

When do we do tests and assessments?

Assessment Point (Testing window)	Start date→End date	Results Day
AP1	2/11/20→11/11/20	3/12/20
AP2	1/3/21→12/3/21	26/3/21
AP3	21/6/21→30/6/21	16/7/21

Tests: students will sit tests in all of their subjects during our calendared ‘**Assessment Points**’ (APs); these will test from a large domain of knowledge and be taken in formal conditions. **These will be graded.** This will allow your child’s teachers to get a fair and balanced understanding of their current progress, by **comparing their grade to their target for that point in the year.** This information will be shown on their report. Students will **receive their reports on the calendared ‘Results Days’**, following a period of marking and moderation by the teaching staff. The reports you receive will make it clear whether your child is **either off target, on target or working at a level above their target**, and will be colour-coded to reflect this.

It is envisioned that **some students may change teaching groups** following analysis of their grades, to ensure that they are in the class that will mean they are supported to the fullest.

Year 11s will sit their papers in the exam hall, to help them practice for their GCSEs, whilst the majority of Years 7 – 10 will take place in their tutor rooms in formal conditions.

Formative Assessments (Tri-Weeklies): Students will also be assessed in their lessons with so-called formative assessments or Tri-Weeklies, which may include the use of in-class tests, quizzes and multiple choice questions, as well as more extended pieces of writing or performance. These are used for directly informing teaching and assisting your child’s teachers with planning the best possible lessons for them. These Interim Formative Assessments will take place between the four APs, **typically every three weeks or so.** These are marked by the teacher, and **students are asked to respond to this marking** and improve or extend their work further.

How do you decide what target my child should have?

Bishop David Brown School utilises Fischer Family Trust (FFT) benchmarks for target setting. FFT calculates estimates of what a student should achieve at the end of Key Stage 4 from the value Added scores of students from the previous year’s national dataset. As FFT takes into account similar characteristics (including prior attainment, gender and month of birth) the benchmarks provide a realistic indication of what each student can achieve. The benchmarks it provides are based on how similar students nationally performed in the subject.

There are three options for these benchmarks, which can be altered to reflect the ambition of the school. The first benchmark is FFT50 – this shows the grade similar students achieved in this subject in schools that made average progress (the 50th percentile progress); the second benchmark is FFT20 – this shows the grade similar students achieved in the subject in schools that made greater than average progress (20th percentile progress); the third benchmark is FFT5 – this shows the grade

similar students achieved in this subject in schools that made much greater than average progress (5th percentile progress).

At Bishop David Brown School, teachers will set FFT5 as the teacher target. It is our belief that students should be aspirational if they are going to reach their full potential. Through quality first teaching, forensic analysis and targeted intervention, students at Bishop David Brown School feel well supported and confident in their ability to achieve their targets.

Some students arrive at Bishop David Brown School without any KS2 data. However, all students complete a standardised baseline assessment, from these, a comparable FFT target will be input by the Data Manager using the FFT targets from students with KS2 data who achieved similarly in the baseline assessment. At Key Stage 4, the FFT benchmarks are bespoke to the courses that the children are studying. The exception to this is some technical qualifications where national benchmarks are not available and in these circumstances, the benchmarks have been taken from the most comparable course. At Key Stage 3, the FFT benchmarks are taken from a combined English and Maths benchmark.

Reporting at Bishop David Brown School

After each AP parents will receive a full report that identifies both academic progress and a Growth Mindset Grade. The academic grade will be a reflection of what the student has achieved in their most recent summative assessment but will also show their previous grade so a quick overview of progress can be formed.

The Growth Mindset grade is a combination of effort in lessons, completion of homework and behaviour in lessons. Each of these elements of growth Mindset will receive an individual grade between A-E (A being exceptional) so parents and students can identify areas of success or concern. These grades are generated by the teacher based on day to day observations in the classroom.

Students will also receive a report booklet to be used in tutor time which enables them to reflect on their performance during their most recent assessment point. This practise will support the whole school focus on meta-cognition as students begin to become aware of their own strengths and weaknesses and will eventually be able to self-regulate their own learning to ensure they are making expected or above progress in all subjects. These reports will then be used at future parents evenings to ensure a triangulated approach of each students' progress which includes the teacher, student and parent.

In addition to this, year 11 students will receive a Personalised Progress Plan in subjects that they are currently not making expected progress. The purpose of this is to diagnose misunderstandings or gaps in knowledge, provide a therapy through bespoke and personalised therapy and then arrange a testing date that allows students the opportunity to show the progress they have made against the original diagnosis.

