

# Wellington School

## Year 9 Reporting and Assessment



This document explains Wellington School's approach to reporting and assessment in Year 9.

### **Reporting**

There are four points in the year where you will get feedback

|  |                    |
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| <b>Week Beginning 13<sup>th</sup> December</b> | Interim Report     |
| <b>Wednesday 9<sup>th</sup> February</b>       | Parents Evening    |
| <b>Week beginning 4<sup>th</sup> April</b>     | Interim Report     |
| <b>Week beginning 18<sup>th</sup> July</b>     | End of Year Report |

### **Reports**

Both the interim and end of year reports will have a comment (taken from a 5-point scale, see below) from each subject on 'Commitment to Learning' and 'Homework'. The criteria for each comment will be attached to the report. In addition, the end of year report will have written comments from the form tutor to summarise your son/daughter's year at Wellington School.

5-point scale                      Excellent\*, Excellent, Good, Needs to Improve, Cause for Concern.

In the reports we do not comment on academic performance; be that progress, achievement or attainment. We have tried a number of approaches - grades, predictions, scores, percentages, rankings and comments. None of these are nuanced enough to encapsulate the progress and learning which has taken place. Often, they leave more questions than answers. Our approach is that we ask you to engage with the formal assessments your son/daughter will take during the year. This will be explained in the next section. Of course, 'Commitment to Learning' and 'Homework' comments are very good indicators of academic progress.

### **Formal Assessments**

Assessment is a broad term and can include any number of activities from verbal feedback a teacher gives in response to an answer in class, through to an A-Level exam at the end of a student's time at Wellington School. For the purposes of this document we are referring to 'formal assessments'. They are assessments done by all or the vast majority of the year group. For example, an end of unit assessment in History or an end of year exam in English.

At the end of this document you will find the assessment calendar for this year. You can see for example, that your son/daughter will be taking a French assessment in the week beginning 18<sup>th</sup> October. The timings of assessments are different because they fit in with the curriculum design for that subject. The frequency of assessments varies, mainly due to the curriculum time each subject has, e.g. REP has one lesson per fortnight, therefore there is one formal assessment – the end of year exam.

Once each assessment has been marked it will be sent home with your child. It will have feedback from the teacher so you can see where your son/daughter has done well and where they can improve. The type of feedback will vary, for example it could be written comments from the teacher, or the students may have copied down whole class feedback from the board. Whole class feedback is used where the whole class has answered something particularly well, or there has been a common mistake.

Sometimes the assessment will be accompanied by 'therapy work'. This is work done after the assessment to help your child close any gaps in knowledge, skills or understanding. The type of therapy work will vary from subject to subject and assessment to assessment. Your son/daughter should be able to explain what therapy work they have done and how it has helped.

Use the assessment calendar to help get feedback on your child's academic progress. Ask to see the formal assessment and any therapy work which has been done. Take time to discuss it with them and find out how they did.

We endeavour to stick to the assessment calendar but there can be occasions e.g. staff absence, when a formal assessment is delayed.

