

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.

A Levels have Changed

From September 2015, the A Level system started to change. Each A Level's content has been revised, but the major change has come with the examinations, which are now 'linear', i.e. taken at the end of the course.

Target Setting

Students' Target Grades are set in September, at the beginning of Year 12 and Year 13.

In September, Subject Leaders are issued with 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 21 to 24 of the Homework Diary.

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 Year 12. However, in some circumstances, it might be appropriate for students to achieve no more than two grades below their Target at this stage.

School Examinations

School Examinations for Year 12 students take place in Term 5. Assessment of these will inform the end of year Forecast Grades in each subject area. Students will be expected to resit any of their School Examinations where there are concerns with performance and progress.

Mock Examinations for Year 13 students take place in Term 3. Assessment of these is as close as possible to that of the actual examinations. Using this assessment, each teacher once again forecasts the A Level grade students will achieve in the public examinations.

For both Year 12 and Year 13 students, there will be a brief period of study leave.

Reporting to Parents

Following each Tracking Period, all parents will receive a Progress Report.

Data Reports are issued after the Year 12 School Examinations in Term 5 and the Year 13 Mock Examinations in Term 3.

Reporting to Parents

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

Year 13 students also have an interview accompanied by their parents with a member of the Senior Leadership Team in order to discuss targets from the Mock Examinations and support students with their plans for the following year.

In addition to the above, students will sometimes be asked to attend meetings accompanied by their parents in order to discuss academic outcomes and to provide support and guidance for future plans.