



Assessment, Feedback and Reading at Lutterworth High School

Parents' Information Evening

9th November 2023

Where Learning Comes First



For our Students:

- We aim to deliver exceptional teaching that allows everybody to make excellent progress.
- We aim to instil a lifelong love of learning and a sense of awe and wonder.
- We want to nurture talents and interests through an exceptional range of co-curricular opportunities and visits.
- We want our students to leave school as fully rounded individuals ready to embrace life in the 21st Century.

Meeting Schedule

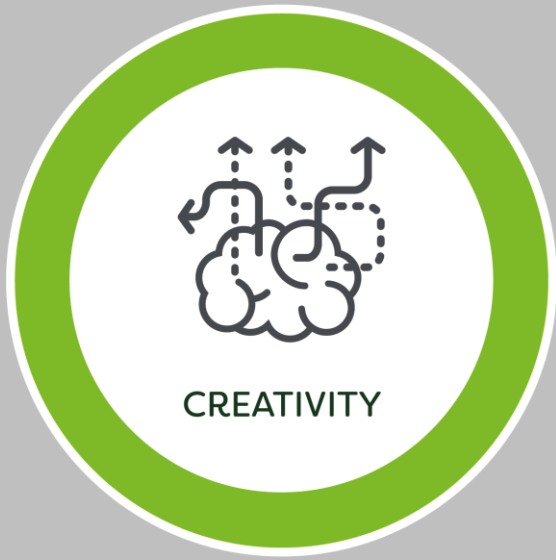


- Welcome from Julian Kirby, Headteacher
- Assessment and reporting at LHS – Natalie Tebbatt, Assistant Headteacher
- Feedback at LHS – Aaron Mehta, Assistant Headteacher
- Reading at LHS - Ben Bowden, Head of English



Curriculum





CREATIVITY



CHARITY



COMPETITION

THE
EMERALD
WAY



CULTURE



Assessment

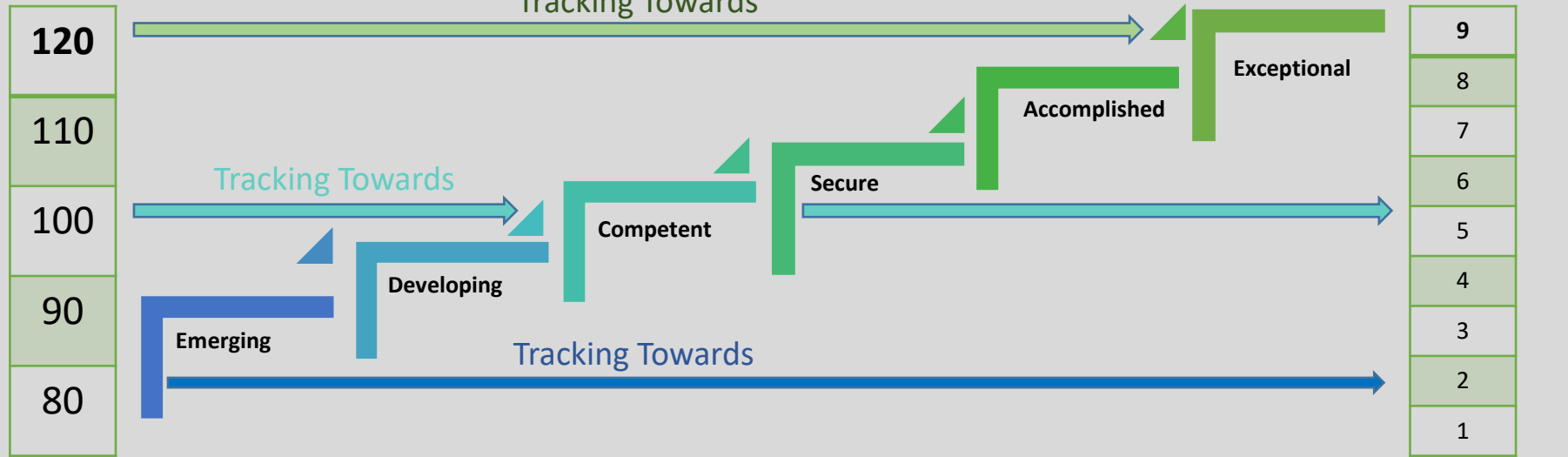
- The transition from primary school
- Key Stage 3 at LHS
- The 1-9 GCSE grading
- Identifying if your child is 'on track' and how to help
- Attitude to learning
- Reading
- Post 16 options



