

Helping at Home

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

- Check the Homework Diary regularly to help monitor the completion of homework
- Provide an area for your daughter at home to complete homework, and encourage her to take responsibility for organising her own work
- 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 any aspect of her work
- Help your daughter to manage her time effectively - this includes time to relax!
- Be positive. Always celebrate achievement - however small!

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 daughter'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 7

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.

Tracking

Each individual student's progress is assessed at key points during 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)
- Key Stage 3 School Assessment Week - June

We use our own, specially-devised Year 7 Competencies for Tracking.

Expected Progress

Students' rates of progress will vary from year to year, and from subject to subject.

That said, at DGGS, we view your daughter's learning and progress as a journey. We know that small but clear steps taken every term, whilst building knowledge, enhancing understanding and developing skills, will be the key to academic success.

Further information and guidance about expected levels of progress will be issued with the Progress Report after each Tracking Period.

School Assessment Week

School examinations for Key Stage 3 students take place in Term 6. These will inform students' end of year assessments.

Reporting to Parents

Following each Tracking Period, all parents will receive a Progress Report. Full annual reports for all students in Key Stage 3 are sent to parents in the summer.

Parents' Evenings

All students in Key Stage 3 have a Parents' Evening. Additionally, Year 7 students have an initial Parents' Evening taken by Form Tutors in Term 2 in order to help resolve any early concerns.

Academic Target Setting

Thinking ahead...

GCSE Indicator Grades start being shared with students and parents in Year 8 and Year 9. The GCSE Indicator Grades range from 1 to 9, with 9 being the highest and 1 the lowest.

At the beginning of Year 10, Subject Leaders and teachers review each student's progress and set official GCSE Target Grades for the next two years of study.

Year 7 Competencies

The aim of the Year 7 Competencies is to ensure all students have the requisite skills they need to make sustained progress through their school career. The competencies are cross curricular, skills-based and form the basis for all learning.

By highlighting areas of difficulty, and indeed high performance, teachers will be equipped with information to support students in their learning and progress.

Teachers will be required at each of the Tracking points to assess whether students in their classes fit into the following categories:

Emerging: Students are not yet working at the level expected for Year 7 at DGGS - their skills hinder their attainment and progress.

Expected: Students meet the criteria for *Expected* on a best fit basis - there are no concerns regarding aptitude, and they have all the skills required for progress in Year 7.

Exceeding: Students are working above the level expected for Year 7 at DGGS and require extension, stretch and challenge.

The full list of competencies and accompanying criteria are published on pages 27 to 29 of the Homework Diary.

