



DOVER COURT  
INTERNATIONAL SCHOOL  
SINGAPORE  
A NORD ANGLIA EDUCATION SCHOOL

# Secondary School Assessments and Reports



# What mindset do we want our students to have?

## Fixed Mindset

Must be perfect

Fear of failure

Qualities set in stone

## Growth Mindset

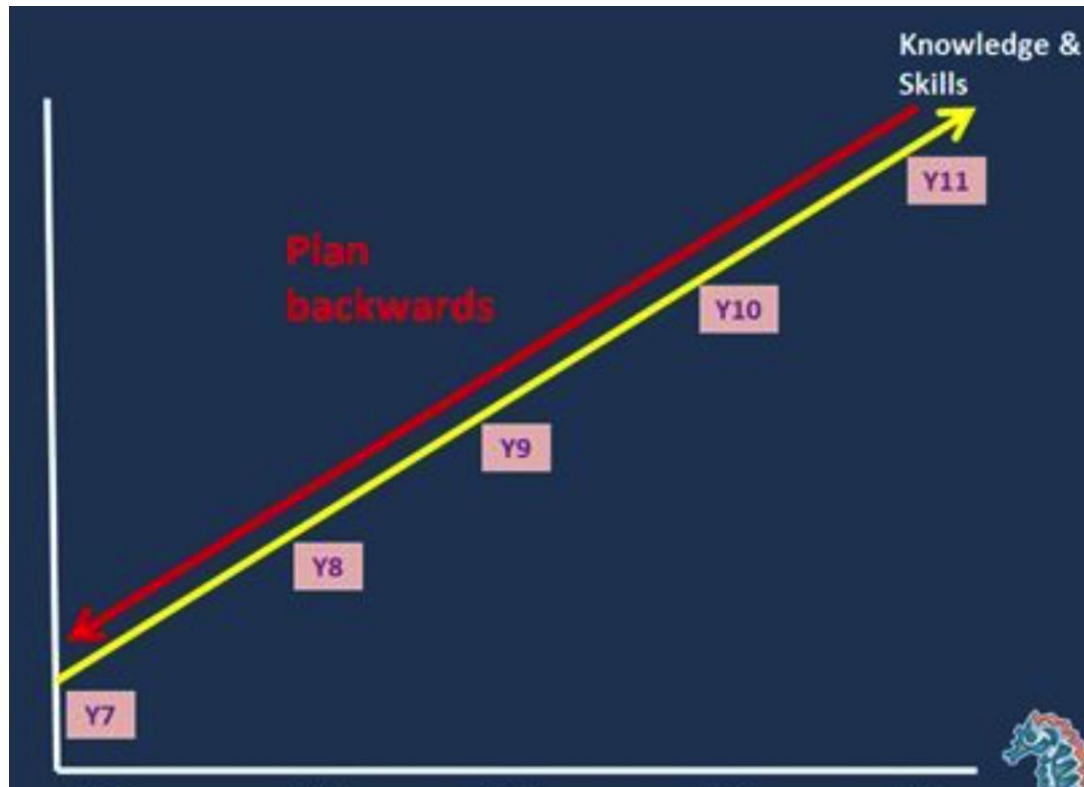
Continuously learning

Willing to try

Qualities are malleable

*Life without levels....*

## *DCIS: The Growth & Thresholds Model*



# *The Assessment Process*

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- What is their starting point (baseline assessment)?
- What is their end point (target of attainment)?
- How do we measure progress towards their end point?
- What can we do to intervene when progress is not being made?

# *Finding the starting point*

## CAT4 Data

- CAT – Cognitive Ability Testing
- Objective measure – GL Assessments – used globally
- All students are testing on entry, at the start of Year 7, and at the start of each new Key Stage (Year 9 and Year 12)
- Generate a measure across 4 different areas of cognition (verbal, non-verbal, quantitative, spatial)
- Uses an algorithm to generate GCSE targets specific to subject areas based on different skill weightings across the 4 tests
- **One** standardised measure – departments may choose to adjust targets up should they feel they are not appropriate. Targets will never be adjusted down.

*How are these used in practice in non-GCSE years?*

## DCIS: The Growth & Thresholds Model - Finding the starting point

Key Stage 3 Thresholds	GCSE (old)	GCSE (Current)
Excellence	A* - A	7-9
Secure	B	5-6
Developing	C - D	4
Foundation	E - G	1-3

- CAT data determines the ***initial*** threshold for the student so that progress measurements are personalised and **not a measure against age appropriate**
- We do not equate the thresholds with GCSE grades when talking to students in Year 7 and 8
- Thresholds and targets are reported to parents on their progress reports

# What do we report on at Key Stage 3 (Year 7/8)?

Subject	Threshold and KS4 Minimum Target	Progress	Attitude to Learning	What went well...	Even better if...
<b>English</b> <i>Mr I. Loveenglish</i>	S5-9	WA	A	<ul style="list-style-type: none"> <li>Able to demonstrate a good understanding of genre in creative writing</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of speech and conversation using correct punctuation</li> </ul>
<b>Mathematics</b> <i>Ms I. Lovemaths</i>	E7-9	WO	B	<ul style="list-style-type: none"> <li>Can show understanding of problem solving through detailed workings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to practice fraction to percentage conversions for greater accuracy</li> </ul>

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## **Threshold and Key Stage 4 Minimum Target**

*Based on CAT4 tests and teacher assessment, students at KS3 are assigned a 'threshold' band for each subject, which their progress is measured against.*

### **Foundation (F1-9, F2-9, F3-9)**

Based on data, students are expected to achieve a minimum grade of 1-3 at (i)GCSE level.

