

## **Parents' & Carers guide to Feedback and Assessment**

We feedback to your child as the learning is taking place, recognising that high quality feedback delivered closest to the point of action is most effective.

We recognise that a conversation about the learning as it is happening is far more powerful than a written comment at a later date.

The impact of our feedback is measured by the progress your child will make; it is therefore expected that the majority of evidence in your child's books will be evidenced by them. Students' books are reviewed regularly with a focus on the presentation of their work, the personalisation of activities and student progress.

Our feedback strategy means that your child should be able to answer the following questions which will enable them to progress in their learning.

- What am I good at?
- What are my next steps?
- How can I use this in future learning?

The front of your child's book will also have a feedback sticker in it where you will be able to see the answers to the above question. This is another way that you will be able to track their progress following each assessment.

### **What will you see in your child's book?**

<b>Live Feedback</b>	<b>Written Feedback</b>	<b>Verbal Feedback</b>
Green pen marking from the teacher to correct grammar, spelling or misconceptions in learning.	You will see strengths and areas for improvement highlighted at the front of your child's book.	The teacher will provide this in lesson and your child will write down what the teacher has said in red pen.

### **What we expect your child to do?**

<b>Live Feedback</b>	<b>Written Feedback</b>	<b>Verbal Feedback</b>
Correct work identified by the teacher using a red pen.	Write the areas of strength and areas for improvement into the feedback sticker at the front of their book	Use their red pen to copy the worked example or re-teach activity.
Mark retrieval activity using their red pen		Use their red pen to write down the verbal feedback the have received

## How we measure progress

At Burton Borough we want to ensure that every student makes excellent progress as we believe this gives them the best start in preparation for their adult life.

When students enter Year 7 they will have a Key Stage 2 Scaled Score that they have gained from their SAT's. We will then use this information combined with the GL Assessment data to generate a BBS Target grade.

The flight path opposite illustrates the progress that we believe students should make while they are with us at Burton Borough. We must remember that attendance, punctuality and attitude to learning can have a massive impact on this.

For example-If they enter Y7 with a scaled score of 100 we believe they have made good progress if they achieve a Grade 5 in each subject by the end of Y11.

To help you monitor your child's progress we will send you a copy of your child's progress report and annual report using the MCAS app

KS2 Scaled Score	Year 7			Year 8			Year 9			Year 10			Year 11		Target GCSE Grade
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	
															9a
														9b	9b
													9c	9c	9c
													8a	8a	8a
													8b	8b	8b
													8c	8c	8c
													7a	7a	7a
													7b	7b	7b
													7c	7c	7c
													6a	6a	6a
													6b	6b	6b
													6c	6c	6c
													5a	5a	5a
													5b	5b	5b
													5c	5c	5c
120	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c
118	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a
116	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b
115	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c
114	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a
113	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b
112	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c
110	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a
108	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b
106	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c
104	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a
102	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b
100	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c
96	B3a	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c
92	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b
88	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c
84	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a
80	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b
	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c
No Scaled Score	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a
	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b
	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c

## **GL Assessments**

Every child that enters Y7 will complete the CAT4/NGRT reading assessment. These assessments give us the opportunity to assess students' knowledge as they enter secondary school and help us understand a child's particular strengths and areas for development. When your child has completed the assessments, we then analyse the data and put the necessary intervention in place so that your child can be as successful as possible.

Following the CAT4 assessment you will receive your own copy of your child's report. The report is incredibly beneficial as it explains areas of strength linked to future career choices and enables you to support us as a school by targeting any areas for development.

The below paragraphs explain the CAT4 assessments in more detail.

### **What is CAT4?**

The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

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).

### **How is CAT4 used?**

CAT4 provides teachers with information that can form the basis for discussions about how best a student can learn and reach their potential in school.

Teachers are provided with an individual profile of learning preference along with a range of indicators of likely future performance. Used with other information, this data can support teaching and learning for all children.

### **Should my child revise or train for CAT4? Can I get practice tests?**

We strongly advise against any kind of practice ahead of a CAT4 test as this will alter the reliability of test scores. The point of CAT4 is that it is not a test of learnt knowledge and it needs to be as unaffected as possible by any external factors, such as practice. Think of it like an eye test; if you practice ahead of an eye test and memorise the card, your diagnosis may not be correct and valuable information may be missed.