Example Report

Year 8: Spring Half Term Assessment Report

Students Form:

Growth Mindset split into three sections so areas of strength and development can be quickly identified

Attendance:
 97%-100%
 95%-96.9%
 93%-94.9%
 90%-92.9%
 (Persistent)

(Teacher involvement)

0%-89.9% = Extreme Risk (Court Action)

Attendance Percentage on 12th February 2020 :

98.10

SUBJECTS	END OF Y8 TARGET GRADE	PREVIOUS report WORKING AT GRADE	CURRENT WORKING AT GRADE AUTUMN HALF TERM	GROWTH MINDSET GRADES	EFFORT OF HOMEWORK	EFFORT IN LESSON (including challenge)	BEHAVIOUR IN LESSON
English Language	5	5		GROWTH MINDSET GRADES			
Maths	5	4					
Science	5	4					
Computer Science	5	4-					
Geography	4	4					
History	4	3					
Languages	4	3					
Art	4	4					
Design and Technology	4	2					
Drama	4	3+					
Music	4	2					
Physical Education	4	3					
Religious Studies	4	4					

Target grade generated using FFT 5 benchmarking

Report now shows current and previous AP grade for a direct and quick comparison

Key to Current Working Grade:

Students are allocated a target grade based on KS2 prior performance data. This then generates a yearly expected target grade, to help monitor progress through the school. BDB grades are, 9 to 1, B-Below, WB-Below, and below expected progress. The target is the minimum expected of them for that year, to enable them to achieve their expected GCSE target in the next year.

- Blue Exceptional Progress – Current
- Green Expected Progress – Current
- Orange Expected Progress – Current
- Red Below Expected Progress – Current

Mindset descriptors simplified for easier understanding

and intervention will be required.

Key to Growth Mindset:

At BDB, we believe that a strong Growth Mindset plays an important role in supporting our students to achieve the best outcomes. Students with a strong Growth Mindset believe they can become more successful, and that putting in time and effort will lead to higher achievement.

Growth Mindset Key:

- A- Students show **exceptional Growth Mindset** and as a result **consistently exceed** the high expectations set by their subject teacher.
- B- Students show **good Growth Mindset** and as a result **consistently meet** the high expectations set by their classroom teacher.
- C- Students show **acceptable Growth Mindset** and as a result **regularly meet** the high expectations set by their subject teacher.
- D- Students show **below average Growth Mindset** and as a result **inconsistently meet** the high expectations set by their subject teacher.
- E- Students show **limited Growth Mindset** and as a result **rarely meet** the high expectations set by their subject teacher.

Year 11 students will still receive a personalised progress plan to help ensure they receive bespoke feedback. This will only be for students who are red in your subject area.

	SUBJECT	DIAGNOSIS	TH	RAPY	TESTING
5	English Language				
4+	English Literature				
3	Maths	Areas to work on are basic Number and Algebra (Grades 1-3) Exam technique.		A timed test on MathsWatch focusing on Grades 1-3 of Number and Algebra.	Due 12th November
4-4	Trilogy	See Science Feedback sheet		See Science Feedback sheet	See Science Feedback sheet
3	History	Complete purpose and utility questions		Download 2018 paper from EDUQAS history 9-1 past papers, Unit 1G	By week beginning 16/12
4-	Art				
P1	Business Studies Cambridge National	Work through Los 1, 2 and 3 as a priority. Work through AP1 paper.		Revision booklets and Knowledge Organisers for Los 1 to 6. Class notes. Revision book/textbook if you have purchased one.	10th December 2019
M2	Sports Science Cambridge National				

Physical Education

Departments must come together and collectively RAG the topics identified. This will add another layer to moderation and ensure students are given the correct information to act on.

child is able to reflect on their progress throughout the year in order further.

a Red, Amber, Green (RAG) system, your child's subject teacher length and development throughout the whole cohort. There is also

opportunity for your child to RAG their own personal performance against the topics covered in the assessment.

Green= Excellent understanding of topic or skill
Amber= topic or skill requires additional attention
Red= concern about the understanding of topic

As part of the moderation process, departments RAG understanding of topics and skills across whole year group.

Students RAG their own understanding of each topic during tutor time

	Red, Amber, Green	Student RAG
Muscles		
Joints		
Functions of the musculo-skeletal system		
Movement at a joint		
Types of muscles		

Self-reflection

	Red (urgent action required)	Amber (room for improvement)	Green (happy with the outcome)
Are you satisfied with the level you have achieved in this subject?			
Time spent on revision (Do you think you spent enough time revising for this subject?)			
Quality of revision produced (Do you think the methods of revision you used were effective?)			
Effort in lessons leading to the assessment (Did you: ask questions? respond to feedback? Contribute to class discussions? Have you challenged yourself in lessons?)			
Level of independence in lessons (Did you: attempt to find solutions to answers yourself? Did you show resilience when the work was difficult?)			

Parent reflection

Please use this space to identify any questions or concerns you may have for the subject teacher

Parents complete during parents evening conversations.