Transition from primary school

- SAT's in the backdrop of the pandemic
- Information sharing with Primary Schools
- Reading and spelling age assessments
- Know the degree of support and challenge individual students need

KS2 Scaled Score



Progress at LHS Key Stage Three



9 – 1 GCSE Grades

Ofqual

Grading new GCSEs

New grading structure	Former grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	
1	E
	F
	G
U	U

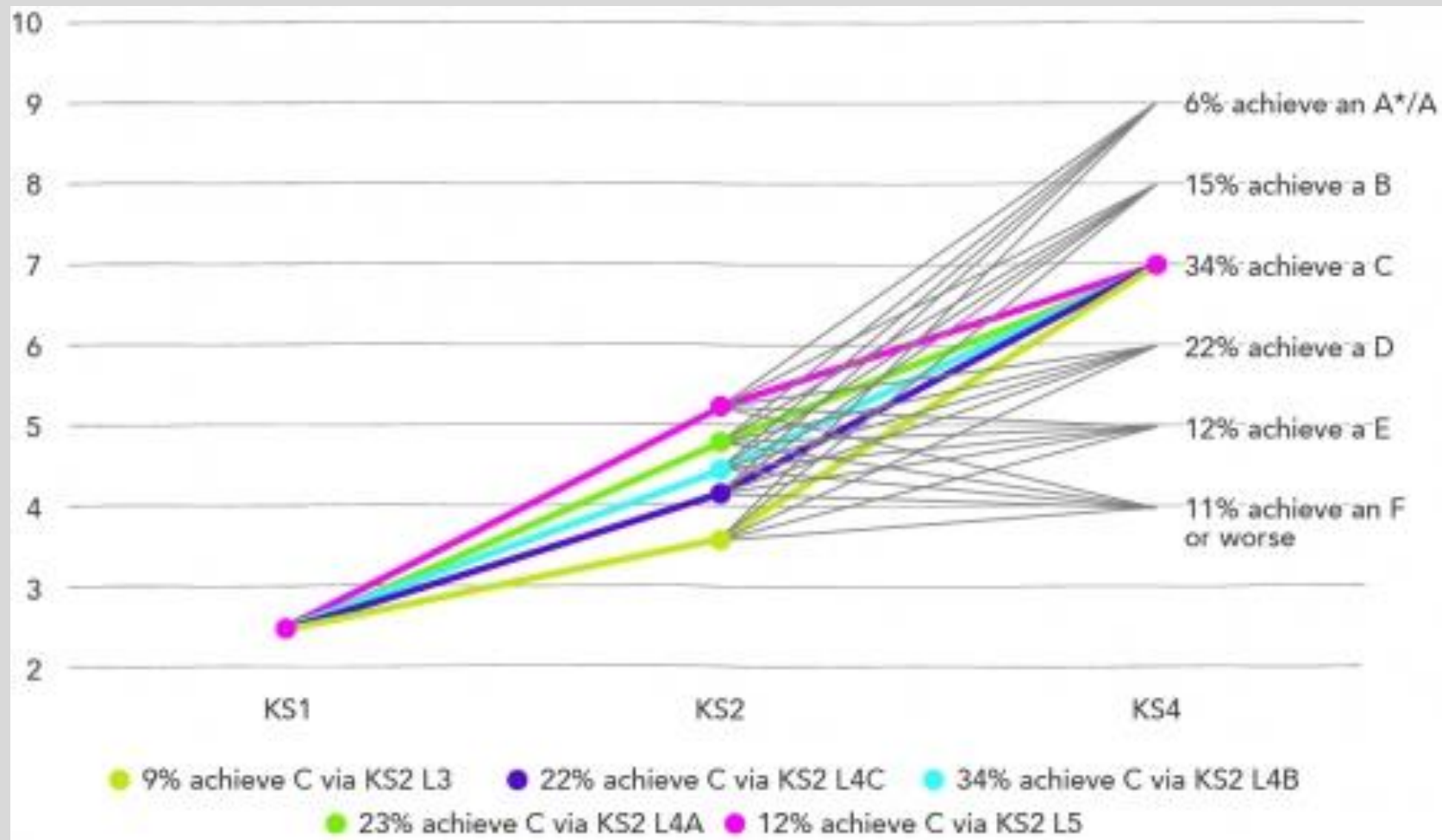


Target Grades



- Target grades are **aspirational** and set for the students individually
- These are based on the students' prior attainment at primary school and individual assessments of what 'similar' students have gone on to achieve
- Target grades are not a prediction of what will be achieved
- In year 10 and 11 target grades are reviewed in preparation for GCSE