### **Developing (D4-9)**

Based on data, students are expected to achieve a minimum grade 4 at (i)GCSE level.

### **Secure (S5-9, S6-9)**

Based on data, students are expected to achieve a minimum grade 5-6 at (i)GCSE level.

### **Excellence (E7-9, E8-9, E9)**

Based on data, students are expected to achieve a minimum grade 7-9 at (i)GCSE level.

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# How do we track progress in Key Stage 3 (Year 7/8)?

Excellence

Secure

Developing

Foundation

3 Data Points – the end of each term

- Working Above – WA
- Working On – WO
- Working Towards – WT
- Working Below - WB

## ***Internal Progress Score***

Working Above	1
Working On	0
Working Towards	-1
Working Below	-2

## Progress

### **Working Above (WA)**

The student is making an excellent level of progress and is likely to exceed their target.

### **Working On (WO)**

The student is making the expected level of progress to achieve their target.

### **Working Towards (WT)**

The student is working towards the level expected to achieve their target.

### **Working Below (WB)**

The student is working below the expected level to achieve their target.

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## Attitude to Learning

### **A (Outstanding):**

The student continually exceeds the expected level of effort and shows an outstanding attitude to learning. The student delivers classwork and homework to an exceptional level. The student is an exemplar student to others.

### **B (Good):**

The student sometimes exceeds the expected level of effort and shows a good attitude to learning. The student delivers classwork and homework to a good standard. The student acts as a good role model to others.

### **C (Satisfactory):**

The student satisfies the expected level of effort and has an acceptable attitude to learning. The student delivers homework and classwork of an acceptable standard, but rarely goes beyond the minimum requirements of the task.

### **D (Requires Improvement):**

The student works below the expected level of effort and their attitude to learning requires improvement. The work delivered from the student should be improved or be more consistent in quality. The student has a detrimental impact on others learning and is not meeting the expected level of behaviour and attitude expected of them.

### **E (Of Serious Concern):**

The student works considerably and consistently below the expected level of effort and their attitude to learning requires immediate improvement. The student has a consistently detrimental impact on the learning of others as a result of their poor attitude to learning is not making progress. The student consistently does not meet the expected level of behaviour.

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What went well?

- Recognition of what the student has achieved

Even better if...

- Subject specific next step target that instigates and supports progress

\*Linked to the Growth and Threshold Model for each subject\*



# Key Stage 4 and 5

Subject	Target	On track to achieve	Progress	Attitude to Learning	What went well...	Even better if...
English <i>Ms. I. Loveenglish</i>						
Mathematics <i>Mr. I. Lovemaths</i>						

## **OTTA – On Track to Achieve**

The teacher's prediction of what they would get as their final examination grade based on their current progress trajectory and attitude to learning

# *How do we support progress?*

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- Outstanding teaching and learning
- Personalised and differentiated learning
- Quality assessment and feedback
- Horizontal and Vertical monitoring of progress through Progress Leaders and Heads of Department
- High level of pastoral care
- Structured support – Learning Support, counselling, SALT

# Y11 and Y13 Intervention Strategies

1	RAT Meetings
2	Core Subject Revision Sessions
3	Option Subject Revision Sessions by Block
4	Half term revision
5	Easter revision
6	Past Papers and Mark Schemes
7	Mock exam period
8	Year 11 and 13 Specific Parent Newsletter
9	Individual Student Intervention Plans
10	Learning Walks
11	Student Mentoring
12	Study skills workshop
13	Exam Revision timetable
14	Key Exam Facts Posters
15	Year 11 Celebration and Prom
16	Year 11 and 13 focused assemblies
17	Elevate Session
18	Year 13 Graduation Ceremony and Prize Giving

# *When do we report to parents?*

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- All students get 3 reports home a year
- Students in Year 7, 8, 9, 10 and 12 get a report at the end of each term
- Students in Year 11 and 13 get an additional Extended Report in Term 1 at the start of the year - they won't receive a report in Term 3 during the examination period. An Extended Report includes all the data shown previously and a written extended comment by each subject teacher
- One Progress Report of the year will include a Tutor Comment for reflect pastoral progress

# When do we meet with parents?

- All parents have 2 face to face opportunities a year
- One meeting will be with the tutor to review academic progress across all subjects and set targets based on their first Progress Report
- One meeting will be with subject teachers to review academic progress in each subject area

Term	Year Group
1.1	11 & 13 - Tutor Meeting
1.2	n/a
2.1	7-10, 12 – Tutor Meeting
2.1	Parent Teacher Conference - Y11 and Y13 (post mocks)
2.2	Parent Teacher Conference - Y8 (Timed for Options)
3.1	Parent Teacher Conference - Y7, Y10 & Y12
3.2	Parent Teacher Conference Y9

# *What can you do to support your children?*

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- Support with organisation of books and equipment
  - Provide a quiet space to work
  - Support on time management with homework – easy to spend a lot longer on the things they enjoy and are doing well in, rather than the areas they find challenging
  - Avoid forcing them ‘to study’ – work smarter, not harder or for longer – should be task orientated
  - Check in to ShowMyHomework when you receive your logins shortly
  - Ensure they have opportunity to relax and socialise with friends
  - Avoid screen time late at night / remove temptation if needed!
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