

**ST GEORGE'S CHURCH OF ENGLAND
FOUNDATION SCHOOL**



**ACADEMIC OVERVIEW GUIDE
2018/2019**

A GUIDE TO THE ACADEMIC OVERVIEW

INTRODUCTION

This booklet is aimed at being a support to parents in regard to the school curriculum and the assessment process. Many parents contacted the school to say how useful the previous version of this booklet was. I hope that this year, this updated document will help you, as parents, to understand the continuing national changes in education and how the school is responding to them.

May I take this opportunity to thank you all for your continued support of the school through these changing times in education and ask that you take the time to familiarise yourselves with the curriculum, assessment and reporting arrangements that are set out in this guide for parents. As you are aware, changes are happening all the time at a National level and we will continue to be at the forefront to ensure that we provide the best possible guidance to parents and secure the best possible outcome for pupils.

I look forward to seeing you all at school events during the year.

Louis Waddon

Assistant Headteacher

September 2018

REPORTING ON YOUR CHILD'S PROGRESS

There are a number of opportunities during the school year for you to find out about your child's progress. The timings of these can be found on the school website <http://www.stgeorges-school.org.uk/>, in your child's planner and in this booklet.

There are 3 different ways in which we report progress.

- 1 Parents' Evening:** This is an opportunity for you to talk directly to your child's teachers. They run from 4pm until 7pm on the following dates :
 - Year 7 – Monday 8th October 2018 and Monday 29th April 2019
 - Year 8 – Monday 19th November 2018
 - Year 9 – Monday 11th March 2019
 - Year 10 – Monday 1st July 2019
 - Year 11 – Monday 11th February 2019
 - Years 12 and 13 – Monday 26th November 2018

- 2 School Report (Profiles) :** you will receive this on one occasion during the year, as follows:
 - Year 7 – Tuesday 16th July 2019
 - Year 8 – Tuesday 11th June 2019
 - Year 9 – Tuesday 12th February 2019
 - Year 10 – Wednesday 25th April 2019
 - Year 11 – Tuesday 11th December 2018
 - Years 12 – Wednesday 24th April 2019
 - Year 13 – Tuesday 11th December 2018

- 3 The Academic Overview:** This is a termly report to provide a quick check-up on effort and progress at the following times:
 - 5th November 2018 (All year groups effort grades only except years 11/13 who will also receive assessed grades)
 - 10th January 2019
 - 4th March 2019
 - 30th April 2019
 - 10th June 2019
 - 15th July 2019 (Years 7/8/10, Year 9 will receive Core Subjects only)

The Academic Overview has undergone numerous changes over the past 4 years. These have been implemented following suggestions from parents and to keep in line with government changes.

You will receive an Academic Overview report sheet with an effort descriptor, a target and an assessed grade or number for each subject studied.

Effort Descriptors

In each subject, your child's teacher will choose which effort descriptor best explains how your child is working within that subject. There are only 2 possible grades:

Good

- I am engaged in meaningful activity in lessons.
- I am organised most of the time and usually complete homework carefully.
- I listen carefully and sometimes contribute to group discussion.

Requires improvement

- I sometimes engage in meaningful activity in lesson time but I am easily distracted and wander off-task, which affects learning and progress.
- Sometimes, I am organised and attempt homework, but this can be rushed and have little attention to detail.
- I sometimes listen carefully and contribute to class discussion, but should do so more often. I can hinder my own and others' progress if I don't.
- Although I show signs that I am trying to improve, at other times I lack motivation.
- If I tried harder, my achievement would improve.

Target Grade

Your child will have Target Grades which indicate what they should be aiming towards **by the end of their current school year**. This has been calculated using data from the end of Key Stage 2 SAT's completed at their junior school. The Department for Education expects pupils to make a certain level of progress between the end of year 6 and the end of year 11 and the Target Grades reflect this journey.

Assessed Grade

Assessed Grades mean that parents will be informed of exactly where their child currently stands in each subject. As the year progresses, the marks that they have achieved will be averaged to give a more and more accurate reflection of how well the pupil is doing. Staff will be able to use the assessments to pinpoint more accurately which areas of a subject need greater revision and to target interventions as necessary.

Grading System

New specification programme of studies have switched from the original grading system of letter (A-G) to the reformed number grading system (9-1).

For **BTEC Award** subjects, studied in years 10 and 11, the grading system can be seen below.

Some of our pupils will also be studying reformed BTEC's, these are the new **Tech Awards** in Health and Social Care (Years 10 and 11), Enterprise (Year 10) and Engineering (year 10).

Pupils will be graded similarly to the previous BTEC's however there has been the introduction of a Level 1 Merit, and Level 1 Distinction.

Old GCSE equivalent	New GCSE Grade	BTEC AWARD Grade	BTEC TECH AWARD Grade (reformed)
A** (approx. top 2% of the country)	9	D*	D*
A*	8		
A	7	D	D
B	6	M	M
Lower B/ top of C	5		
Lower C	4	P	P
D	3		L1D
E	2	L1P	L1M
F/G	1		L1P
U – ungraded	U	U	U

To further pinpoint rates of progress we will also split each number into 3, so for example, a pupil could be given a 5+ (nearly at grade 6), a 5 (secure 5) or a 5- (only just achieving the grade).

As a school we have also added a 'W' grade. This indicates that pupils are working towards grade 1 and this will be used for years 7-9 only.