Progress



Progress



What people think
it looks like




What it really
looks like

Identifying if your child is 'on track'

A Year 7 example



 **LUTTERWORTH HIGH SCHOOL**
Where Learning Comes First

KS3 MASTERY REPORT (Autumn)

NAME: _____ Tutor Group: _____ Report Date: _____

KS2 Reading Scaled Score 108	KS2 Maths Scaled Score 106	KS2 Average Scaled Score 107.00
Attendance 100.0%	Achievement (House Points) 797	Behaviour (Consequence) 0
Year 7 Reading Age 14:07	Year 7 Spelling Age 12:07	
Attitude to Learning Score 6.00		

SUBJECT & TUTOR	Current Understanding of KS3 Curriculum Covered	Tracking Towards	KS4 GCSE Target (School Target)
ENGLISH Miss A. Begum	Developing	Grade 3 - 5	6-
MATHEMATICS Miss S. Begum	Accomplished	Grade 6 - 8	6+
SCIENCE Miss M. Niemeijer	Competent	Grade 4 - 6	5
COMPUTING Miss S. Begum	Developing	Grade 3 - 5	6+
GEOGRAPHY Miss R. Lea	Competent	Grade 4 - 6	6+
HISTORY Mr J. Anderson	Secure	Grade 5 - 7	6+
FRENCH Miss V. Carletti	Competent	Grade 4 - 6	6-
RELIGIOUS STUDIES Mr C. Bray	Secure	Grade 5 - 7	6+
ART			6-
FOOD & NUTRITION			5-
DESIGN & TECHNOLOGY	Secure	Grade 5 - 7	6+
MUSIC Mrs A. Dovey	Competent	Grade 4 - 6	6+
PERFORMING ARTS DANCE	Developing	Grade 3 - 5	6+
PERFORMING ARTS DRAMA	Competent	Grade 4 - 6	6
PHYSICAL EDUCATION Miss Z. Tuz-Ribas	Competent	Grade 4 - 6	6+

Identifying if your child is 'on track'

A Year 11 example



Pre-Public Examination GCSE Result

NAME: Tutor Group: Exam Number: Date: 27th January 2021

KS2 Reading Scaled Score 104	KS2 Maths Scaled Score 107	KS2 Average Scaled Score 105.50
Attendance 98.4%	Achievement (House Points) 558	Behaviour (Consequence) 0
Year 10 Reading Age 15:02	Year 10 Spelling Age 17:00+	
Year 11 Reading Age 17:00+	Year 11 Spelling Age 17:00+	
Attitude to Learning 7.14		

SUBJECT	PPE Result	KS4 GCSE Prediction (teacher assessed)	KS4 GCSE Target Grade (school target)
ENGLISH LANGUAGE	7	7	6
ENGLISH LITERATURE		7	7-
MATHEMATICS	4	6	7
COMBINED SCIENCE	6-5	6-6	7-6
GEOGRAPHY	8+	8+	7
HISTORY	5	6	7
FRENCH	6	7+	7-
FOOD PREP & NUTRITION	6	7	7-

base Note: Abs = Absent

Attitude to learning

Students get ONE attitude to learning grade between 1 and 9

- A **highly motivated** student with a high level of **curiosity** and **initiative**.
- A **reflective** individual who **learns** from, and acts upon **feedback** and past experiences.
- **Asks good questions** and is prepared to **take risks**.
- **Enjoys learning** tasks and frequently **supports others** in their learning