### **What happens if my child is absent during the assessment window?**

If your child is absent from school, they will have the opportunity to complete the assessments when they return.

## Reporting

As parents you will receive two reports per year, a progress report and annual report.

Each report is written following an assessment window. The first report is a progress report which is written after the first two-week assessment window, this is immediately followed by a parent's evening event. This means that you can talk directly to your child's teaching staff and address any areas of concern that you or your child may have. Please see an example of the progress report below

### Progress Report

<b>Student Name</b>		<b>Small School:</b>		<b>Tutor:</b>	
<b>Form Tutor:</b>		<b>Head of Hawkstone:</b>		<b>Year Group:</b>	

	<b>Subject:</b>	<b>End of Year Target Grade:</b>	<b>Current Performance:</b>	<b>Homework:</b>	<b>Attitude:</b>	<b>Behaviour:</b>	<b>Teacher:</b>
<b>Core Subject</b>	<b>English Language</b>	5	On Track	Outstanding	Good	Outstanding	
<b>Core Subject</b>	<b>English Literature</b>	5	Above Track	Good	Good	Outstanding	
<b>Core Subject</b>	<b>Mathematics</b>	5	On Track	Requires Improvement	Outstanding	Good	
<b>Core Subject</b>	<b>Science</b>	4	Below Tack	Requires Improvement	Outstanding	Requires Improvement	
<b>EBacc Subject</b>	<b>Geography</b>	6	Above Track	Outstanding	Good	Good	
<b>EBacc Subject</b>	<b>History</b>	5	Below Track	Requires Improvement	Requires Improvement	Requires Improvement	
<b>EBacc Subject</b>	<b>Spanish</b>	4	On Track	Outstanding	Outstanding	Outstanding	
<b>Open Subject</b>	<b>Art</b>	5	On Track	Good	Good	Good	
<b>Open Subject</b>	<b>Design Technology</b>	5	On Track	Good	Outstanding	Outstanding	

## The Annual Report

The second report that you will receive is an annual report. The annual report will begin the same with your child's progress at the front but will then give you a subject specific breakdown of the areas that they are doing well in and the next steps that they need to take. All communication regarding your child's progress will be shared with you on the MCAS app.

	<b>Subject:</b>	<b>Does Well:</b>	<b>Next Steps:</b>	<b>Teacher:</b>
<b>Core Subject</b>	<b>English Language</b>	Francesca is a conscientious student who is working well in biology and making good progress. To improve further, she needs to revise transpiration, structure of the leaf and digestive enzymes	She should use the resources on Teams to check her application of knowledge and to understand how to structure a 6-mark answer. She should also attend revision on a Wednesday evening. Good luck, Francesca.	
<b>Core Subject</b>	<b>English Literature</b>	Francesca is a conscientious student who is working well in biology and making good progress. To improve further, she needs to revise transpiration, structure of the leaf and digestive enzymes	She should use the resources on Teams to check her application of knowledge and to understand how to structure a 6-mark answer. She should also attend revision on a Wednesday evening. Good luck, Francesca.	
<b>Core Subject</b>	<b>Mathematics</b>	Francesca is a conscientious student who is working well in biology and making good progress. To improve further, she needs to revise transpiration, structure of the leaf and digestive enzymes	She should use the resources on Teams to check her application of knowledge and to understand how to structure a 6-mark answer. She should also attend revision on a Wednesday evening. Good luck, Francesca.	
<b>Core Subject</b>	<b>Science</b>	Francesca is a conscientious student who is working well in biology and making good progress. To improve further, she needs to revise transpiration, structure of the leaf and digestive enzymes	She should use the resources on Teams to check her application of knowledge and to understand how to structure a 6-mark answer. She should also attend revision on a Wednesday evening. Good luck, Francesca.	
<b>EBacc Subject</b>	<b>Geography</b>	Francesca is a conscientious student who is working well in biology and making good progress. To improve further, she needs to revise transpiration, structure of the leaf and digestive enzymes	She should use the resources on Teams to check her application of knowledge and to understand how to structure a 6-mark answer. She should also attend revision on a Wednesday evening. Good luck, Francesca.	