WORKING WITH YOUR CHILD:

We recommend that parents go through the Academic Overview with their children. This helps your child to understand that you are partners in their education and that you expect them to do their best and will support them in doing so. Here are a few hints about how you can use these reports to support your child and help them to take responsibility for their own progress.

Praise where praise is due. Children have a very busy and varied life at school. Each has strengths in different areas and these are always worth recognising. It is especially valuable to give credit when your child has worked hard to overcome a particular problem. Well-earned praise makes a child aware that you value their achievements and thus boosts self-confidence.

Highlight areas where effort grades are a little disappointing. It is important to point out areas where it is clear that your child could be doing better, whilst being realistic about what is possible. Ask your child why they think this has happened. There may be very good reasons why effort in one particular area has slipped and discussing this calmly with you at home may be a good way for your child to express these. Discuss what can be done to improve things, for example, setting some achievable targets or suggesting that your child talks to the teacher about it. Help your child to take responsibility for this rather than intervening yourself if possible. It is much more rewarding for pupils when progress comes from their own efforts and the progress is more likely to last.

Discuss attainment grades honestly. Some children will have worked hard but their grade is not very high. This will be because they have a particular difficulty with that subject or the topic being studied. They will be supported by their teachers at school to help them to do as well as they can but it is also helpful if your child can suggest anything that they feel could be done to support them further. They should be helped to understand a Good effort shows they have worked hard and they are achieving as well as they are able at this point in their studies, which is praiseworthy. Where the effort is "Requires Improvement", children need to understand that whatever attainment grade they have achieved, they could be doing better and they should be encouraged to understand the consequences of adopting a positive work ethic and set targets for themselves for improvement.

Encourage your child to take their learning further. When a report highlights areas where your child shows particular interest or ability, it is helpful to encourage this by talking about it and showing an interest yourself. If you can support their interest, perhaps through taking them to a museum or gallery, a theatre or library, helping them to search the internet or watching an interesting television programme with them, this will help them to develop a spirit of enquiry and to understand that learning is a life skill, not just something that goes on in the classroom.

POINTS OF CONTACT

	HEAD OF YEAR	PASTORAL SUPPORT
Year 7	Miss Tanti	Mrs Grieve
Year 8	Mr Norman	Mrs Rowden
Year 9	Mrs Giles	Mrs Philips
Year 10	Mr Matthews	Mrs Kirkland
Year 11	Mrs Wratten	Mrs Bell
Year 12/13	Miss Hyde	Mrs Buckingham

CURRICULUM

YEARS 7, 8 and 9:

Pupils are following the new National Curriculum and will study the following subjects:

- English Language and Literature
- Mathematics
- Science
- Languages (both Spanish **and** French in Year 7. Spanish **or** French in Years 8 and 9)
- Geography
- History
- RE
- Computing
- Games
- Technology Rotation

YEARS 7, 8 and 9 Technology Rotation:

Pupils will receive an Academic Overview grade and School Report for the Technology subject most recently studied. Subjects within the Technology Rotation are:

- Computer Aided Design
- Resistant Materials
- Food
- Art
- Music
- Textiles.

YEAR 9 Science:

In Science pupils will be studying 1 of the 3 disciplines: Biology, Chemistry or Physics throughout Year 9 and they will sit the formal GCSE examination in the summer of year 9.

YEAR 10:

Pupils will have already picked their option subjects in Year 9 and will study these until the end of Year 11. Alongside this they will study Mathematics, RE and take part in Games.

In English pupils will be studying Literature throughout Year 10 with their formal GCSE Literature examination in the summer of year 10.

In Science all pupils will be continuing their studies of the two science disciplines they started in year 9 and they will sit the formal GCSE examinations in the summer of year 10.

YEAR 11:

Pupils will study and sit formal examinations in the following subjects as well as taking part in Games:

- English Language
- Mathematics
- Biology, Chemistry **or** Physics
- RE
- 3 Option



St George's C of E Foundation School

ACADEMIC OVERVIEW – Term 2 2018-19

Each subject will have an Effort Description - either "Good" or "Requires Improvement". There is more detail on these in page 4 of this booklet.

The current assessed grade in Biology is almost at the pupil's end of year target.

PUPIL NAME: Xxxxx Xxxxx X

SUBJECT	EFFORT DESCRIPTION	ASSESSED GRADE	TARGET GRADE (end of year 10)
BIOLOGY (GCSE)	Good	3-	3
CHEMISTRY (GCSE)	Good	2	3
ENGLISH LANG (GCSE)	Good	1	4
ENGLISH LIT (GCSE)	Assessed in term 1	Assessed in term 1	4
MATHEMATICS (GCSE)	Good	1	3
PHYSICS (GCSE)	Good	2	3
RELIGIOUS EDUCATION (GCSE)	Good	1	4
HEALTH & SOCIAL CARE (BTEC)	Requires Improvement	P-	P
SPORT (BTEC)	Good	U	P
GAMES	Requires Improvement		

The English assessed grade is a long way from their end of year target.

Please refer to the academic overview booklet for an explanation of these assessments (also on the school website under the 'information' tab). Target grades are for the end of current academic year

ATTENDANCE

XX's attendance has been 96.1% since September 2018.

Government expectation is 95% attendance

BEHAVIOUR / ACHIEVEMENTS

During this Academic Year, XX has been awarded the following points for achievement and behaviour:

Achievement points	Behaviour points
19	2

Achievement points are awarded for many different positive reasons, such as good behaviour or manners, outstanding work or for consistently positive effort, both in and out of the classroom.

Behaviour points are given when behaviour, work or effort are below our school expectations.