5 is the minimum expected standard




Attitude to Learning Grade Descriptors

9	<ul style="list-style-type: none">• A highly motivated and confident student with a high level of curiosity, independence and initiative.• A reflective individual who learns from, and acts upon, past experiences.• Actively participates in class discussion, asks excellent questions and is prepared to take risks.• Actively participates in leading learning tasks and always supports others in their learning.• Actively seeks opportunities to deepen and broaden skills and knowledge through wider reading and homework.
8	<ul style="list-style-type: none">• Shows curiosity, confidence and initiative.• Shows perseverance, is reflective and acts upon feedback.• Actively participates in class discussion and asks good questions.• Actively participates in learning tasks and supports others in their learning.• Homework demonstrates a willingness to go beyond expectations.
7	<ul style="list-style-type: none">• Shows curiosity, increasing confidence and developing initiative.• Feedback is reflected upon, resulting in clear progress in subsequent assessments.• Actively participates in individual and group learning tasks and has a positive influence in the classroom.• Actively participates in class discussion.• Written work and homework is always completed to a very high standard.
6	<ul style="list-style-type: none">• Shows curiosity, increasing confidence and works well when provided with clear instructions.• Feedback is reflected upon, resulting in clear progress in subsequent assessments.• Actively participates in individual and group learning tasks.• Actively participates in class discussion when confident about the topic or task.• Written work and homework is always completed to a high standard.
5	<ul style="list-style-type: none">• Works independently when provided with clear instructions from staff.• Feedback is reflected upon and further progress occurs as a consequence.• Takes part in class discussion when directly questioned• May need prompting to answer questions or become involved in group activities• Written work and homework is completed to a good standard.
4	<ul style="list-style-type: none">• Works well when provided with clear instructions from staff.• Written work and homework is usually completed and to a reasonably good standard.• Passive and lacks confidence during class discussion• Often needs prompting to answer questions or become involved in group activities• Feedback is not always reflected upon and further progress is sometimes limited as a consequence.
3	<ul style="list-style-type: none">• Has some curiosity for learning but has frequent lapses of attention.• Repeats mistakes by not acting on feedback from previous experience.• Mostly arrives at lessons with correct equipment and uses planner sometimes.• Can sometimes be distracted and will occasionally distract others from their learning.• Homework is not always completed and is generally below an acceptable standard.
2	<ul style="list-style-type: none">• Shows little curiosity for learning.• Rarely acts on feedback or draws from previous experience.• Rarely has the correct equipment for lessons and/or rarely uses planner correctly.• Actions frequently distract and/or prevent self and others from learning.• Homework is rarely completed.
1	<ul style="list-style-type: none">• Shows no curiosity for learning.• Frequently repeats mistakes by not acting on feedback and previous experience.• Often forgets materials and is not equipped for lessons.• Actions constantly prevent learning for self and others in the group.• Homework is never completed

Version 1; October 2018

Reporting to parents

- Reports are sent home to parents via Edulink 
- One settling in report and two academic progress reports are issued per year
- There is at least one opportunity per year to meet directly with the teachers of your son/ daughter



What can you do to help?



- Discuss 'how it's going' with your child.
- Help them to identify subjects where they are not tracking towards their target grade.
- Help them to identify why their progress isn't as good in these subjects and create a plan to improve
- Use Edulink to ensure your son or daughter is completing the work set
- Provide quiet study time, access to books and study support tools on the internet wherever possible.
- Encourage your son or daughter to attend homework club or check they are attending any relevant interventions that might be taking place.

Attendance Matters

2022 GCSE outcomes at Lutterworth High School



Attendance	Average Grade	'Value Added'
Above 96%	6.1	+1.2
90.1% – 96%	5.3	+0.6
80.1% - 90%	4.5	+0.3
50.1% - 80%	4.1	0.0
0 – 50%	3.5	-0.8

Post 16 and beyond

- Students who do not secure above a grade 4 in Maths and English at the end of year 11, will be required to retake these subjects
- Local providers are increasingly asking for a minimum of grade 5 or 6 to study 'level 3' courses (such as A Level)
- Forward planning to make informed choices at GCSE and KS5

RUSSELL GROUP | Informed Choices

What you study at sixth form or college can affect your options at university and your future career. Use Informed Choices to help you understand which subjects open up different degrees, particularly at Russell Group universities.

