

# Assessment and Reporting in Years 7, 8 and 9

T. McKenna November 2020



REGENTS INTERNATIONAL SCHOOL  
PATTAYA

A NORD ANGLIA EDUCATION SCHOOL



*Be Ambitious Be Regents*

# Overview of Today



1. Rationale behind the changes to our reporting system
2. What do the reports tell you?
3. How do they help you to support your child?

# Rationale behind our Reporting System

		Attainment			Attitude to learning			
		1 Key concepts are not yet evident	2 Working towards expectations	3 Meeting expectations	4 Exceeding expectations			
		1 Dependent	2 Emerging	3 Independent	4 Advanced			
Subject	Teacher	Attainment			Attitude to learning			
		T1	T2	T3	T1	T2	T3	
Art	Ms. Lipsham	2	3	3	2	3	3+	
Computing	Ms. Perry	3	2	4	3	3+	3+	
Dance	Mr. Spencer	2	2	3	3+	3	3	
Design & Technology	Mr. Davis	3	3	3	3	3	3	
Drama	Ms. Rudden	2	2	3	3	3	3	
English	Ms. Rooney	2	3	3	2+	3	3	
Geography	Mr. Ward	3	4	4	3+	3+	4	
History	Mr. Ward	3	3	4	3+	4	3+	
Maths	Ms. Ward	2	3	3	2+	3	3	
Music	Ms. Hart	3	3	3	3	3	3+	
Physical Education	Mr. Bleasdale	3	3	3	3	3	3	
Science	Ms. Thexton	3	3	3	3+	3	3	
Spanish	Ms. Rosales	3	3	3	3+	3	3+	
Thai	Ms. Ripley	3	3	4	3	3+	3+	

- 3 reports per year: November, April, June
- 2 Parents Evenings per year: end of T1 and beginning of T3
- **Data:** Attainment Level; Attitude to Learning
- **Tutor Comment**

# What is going to change?

		Attainment				Attitude to learning			
		1 Key concepts are not yet evident	2 Working towards expectations	3 Meeting expectations	4 Exceeding expectations	1 Dependent	2 Emerging	3 Independent	4 Advanced
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Maths	Ms. Ward	2	3	3	2+	3	3		
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- 3 reports per year: November, April, June
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- **Data:** Attainment Level; Attitude to Learning; Target
- **Tutor Comment**

*What do the reports tell you?*

**Attainment Level**

Target Level

Attitude to Learning

# *Attainment in the Regents Middle Years*

- Adopted a 1 to 9 scale (9 = the highest)
- Students complete assessments and are levelled against criteria for each subject
- Different forms of assessment are used
- Use evidence from the start of the year to the point of reporting
- Same criteria will be used across the 3 years
- Criteria created by working back from the skills needed at IB and IGCSE in each subject area

# Secondary School Curricula & Assessment

**Years 7, 8 and 9  
Regents Middle  
Years**

**1 to 9**

**Years 10 and 11  
IGCSE**

**1 to 9**

**Years 12 and 13  
IB Diploma**

**1 to 7**

# Forms of Assessment

- End of unit assessments: exam conditions
- Practical work: observations
- Presentations
- Projects
- Coursework: where a draft is marked and then a final draft produced
- Controlled conditions: notes are allowed, but work produced with a time limit and under exam conditions
- End of year assessment: exam conditions (Years 7 and 8 in-class; Year 9 in the gym)



# Recording of Assessment Data

Speech - Writing					Speech - S&L	DRAMA- Reading		
W1	W2	W3	W4	GRADE		GRADE S1	R1	R2
3	4	6	3	4	6	2	5	4
5	5	5	5	5	5	4	4	4
5	4	4	5	5	5	5	4	5
5	5	4	5	5	5	5	5	5
4	4	4	5	4	4	4	3	4
4	3	3	4	4	4	4	4	4
4	3	5	4	4	4	4	4	4
5	6	4	4	5	4	4	3	4
5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	6	5	6

English Year 8 Term 1

Dept	Year 9 Assessment 1 Number	Year 9 Assessment 2 Statistics	Year 9 Assessment 2 Statistics C ORE	Year 9 Assessment 2 Statistics E XT	Year 9 Average Term 1	Term1 Attainment Guidance	EOY Target guidance
9	88	93	40	16	91	8	9
7	96	100	40	20	98	8	7
9	100	93	40	16	97	8	9
8	82	92	38	17	87	7	8
9	82	92	39	16	87	7	9
6	90	92	37	18	91	8	6
7	94	98	39	20	96	8	7
8	96	98	40	19	97	8	8
6	98	90	39	15	94	8	6
7	76	75	36	9	76	6	7
5	70	77	34	12	73	6	5
6	76	77	40	6	76	6	6

