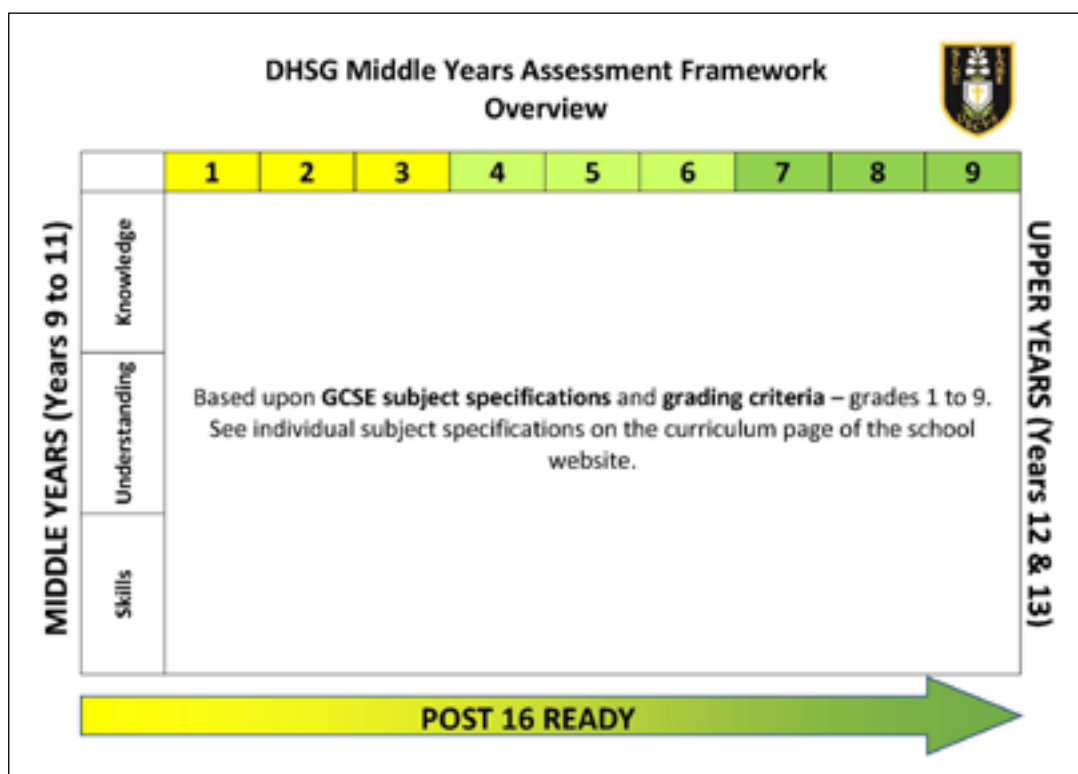
1. Progress Reviews - Three progress reviews per year, one per term, autumn, spring and summer. Progress reviews provide a general overview of a student's progress. For each subject area the following information is provided:

    - Behaviour for learning - An indication of a student's behaviour for learning. Separate grades are given for both Attitude and Organisation using the following grades – O = Outstanding, G = Good, I = Inconsistent and P = Poor – see the behaviour for learning guidance grid at the back of this guide.

    - Academic Progress - An indication of the stage (Developing, Secure and Mastering) that a student has demonstrated they were working at in each of their subjects based on the content covered in the previous term. A holistic approach is taken when determining the current stage a student is working at in a subject, this includes assessments, class work, home learning and a student's contribution in lessons during the previous term.

2. Parents/Carers evening - one parents/carers evening per year group held virtually via SchoolCloud (login and booking details distributed prior to the event). Parents/Carers evenings are spread over two successive evenings on Wednesdays and Thursdays with dates available via the school calendar on our website.

3. Edulink One - parents/carers can also track student progress via our school information platform – Edulink One. Parents/Carers are provided with a unique username and password which gives access to a range of information including student timetables, attendance data, merit marks and homework.

Middle Years – Years 9 to 11 (GCSE)

Assessments

At GCSE subject assessments are based upon exam board criteria using GCSE grades 1 to 9 – see summary below with GCSE subject specifications available via the curriculum page of the school website. Each subject will conduct half termly assessments (6 per academic year) assessed against GCSE exam board criteria. The assessments include end of Year 10 assessments and 2 sets of mock examinations in Year 11, autumn and spring. Dates of subject assessments are shared with students at the beginning of each term to help them prepare in advance and manage their workload accordingly. Year 10 end of year assessments and Year 11 mock examination dates can be found on the school calendar via the News & Events page of the school website.

DHSG Middle Years Assessment Framework Overview

Based upon **GCSE subject specifications** and **grading criteria** – grades 1 to 9. See individual subject specifications on the curriculum page of the school website.

