

MENORAH GRAMMAR SCHOOL



Assessment

**A guide for Parents of Years 9 & 10
2017 – 2018**



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Assessment – A guide for Parents of Years 9 & 10

We see parental involvement as essential in helping your son achieve well at school. We aim to communicate with parents frequently through many different methods and hope to build strong partnerships with all parents.

This guide should give you an idea of the formal opportunities that are available to find out how your son is progressing. Communication with the school outside these points is also encouraged — please see the section 'Contacting the School'.

Assessment Points

There are four assessment points (APs) throughout the year. Each assessment point is used to track your son's progress. This is in addition to regular class work, weekly tests, assignments and home work.

At each assessment point, you will receive a report which includes your son's:

- Current Grade
- Progress
- Attitude to Learning / חשק והתמדה

In addition, הבנה and רגילות will appear on קודש reports.

All areas graded with a **number** are those which your son has **direct control**.

At many of the formal assessment points we will also provide information on your son's attendance, punctuality and behaviour.

Target Grades

קודש

As in previous years, target grades are set using prior attainment, relative to the scale below. This is the grade at which you son should be working at in order to be making **good progress**.

A	Excelling	Excellent grasp of topics covered. Can ask and answer probing questions.
B	Mastered	Good grasp of topics covered. Complete tasks with little guidance.
C	Securing	Basic grasp of topics covered. Often needs help completing tasks.
D	Developing	Weak grasp of topics covered. Needs significant help in starting and completing tasks.

Secular

Target grades will be set in October of Year 9, and reviewed at the start of year 10, using the range of good grades available at GCSE (A* – C, or 9 – 5). These grades are set by subject teachers, in consultation with your son, using the prior attainment and 'CATs' scores (Cognitive Ability Tests: a national comparison of outcomes at GCSE compared to students of similar ability).

At regular times throughout the year your son will be awarded a **progress** mark and **current grade**. **Current grades** indicate what a student would achieve if he sat the examination at that time and the test only contained questions on topics that they had covered. **Progress marks** indicate if we believe he is on track to reach his target grade at the end of the course if he carries on with the same rate of progress.

New grading structure	Current grading structure
9	
8	A*
7	A
6	
5	B
4	C
3	D

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

GCSE Examination: Assessment and Exam Boards

Each subject has produced comprehensive details of examination boards, types of assessment, topics and assessment criteria in the form of **curriculum maps**. These are available on the School's website.

Progress

Your son's progress is assessed according to the scale given below, reflecting the **standard he has achieved in relation to his target grade**:

1	Excellent (making progress above his target grade)
2	Good (making progress in line with his target grade)
3	Room for Improvement (achieving just below his target grade)
4	Cause for concern (achieving well below his target grade)

This stage will be awarded if your son's work has dropped below our core expectations. We would expect any pupil receiving this stage to take immediate action to improve their work. Subject staff will offer guidance to help support this improvement. Any pupil scoring a '4' for progress at any attainment stage will be required to be assessed again at a midpoint assessment.

For example, a pupil with a target grade B scoring a grade B at his assessment point receives a 2 for progress. He is making **good** progress – he is achieving at expectations relative to his ability.

A pupil with a target grade A scoring a grade B at his assessment point receives a 3 for progress. There is **room for improvement** in his progress – he is achieving below expectations relative to his ability.

It is therefore every pupil's aim to achieve a grade 1 in every subject.

Attitude to Learning Grades (AtL)

As well as the attainment stages, subject staff will make a judgement on your son's attitude to learning both within and outside lessons. The norm is a score of 2. Anything above is excellent, anything below causes us concern. Should your son be awarded a 3 or 4 we would encourage you to discuss it with him.

1	Outstanding Attitude , which should enable the pupil to achieve his full potential <i>A pupil who has been awarded this grade should have most of the following characteristics:</i> All work has been completed All work will have met all the requirements of the tasks set (this does not necessarily mean that all work is correct) Behaviour in lessons has been outstanding
2	Good Attitude enabling the pupil to meet the demands of the subject effectively and positively <i>A pupil who has been awarded this grade should have most of the following characteristics:</i> All work has been completed Most work will have met all the requirements of the tasks set (this does not necessarily mean that all work is correct) Behaviour in lessons has been good
3	Attitude Requires Improvement raising some concerns about the pupil's progress <i>A pupil who has been awarded this grade will have any of the following characteristics:</i> At least one piece of work is missing or incomplete Work often does not meet the requirements of the tasks set Behaviour in lessons has been indifferent We expect any pupil achieving this grade to take action to improve this mark.
4	Inadequate attitude to learning that requires immediate attention <i>A pupil who has been awarded this grade will have any of the following characteristics:</i> A substantial amount of work is missing or incomplete Work rarely meets the requirements of the tasks set Behaviour in lessons has been poor and he sometimes disrupts other pupils' progress We expect any pupil achieving this grade to take immediate & significant action to improve this mark.