I don't know what degree I would like to study

I know what degree I want to study

Summary

- Expected standard is moving higher – Grade 5 is the new C grade!
- ‘Tracking toward’ assessments give you the headline information to identify if your child is on track compared to their target grades. It is not a prediction of what they will achieve at GCSE.
- Understanding specifically what your child needs to do to improve is the best way to support them through the challenging curriculum
- The future impact on your child’s post 16 and post 18 options should be carefully considered when selecting options





GO F.A.R AT
LUTTERWORTH
HIGH SCHOOL

FEEDBACK

provides clear, explicit guidance
on what to do to improve

ACTION

sets achievable and measurable
'next action steps' for you to
complete

RESPONSE

in the form of extended drafting
and re-drafting leads to success





Unit: 'An Inspector Calls' Task: How is Mr Birling presented? Date: September 2021

Feedback:

Strengths

- Mentioned that Mr Birling uses/exploits people: Eva, Gerald and the Crofts
- Realised Birling doesn't really look after anyone, but himself - even though he talks about it a lot
- Understood Mr Birling has misogynistic views (strong dislike of women) and that all his views were outdated
- Understood that Birling represents capitalism and so criticising Birling is criticising capitalism

Your Work

- "my duty"... Birling is hypocritical as he says it but it is the opposite of what he does - he exploits the labour of the proletariat." - Romany
- "The adverb 'pretty well' suggest Birling is trying to intimidate the inspector. Also the fact that he mentions he was "an alderman for many years" implies he is trying to flaunt his power." - Summer
- "Through Mr Birling, Priestley might be trying to criticise the narcissism of the Edwardian bourgeoisie and reveals how, no matter how important the situation, they will always need to be the centre of attention..." - Sarah-Ann

Misconceptions

- Avoid copying out the whole length of a quote - only use the part you need or will zoom into.
- Priestley supports socialism and Birling supports capitalism.

Literacy

- Spelling of Priestley
- Capital letters for name, like Mr Birling

Action:

- Make sure you have made a clear point about Mr Birling before your quote - use Priestley presents Birling as _____
- Edit your work so that your quotations are embedded. Once you have done that, embed the following quotes, ensuring you know who said them and what they are referring to in your sentence:
 - "Well it's my duty to keep labour costs down."
 - "You must give me a list of those accounts. I've got to cover this up as soon as I can."
 - "We've several hundred young women there, y'know, and they keep changing."
- Rewrite your explanation of the quote so it CLEARLY explains your point about Birling. Zoom into specific word. What do the...
- Add the right terminology to your explanation (e.g. symbolism, dramatic irony, verbs etc.)
- Develop your explanation by writing...
- Look back at your context double page are making about Mr Birling - use this...
- Make sure you have discussed what I through Mr Birling and it is CONNECT start: Through Mr Birling, Priestley c

Libby Green

Les problèmes principaux dans ma région sont la circulation et beaucoup de déchets par terre. A mon avis je pense que c'est dégoûtant que les jeunes jettent le verre et le papier qui leur de aller au centre de recyclage. Je crois que plus gens utiliseraient le bus et ils n'utiliseraient pas une voiture tous les jours pour qu'on puisse réduire la pollution. Quand je suis allé en ville je n'ai pas acheté les sacs plastiques étant donné que ils sont mal pour l'environnement. A l'avenir pour aider l'environnement je vais baisser le chauffage tous les jours et je n'utiliserai les transports en commun.

F. Birling says Libby. This is a good response to the competition you make some good points and answer the task fully. A structured response which is pleasant to read.

A- social verb (devoir)

a) plusieurs gens devraient utiliser "more people should use"

or even better would be to use the subjunctive "il faut que plus de gens utilisent"

- could be time phrase to make it explicit that you have switched time/time frames

- try to justify what you say / explain your points

C = 9
L = 5

14

Purple pen

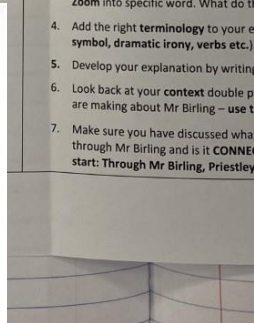
Les problèmes principaux dans ma région sont la circulation et beaucoup de déchets par terre. A mon avis je pense les jeunes jettent le verre et le papier dans les rues au lieu de utiliser le centre de recyclage m'inquiète. Aussi, je crois que il faut que plus de gens utilise le bus pour qu'on puisse réduire la circulation en ville. Le weekend dernier je suis allé dans ma ville mais je n'ai pas acheté les sacs plastiques étant donné que ils ne sont pas biodégradables. A l'avenir pour aider l'environnement je vais baisser le chauffage alors je ne gaspille pas l'énergie et moi et ma famille utiliserons les transports en commun. Le maire développerait plus de centres de recyclage, ~~pour~~ améliorer l'accès à ce point qu'on puisse les utiliser plus souvent.

could develop is a bit more than should develop

should develop le maire devrait / pourrait développer.

next time try to include some comparative structures such as "more people should use"

she is kinder than her sister.



