

Helping at Home

There are a number of ways in which you can support your daughter/son with their work and progress:

- Encourage them to take responsibility for organising their own work
- Encourage them to participate fully in all lessons. We expect students to be eager to try new ways of learning and to be prepared to tackle difficult problems and activities
- Encourage them to complete their own additional work and research in their A Level subjects
- Remind them to consolidate each day's learning through expanding notes and checking their understanding of key terms and concepts
- Encourage them to review all marked work carefully and to reflect on what they could do to improve
- Remind them about the importance of excellent attendance - there is a clear correlation between attendance and achievement
- Help them to manage their time effectively. They should limit the amount of time spent on part-time jobs. One day at the weekend is more than enough, any more could be too much and simply not allow them sufficient time to dedicate to their studies
- Encourage them to seek help if they are struggling with any aspect of their work
- Encourage them to aim high!

Assessment at Dover Grammar School for Girls aims to:

- Offer all students an opportunity to show what they know, understand and can do
- Help students understand what they need to develop
- Advance the learning process
- Enable teachers to plan more effectively
- Help parents to be involved in their child's learning
- Provide the school with information to evaluate progress and set suitable targets
- Help raise standards of achievement and attainment for all students

Dover Grammar School for Girls



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Assessment and Reporting in the Sixth Form

Dover Grammar School for Girls



Please note that in view of the on-going national changes to the curricular and assessment methodologies within both the primary and secondary sectors, all assessment and reporting procedures are under review and subject to change.

We will endeavour to keep all parents informed of any changes.

Target Setting

Students' targets are set in September, at the beginning of the Lower Sixth and Upper Sixth. In September, Subject Leaders are issued with the ALPS data to guide their decision-making.

Sixth Form Tutors discuss the targets set with students and their parents in the Target Setting Meetings held in Term 1. These targets are then used for Tracking.

ALPS

ALPS (A Level Performance Systems) is the national training and data organisation for post-16 education.

ALPS sets targets for each subject and for each student. ALPS also measures the progress between GCSE and A Level performance.

The targets are based on each student's average point score from their GCSE examinations, and the benchmark data used is the complete national data-set supplied by the Department of Education. The reports and guidance provided by ALPS are therefore very informative for schools.

Tracking

All subjects use the departmental target grades for A Level as agreed in September. Teachers are required to record the following information:

- A current grade for each student. The current grade will be the teacher's professional judgement based on the student's performance to date
- An assessment as to whether or not each student is *Above Target*, *On Target*, or *Below Target* to achieve their target grade
- An 'Attitude to Learning' assessment

Attitude to Learning

The 'Attitude to Learning' assessment is made on a 'best fit' basis. Individual students will not necessarily meet all the criteria in any given category and teachers will therefore use their professional judgement in making an overall assessment.

The full criteria are published on pages 22 to 24 of the Homework Diary.

A Levels are Changing

From September 2015, the A Level system started to change. Each A Level's content is being revised, but the major change comes with the examinations, which will be 'linear', i.e. taken at the end of the course. The new A Levels are being phased in over the next few years.

The A Levels still following the outgoing system are modular, and students usually take examinations in a couple of AS Level modules half-way through the A Level course, i.e. at the end of the Lower Sixth.

Some Sixth Form students at DGGs will be studying both existing and new A Level courses alongside each other.

Expected Progress

At Key Stage 5, ALPS data is used to help track individual student progress, and the aim is for all students to reach at least their minimum ALPS target grade.

Note the expectation is that each student will achieve this grade by the end of the Lower Sixth. However, in some circumstances, it might be appropriate for students to achieve no more than one grade below their target at this stage.

School Assessment Week

Mock Examinations take place before the end of Term 3 for both Lower Sixth and Upper Sixth students (outgoing AS and A2 Level courses only). Using this assessment, each teacher forecasts the AS/A2 grade students will achieve in the public examination.

School Examinations for Lower Sixth students take place in Term 6.

There will only be School Examinations in the subjects following the new, two-year A Level system, not in the outgoing, modular AS Level courses with external examinations taken during the same period.

There will be a brief period of study leave to allow students time to revise and to sit all of their examinations. Students will be expected to resit any of their School Examinations (new A Level courses only) where there are concerns with performance and progress.

Reporting to Parents

Following each Tracking Period, all parents will receive a Progress Report. Data Reports for students in the Lower Sixth are sent to parents in July. Full School Reports for students in the Upper Sixth are sent to parents in March.

Parents' Evenings

All students in the Sixth Form have a Parents' Evening. Additionally, students also have a meeting with their Form Tutor and parents during the target setting period in Term 1.

Students in the Sixth Form also have an interview accompanied by their parents with a member of the Leadership Team in order to discuss outcomes from any Mock Examinations and to support them with their plans for the future. An additional interview is sometimes organised for students in the Lower Sixth following the School Examinations in July.