Key assessment points this year

When	What	Details (Year 9 and Year 10)
Week Beginning 10 September	Target Setting – Y9 & 10	Target grades will be set by teachers in consultation with your son, using CATs predictions and prior attainment.
Week Beginning 22 October	Assessment Point 1 – Y10	Assessment will be carried out during this week and Progress, Attainment stages and AtL grades issued the week after.
Week Beginning 12 November	Assessment Point 1 – Y9	Assessment will be carried out during this week and Progress, Attainment stages and AtL grades issued the week after.
Tuesday 5 December	Parents' Evening – Y9	An opportunity to discuss your son's progress with his Rebbes / Teachers.
Week Beginning 1 January 2018	Assessment Point 2 – Y10 Mock Examinations	Assessment will be carried out during this week and Progress, Attainment stages and AtL grades issued the week after.
Thursday 18 January (note change of date)	Parents' Evening – Y10	An opportunity to discuss your son's progress with his Rebbes / Teachers.
Week Beginning 28 January	Assessment Point 2 – Y9	Assessment will be carried out during this week and Progress, Attainment stages and AtL grades issued the week after.
Week Beginning 4 February	Assessment Point 3 – Y10 (Secular only)	Assessment will be carried out during this week and Progress, Attainment stages and AtL grades issued the week after.
Week Beginning 18 March	Assessment Point 4 – Y10	Assessment will be carried out during this week and Progress, Attainment stages and AtL grades issued the week after.
Week Beginning 22 April	Assessment Point 3 – Y9	Assessment will be carried out during this week and Progress, Attainment stages and AtL grades issued the week after.
Early May	Study Leave commences for Y10 (exact date TBC)	Study leave and tutorials commence.
Monday 14 May	GCSE examination period begins	
Week Beginning 24 June	Assessment Point 4 – Y9	All subject teachers will set an examination paper to help measure your son's progress over the GCSE so far.
Thursday 28 June	GCSE examination period ends	
July 2018	Full report and target setting for – Y9	You will receive a formal report that covers your son's progress throughout the year. Pupils will set targets for the start of the next year.
Thursday 23 August	GCSE results published	Results will be available from the school.

Key Contacts

As well as the Information Evening and Parents' Evening we like to hear from parents, especially when there are matters which give rise for concern and which they would like to tell us about or discuss with us.

The usual first line of communication for routine enquiries and discussions is with the subject teacher if the query relates to a subject or the Head of year if it concerns general progress.

Head of Year 9: Rabbi Pearlman.

Head of Year 10: Rabbi Jacobson.

קודש	Year 9
גמרא	Rabbi Pearlman
ני"ך	Rabbi A. Cutler
משנה	Rabbi Baddiel
הלכה	Rabbi A. Cutler
חומש	Rabbi Homburger/D.Cutler
קודש	Year 10
גמרא	Rabbi Jacobson
ני"ך	Rabbi Begal
משנה	Rabbi Schleider
הלכה	Rabbi Pearlman
חומש	Rabbi Jacobson

Secular	Year 9		Year 10
English	Mr Smith / Mr Roberts	English	Mr Smith / Mr Roberts
Mathematics	Mr DeVilliers / Silver / Naylor	Mathematics	Mr I. Stitt / DeVilliers / Naylor
Science (Biology)	Mr R. Stitt	Science (Biology)	Mr R. Stitt
Science (Chemistry)	Mr Naylor	Science (Chemistry)	Mr I. Stitt
Science (Physics)	Dr Jason	Science (Physics)	Dr Jason
Geography	Mr Davies	Geography	Mr Davies
History	Mr Dadswell	History	Mr Dadswell
Computer Science	Mr Mohammad	Computer Science	Mr Mohammad
Ivrit	Mr Barzilay	Statistics	Mr I. Stitt
BH	Rabbi Baddiel	IFS	Rabbi D. Cutler
PE	Mr Sheaf	PE	Mr Sheaf