22/09/21 How is Mr Birling presented?

Before the inspector arrives Mr Birling gives his traditional advice on how men should take care of their family by saying "a man has to make his own way and look after himself - and his family of course." The use of the word "course" and his family of course suggests that he quickly back tracked and realised the selfishness in the sentence "has to look out for himself" so he mentions his family as well. It's very traditional in the sense of the man has to provide for the family and it's only his responsibility for his family is hypocritical because his soon as the inspector uncovers the family's secrets he turns on his children and blames them. Evidence Priestley shows his views on how Mr Birling is all about family until it could tarnish his image in society and how people see him.

① + ⑥

7) Priestley criticises his views on selfish bourgeoisie people who only care about image through Mr Birling in the quote "has to look after himself - and his family of course." The use of the words "of course" shows that looking after his family was implied. Priestley implies that Mr Birling only cares about himself and he believes that only men should be providing. Priestley demonstrates Mr Birling's misogynistic views on how women don't provide financially and men need to take care of the household.

How

In the opening, Priestley introduces as a "hard-headed practical man and intolerant as an employer, proud of his straightforward approach driven by profits and income, rather than by ironical, as Birling completes very to prosper." Through Mr Birling, but that of the entire Edwardian the Conservative government, a significant challenge these harmful

Embedded quote - A01 - using context
Methods - A02
Clear explanation of quotes - A02
Priestley's intentions - A03
Context - A03

6) In 1912 women's main priorities were to maintain the household and support their husbands. Mr Birling clearly believes that men are superior and the providers.

Feedback – Provides clear, positive and explicit guidance on what has been completed and what to do to improve

Action – Sets achievable and measurable ‘next action steps’ for students

Response – To the ‘next action step’ (in the form of more extended revision of the work to secure greater success thereby ensuring progress)

‘The only thing that matters is what the student does with the feedback’.....

Dim, evil and dread surrounded the castle. Moonlight shone down and covered it, like a blanket. The castle was a skyscraper towering miles above the isolated trees. The night fell silent, Jack felt alone. He felt like he was not supposed to be there...

Last night I dreamt I went to the castle again. Meandering the forgotten castle was an air of dim evil and dread; moonlight shone down and covered it like a blanket. The looming castle - a tenacious, towering skyscraper - leaned like vicious bully over the isolated trees. A cloud covered the moon, like a dark hand across a face, and a cacophony of roosting birds flung up their last song – like a mournful warning to stay away. The endless night fell eerily, chillingly, silent. Jack felt abandoned by all living things...

- 1 week
- 1 year 7 pupil
- Progress from Developing - Accomplished

Marking – What to expect



- Marking will be regular and proportionate but there is not a particular frequency of marking work required.
- When do we use FAR feedback?
- This will be indicated by the scheme of work at a key milestone in the topic or activity.
- The piece of work will typically be a GCSE style question at KS4 requiring a developed response.
- The piece of work will be marked for spelling and grammar.

What other feedback strategies can we use?

- Verbal feedback but there is no need to indicate that verbal feedback has been given in the book.
- Sharing of common errors and misconceptions to the class
- Model answers
- Yellow box marking where one particular area of the work is focused upon.
- Peer and self assessment





What do we mark?

- Homework
- Summative assessments – Higher mark questions
- Subject specific spellings

What do we not mark?

- Class notes or activities unless the quality of work is a cause for concern
- Avoid tick and flick and leaving comments like ‘good’ or ‘well done.’



R.O.W
Row to Success

HOW ROW STRATEGIES MIGHT BE USED IN YOUR LESSONS

READING	ORACY	WRITING
<p>Reading extracts and summerising their meaning</p> <p>The teacher reading to you</p> <p>Reading case studies together as a class and questioning about them</p> <p>Form time reading activities</p> <p>Breaking down larger reading activtles into smaller parts</p>	<p>Giving you changes to debate or discuss in class</p> <p>Asking you to extend or justify your verbal answer</p> <p>Using the correct subject language in your answer (Tier 3)</p> <p>Helping you speak clearly and confidently</p>	<p>Teaching and using key words (Tier 3)</p> <p>Redrafting with FAR</p> <p>Using models and scaffolding to help you structure answers</p> <p>Using images to help make ideas</p> <p>Helping you understand command words</p>

