

## Helping at Home

There are a number of ways in which you can support your daughter's work and progress:

- Provide an area for your daughter at home to complete homework, and encourage her to take responsibility for organising her own work
- Check that your daughter has prepared thoroughly for each of her key assessments
- Remind your daughter to use the relevant pages in the Homework Diary to review her progress and set targets for development
- Encourage your daughter to review all marked work carefully and to reflect on what she could do to improve. The use of the **WILD** comment (**What I'll do:**) will help
- Encourage your daughter to complete her own additional research on the texts and topics covered in lessons. She should also read regularly
- Keep telling your daughter to be prepared for challenge, but encourage her to seek help if she is really struggling with an aspect of her work
- Help your daughter to manage her time effectively - this includes time to relax!
- Be positive, and encourage her 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



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## Assessment and Reporting in Year 10

### 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 made at DGGS.

## Target Setting

Students' Target Grades are set at the beginning of Year 10 and reviewed at the beginning of Year 11. Prior assessment data is used to guide decision-making.

Year 10 and Year 11 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.

## Tracking

There are four Tracking Periods throughout the academic year:

Tracking Period 1 - October (Y11)

Tracking Period 2 - November (Y7-Y10 and Sixth Form)

Tracking Period 3 - January (Y7-Y10 and Sixth Form)

Tracking Period 4 - April (Y7-Y10)

Teachers will be required to record the following information:

- A Current Grade for each student. The Current Grade should 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 (see pages 25 to 27 of the Homework Diary for the full criteria)

Data is also collected and shared after School Assessment Week (for Years 7 to 10) in Term 6 and the Year 11 Mock Examinations in Term 2.

## GCSES are Changing

GCSE Examinations have been reformed and new specifications created for a range of subject areas. The main features of the new GCSEs are:

- New, more demanding content
- Courses designed for two years of study
- Assessment will be mainly by examination. Controlled Assessment (coursework) has been removed or reduced in the majority of subjects
- New grading scale of 9 to 1, with 9 being the top grade

The Department of Education advises schools not to make direct comparisons between the new and old grading systems. However, we can say that a Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean a Grade 5 will be of greater demand than the present Grade C.

### New Maths GCSE

- A lot more application of content and problem solving
- The changes support a deeper and broader understanding of the subject

### New English Language GCSE

- A robust foundation in reading and writing good English
- 20% of marks are for spelling, punctuation and grammar

### New English Literature GCSE

- Encourages students to read, write and think more critically
- A greater range of whole texts and unseen texts to study

## School Assessment Week

School examinations for Year 10 students take place in Term 6 during School Assessment Week. Assessment of these will inform the end of year Forecast Grades in each subject area.

## Mock Examinations

Mock examinations for Year 11 students take place in Term 2. Assessment of these is as close as possible to that of the actual examinations. Using this assessment, each teacher once again forecasts the GCSE grade students will achieve in the public examination.

## Expected Progress

Students' rates of progress will vary from year to year, and from subject to subject. However, the aim is for each student to be no more than two whole grades away from their GCSE Target Grade by the end of Year 10, and to be on target by April of Year 11.

## Reporting to Parents

Following each Tracking Period, all parents will receive a Progress Report. Data Reports are issued after School Assessment Week in Term 6 and the Year 11 Mock Examinations in Term 2. All reports are published to parents via SIMS Learning Gateway (SLG).

## Parents' Evenings

All students in Year 10 and Year 11 have at least one Parents' Evening. Additionally, students have a meeting with their Form Tutor and parents during the target setting period in Term 1. Year 11 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.