

Cookstown High School



Assessment, Target Setting and Reporting

Guidance for Parents and Guardians

Assessment

At Cookstown High School, each pupil has 4 main assessments / tracking events across an academic year.

The timing and nature of the type of assessment that may be used is outlined in the table beneath.

	Track 1 Oct / November	Track 2 January	Track 3 Feb / March	Track 4 May / June
KS3	Class tests, extended pieces of formally assessed work.	School Examinations	Class tests, extended pieces of formally assessed work.	School Examinations
Year 11	Class tests, extended pieces of formally assessed work or controlled assessment	School Examinations	Class tests, mock examinations, extended pieces of formally assessed work or controlled assessment	School Examinations (Mock in English and Maths take place earlier to facilitate external modules)
Year 12	Class tests, extended pieces of homework or controlled assessment	School Examinations	Class tests, mock examinations, extended pieces of homework or controlled assessment	Class tests, mock examinations, extended pieces of homework or controlled assessment
Sixth Form	Class tests, extended pieces of formally assessed work or coursework	School Examinations	Class tests, mock examinations, extended pieces of formally assessed work or coursework	Class tests, mock examinations, extended pieces of formally assessed work or coursework

Target Setting

As part of our assessment process, we endeavour to measure each pupil's progress against their own ability. To this end, we use individual 'Baseline Data' for each pupil gathered from a number of sources:

- Year 8: Primary School Progress in Maths (PIM) and English (PIE) scores as well as GL CAT scores performed in September of Year 8;
- Year 9 & 10: GL CAT scores along with performance in summer examinations of the previous school Year;
- Years 11 & 12: Target grades based on GL CAT testing carried out at the beginning of Year 11 along with teachers' professional knowledge;

- Sixth Form: Target grades based on GCSE performance again along with teachers' professional knowledge.

At KS3, pupils' rank in their baseline data is compared to their rank in each subject. If the two are different by more than 10 places, the pupil will either be above target or below target. Similarly at KS4 and A Level, a pupil will be on target if they attain according to their Target Grade. Through our target setting sessions in school, which involve both Subject Teachers and Class Tutors, pupils are encouraged to reflect on their progress using the 'Baseline Data' above. This takes place twice a year and, through these individual conversations, pupils are guided and supported in looking for opportunities to reflect on their progress to date and support their future learning. Pupils will also have a formal meeting with Year Heads on an individual basis to further support these learning conversations.

Reports

As well as Parents' Evenings, information on each pupil's individual performance is also communicated to parents through two reports – a Progress and an Annual Report. The reporting schedule for different year groups is also given beneath.

Years	Progress Report	Annual Report
8 & 9	Feb	June
10	June	Feb
11	Feb	June
12	Oct / Nov	Feb
13 & 14	Oct / Nov	Feb

From Summer 2017, all reports will be made available to Parents and Guardians through Sims Learning Gateway. Further details are available on the school website. Reports will be colour coded to help identify when pupils are working on, above or below target.

Learning Opportunities

Assessment and Target Setting in school is seen very much as a Learning Opportunity for both pupils and staff.

We would encourage you to talk to your child about their progress when you receive reports, also when they bring their progress booklets home prior to target setting sessions.

It is important to note that 'Baseline Data' is simply data. It in no way measures a pupil's motivation and enthusiasm for learning. We use it as one tool to measure progress. When we review progress at a pastoral and curricular level we do not place significant emphasis on 'one offs'. Instead, we aim to take a broad view, looking for trends in underperformance across a year or, underperformance in many subjects at one time.

This along with feedback through reports comments, effort grades and Parents' Evenings, allows us to ensure that each child achieves and is rewarded for their best effort.

Should you have any concerns about any aspects of your child's progress, please feel free to contact the school at any time.

Feedback from Parents and Guardians on all aspects of our whole school assessment, target setting and reporting approach is always welcome.