Story	Summary
<p>In the first half of the 11th century, it was not just the geography and rain, cold climate which made Wales difficult to control, but also the emergence of the strong unifying warrior: Llewelyn ap Iorwerth. He was no lover of the English and, having defeated his southern Welsh rival in 1095, led a series of devastating raids across the English border which included the sacking of the city of Hereford. The English had no answer to these raids and negotiated a peace with Llewelyn which gave him control of land in north and south Wales. Although in 1096 he swore loyalty to the English king, Edward the Confessor, Llewelyn had succeeded in uniting Wales and also increasing its territory.</p> <p>The Normans were lucky that they did not have to face the formidable foe in their conquest of Wales. This was due in large part to the actions of Harold Godwinson, the very man whom William would later defeat at Hastings in 1066. Using lightly armed troops to carry out lightning raids into Wales, while also coordinating an attack from Bristol by his brother Toftig, Harold strangled Llewelyn in the years prior to the Norman invasion of England. The destruction of the Welsh army and Llewelyn's</p>	



Task: Read through the information on page 4 of the booklet

NEXT: Highlight the key points which tell you about *Wales before the Norman Conquest*

THEN: Summarise each paragraph in two bullet points

CHALLENGE: Write an account of *Wales before the Norman Conquest*

In the 11th century there was the emergence of a strong unifying warrior called . . .

What are river long and cross profiles?

LO: To recognise that river landforms are found at distinct stages along a rivers course.

Previous learning:

Coastal processes

Key words:

Course
Cross-profile
Long-profile

Careers and skills:

Graphical skills



Retrieval Questions

1. Where will the source of the river be found?
2. State how river depth changes from source to mouth
3. State how river width changes from source to mouth
4. Name a site of regeneration in Leicester
5. Identify a coastal depositional landform

Museums: who owns what?

This resource is part of a Topical Talk Headline, produced by The Economist Educational Foundation. Please find the original version of the resource here: bit.ly/3Pv8qtc

R.O.W Row to Success

6 mark FAR question - use the scaffold to organise your notes then write your answer to this question in your book.

Brief description of viruses and bacteria

How viruses make us ill

How bacteria make us ill

In this question you will be assessed on using good English, **organising** information clearly and using specialist terms where appropriate.

White blood cells are part of the immune system. White blood cells help the body to defend itself against pathogens.

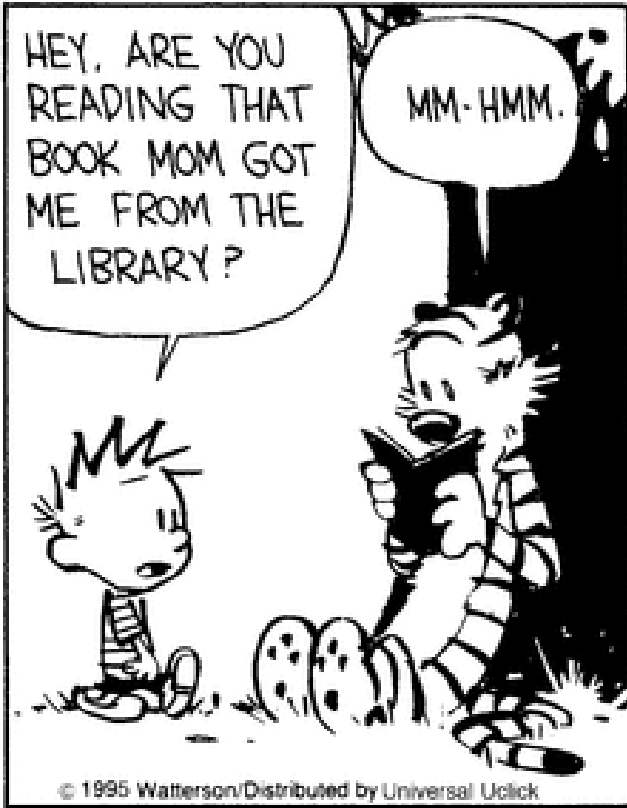
Describe how pathogens cause infections and describe how the immune system defends the body against these pathogens (6 marks)

Any other information

Roles of the white blood cells

-
-
-





The Importance of Reading

(the activity, not the town)



“The more you read,
the more things you
will know.