Targets setting

Student targets are set on an individual basis providing a suitable level of challenge compared with top performing students/schools nationally. Students are set a colour coded target band for each of their GCSE subjects as illustrated on the following page:

DHSG Middle Years (GCSE) Target Setting Bands

GRADES	BAND
9	
8	
7	
6	
5	
4	No target band
3	below grade 5
2	
1	

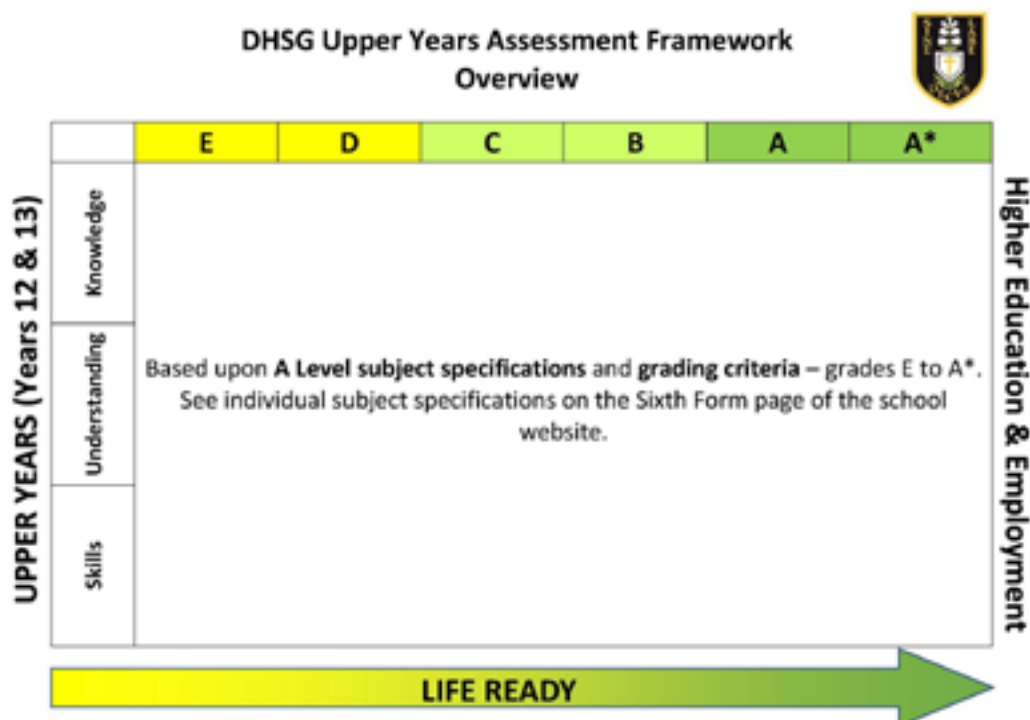Target setting based on FFT20.

Reporting and communication

The same as in Lower Years *(see page 3)* with the exception of progress reviews. In the Middle Years academic progress is reported using GCSE grading criteria, grades 1 to 9. For each subject students will be given a predicted grade which indicates the GCSE grade a student is on track to achieve in their final exams at the end of Year 11.

Upper Years – Years 12 and 13 (A Level)

Assessments

At A Level subject assessments are based upon exam board criteria using A Level grades E to A* – see summary below. A Level subject specifications are available via the Sixth Form page of the school website. Each subject will conduct half termly assessments (6 per academic year) assessed against A Level exam board criteria. The assessments include Year 12 mock examinations at the end of the summer term and Year 13 mock examinations at the beginning of the spring term. Dates of subject assessments are shared with students at the beginning of each term to help them prepare in advance and manage their workload accordingly. Year 12 and 13 mock examination dates can be found on the school calendar via the News & Events page of the school website.

Target setting

Student targets are set on an individual basis providing a suitable level of challenge compared with top performing students/schools nationally. Students are set a colour coded target band for each of their A Level subjects as illustrated on the following page;

GRADES	BAND		
A*	🟩		
A	🟩		
B		🟩	🟨
C			🟨
D	No target band		
E	below grade D		

Target setting based on ALPS+1

Reporting and communication

The same as in Lower Years (see page 3) with the exception of progress reviews. In the Upper Years academic progress is reported using A Level grading criteria, grades E to A*. For each subject students will be given a predicted grade which indicates the A Level grade a student is on track to achieve in their final exams at the end of Year 13.

	O – Features of a student with outstanding behaviour for learning	G – Features of a student with good behaviour for learning	I – Features of a student with inconsistent behaviour for learning	P – Features of a student with poor behaviour for learning
Attitude	- Completes all work to the best of their ability. - Takes pride in the presentation of their work. - Highly effective during group work and is inclusive. - A highly effective independent learner. - Makes a positive verbal contribution during lessons. - Listens and responds appropriately to the views of others. - Focuses for the whole lesson and never gives up.	- Completes work to the best of their ability. - Takes pride in the presentation of their work. - Works well within a group. - An effective independent learner. - Makes a positive verbal contribution during lessons. - Listens to the views of others. - Stays focused.	- Work is sometimes incomplete. - Work is sometimes presented without care. - Does not always work effectively in a group. - Works independently with support. - Contributes to class discussion when prompted. - Is sometimes distracted from their work.	- Work is often incomplete. - Work is often presented without care. - Finds it difficult to work in a group. - Finds it difficult to work independently. - Finds it difficult to contribute during class discussions. - Is reluctant to listen to others views. - Is easily distracted.
Organisation	- Meets all deadlines. - Arrives to every lesson ready to learn. - Helps to organise other students. - Keeps all work/notes in good order.	- Very rarely misses deadlines. - Arrives to every lesson ready to learn. - Keeps all work/notes in good order.	- Has missed some deadlines. - Sometimes fails to bring equipment/kit. - Work/notes are disorganised.	- Often misses deadlines. - Often fails to bring equipment/kit. - Work/notes are disorganised. - Missing work/notes.