Maths Year 9 Term 1

# *What are the advantages of this approach?*

- Assessment level shared with students
- Adapted criteria shared with the students
- Gives a clear idea of what they have achieved
- Gives a clear idea of next steps
- Clearer for parents
- Sense of progression over Years 7, 8 and 9
- Skills, knowledge and understanding feeds directly into IGCSE and IB Diploma

*What do the reports tell you?*

Attainment Level

**Target Level**

Attitude to Learning

# Target Level



- Aspirational end of year target for each subject
- What the teacher thinks the student should be aiming to achieve by the end of the year
- Could be adjusted over the year
- Baseline test (CAT4) is used to help generate this target level
- Primarily, CAT4 is what we use to judge our performance as teachers and as a school

*What do the reports tell you?*

Attainment Level

Target Level

**Attitude to Learning**

# Attitude to Learning

## Attitude to Learning Descriptors

<b>Dependent Learner (1)</b>	<b>Emerging Learner (2)</b>
<ul style="list-style-type: none"><li>• They can focus in lessons, but find it difficult to manage distractions.</li><li>• In class, they sometimes answer questions and share their ideas.</li><li>• They are able to work in a team, but prefer to listen to what others have to say and only occasionally volunteer their own ideas.</li><li>• They are starting to use feedback to help them improve their work.</li><li>• They accept challenge, but quickly give up.</li></ul>	<ul style="list-style-type: none"><li>• They are focused for most of the time and can manage distractions.</li><li>• They are taking a more active role by answering questions and sharing their own ideas both in class and as part of a team.</li><li>• They act on feedback to improve their own work and are starting to identify their own areas to improve and can make suggestions to others.</li><li>• They accept challenge, but need to be prepared to make mistakes.</li></ul>
<b>Independent Learner (3)</b>	<b>Advanced Learner (4)</b>
<ul style="list-style-type: none"><li>• They can maintain focus and manage distractions.</li><li>• They participate in lessons with enthusiasm, asking and answering questions with confidence both independently and as a team member.</li><li>• They act on feedback to improve their work and can give useful and relevant feedback to others.</li><li>• They persevere, even when tasks are difficult, and see mistakes as a way of developing their learning.</li></ul>	<ul style="list-style-type: none"><li>• They are fully focused and prepared to learn, both inside and outside the classroom.</li><li>• They fully participate in all lesson activities, asking searching and challenging questions and providing thoughtful responses.</li><li>• They use feedback effectively to reflect on their learning, identifying their own needs for development and supporting those of others.</li><li>• They enjoy challenge and actively seek opportunities to further their thinking.</li></ul>

1. What are we trying to capture here?

2. What is difficult about this measure?

## *Tutor Comment at Key Stage 3*

Oscar is generally a polite and quiet child who keeps his ideas to himself. The transition from Primary to Secondary school has not been without challenges to Oscar, nevertheless, he does show cooperation with teachers and students and he has started to take homework more seriously. Oscar seems to be enjoying Music where he is working at a high attainment level and showing an attitude of an independent learner. He needs to take the same approach in his Science lessons: unfortunately, he has struggled to complete his homework on time and showed a lack of motivation when it comes to practical and team work. In order for Oscar to become an independent learner, he needs to give his full concentration at all times and make sure he seeks support and advice whenever in doubt. I recommend that you make an appointment to see Ms Daley-Bacchus, Mr McCann, Mrs Demery and Mrs Jirathaitrong at Parents Evening to discuss how we can support Oscar's progress in Science, English, Maths and Thai.

How do the reports help  
you to support your  
child?



# *Developing Independence...*

- Support organisation of time for homework: work towards setting their own schedules
- Demonstrate how to breakdown tasks to get them done
- Ask them open questions about their work
- Provide a quiet place to complete homework
- Discuss plans for their future
- Support regular reading around areas of interest and reading for enjoyment
- Limit device-time
- Encourage independence and personal responsibility as part of daily routines

## *Independent to Advanced Learner.....*

- Support reading around subjects in their own time
- Support goal setting, by defining smaller achievements along the way
- Redraft work, or sections of work
- Take own notes, or add to notes on a topic, independently
- Engage with knowledge and information about the world: read the news; scientific journals and magazines
- Support reading of enjoyment
- Look out for signs your child might be putting too much pressure on themselves
- Ensure breaks to exercise and relax with friends
- Encourage a balanced range of activities

*Thank you.*



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