The more that you
learn, the more
places you'll go.”

Dr Seuss,
Author of *The Cat in
The Hat*

The Importance of Reading

- There is a clear link between success at GCSE (and beyond) and the ability to read.
- If a year 7 student has a reading age of 11, they will need a reading age of at least 14-15 years to access GCSE texts in English.
- Students at GCSE are expected to write both fiction and non-fiction of their own. An extensive and ambitious vocabulary is explicitly assessed in the mark scheme.
- Students completing their GCSEs will read an average of 80,000 words during the exam period.
- Accessing and decoding the questions is all-important.

Something to think about....

When assessing the number of beds needed in the prison system, the State of Arizona looks at the number of pupils in the 3rd grade (UK year 5) reading at a 3rd grade level.

FAISSE

<https://readingpartners.org/blog/do-prisons-use-third-grade-reading-scores-to-predict-the-number-of-prison-beds-theyll-need/>



Source A

This extract is from the beginning of a short story by H E Bates, set in the 1930s. Hartop and his wife own a van from which they sell produce to people in their local area, and their daughter, Alice, works with them.

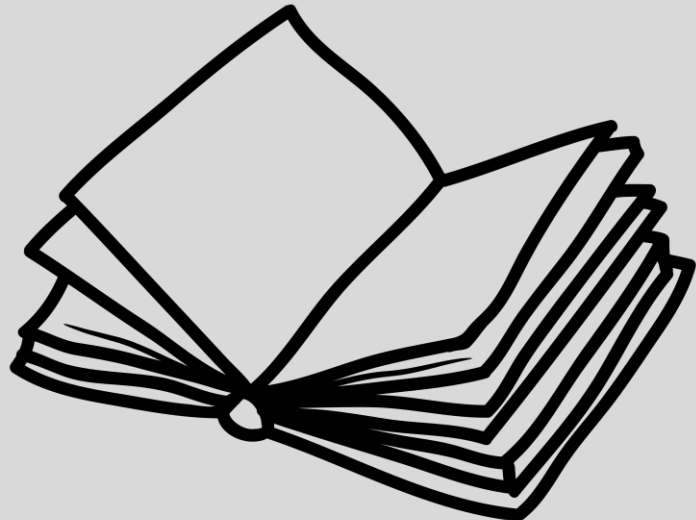
1 A Ford motor-van, old and re-painted green with 'Jos. Hartop, greengrocer, rabbits'
scratched in streaky white lettering on a flattened-out biscuit tin nailed to the side,
was slowly travelling across a high, treeless stretch of country in squally November
half-darkness. Rain hailed on the windscreen and periodically swished like a sea-
5 wave on the sheaves of pink chrysanthemums* strung on the van roof.

- 1) It is a Ford.
- 2) It is old
- 3) It is travelling slowly.
- 4) It has been re-painted green with Jos.

Why reading is so great....

That is part of the beauty
of all literature.
You discover
that your longings
are universal longings,
that you're not lonely
and isolated
from anyone.
You belong.

-F. Scott Fitzgerald



- Sharpens the mind.
- Increases well-being
- Strengthens your writing abilities.
- Aids sleep.
- Build vocabulary

There is no friend
as loyal as a book.

Ernest Hemingway

quotefancy

A PERSON WHO WON'T READ
HAS NO ADVANTAGE OVER
ONE WHO CAN'T READ

Mark Twain



Vocabulary building

- Vocabulary is the basis for learning language.
- We learn from what we see and hear around us.
- Exposing children to a wide range of words and ideas and thoughts.
- We use vocabulary to express ourselves. To limit that is to limit our self-expression.



What we are doing at school

- All students in years 7 and 8 have a designated reading lesson, which complements the main curriculum.
- Wide range of texts covered in lessons – from a variety of genres, forms, writers.
- The text choices are good – texts we feel that students will benefit from and be enriched by.
- Our KS3 curriculum has been built to prepare students for the rigours of GCSE.



How do I get my son/daughter to read?

- No such thing as a 'reading book'.
- The trick is to find something that your child is interested in.
- Fiction, non-fiction, news, current affairs are all valid.
- Books are digital now – Kindle, Audible, phones are all valid.
- •Model the behaviour we would like to see – read together, talk over what you have read, make sure you have books packed for your holiday.
- Find the interest.

Check out the reading list for ideas.

Use charity shops for books – especially books in a long-running series.

