

Dear Parents and Carers

A few weeks ago I wrote to you to explain the work we have been doing on our curriculum. In a couple of weeks you will be receiving the first written report of the year and this letter explains what will be different and what will remain the same.

What will look different? Please see the example of a Year 10 report below.

The main change you will see in Key Stage 4 is that we will be reporting your child's achievement as a percentage.

This is because we want to let you know **how much of the curriculum has been understood** and applied by the students. This will link directly with the curriculum plans we have shared with you. We have moved away from any form of 'prediction' so that we can focus on students' current achievement.

The courses students follow vary in the way they are assessed. We have grouped the different types of subjects together.

100% exams.

For these subjects students will receive TWO percentage scores per subject.

The first score will be an average of **knowledge** based assessments students have carried out. As for Key Stage 3, this will indicate how well students have understood the material covered over the course so far.

The second score will be based on a single, more formal assessment which tests how students **apply** their knowledge. It will typically cover a range of topics covered by the course to date.

Subjects with Non-Examined Assessments (NEA) AND Exams

Students will receive TWO percentage scores where applicable, dependent on what area of the course has been covered.

The first score will indicate how well the student has done in the **non-examined aspects (NEA)** of the course.

The second score will indicate how well the student has done in the **theory and examined** part of the course – please see above in the 100% exams sections for further information

Subjects with 100% Non-Examined Assessments (NEA)

Students will receive ONE percentage score which will indicate an overall performance in the course so far.

Vocational Subjects

These subjects have very varied assessment patterns so we have indicated achievement in component parts of the course.

This could include **coursework**, **application** or **examinations**. It will depend on the structure of the course as to what information is available. Please check the relevant subject pages on the website for further information.



Exmouth
Community
College
Academy Trust

Gipsy Lane, Exmouth, Devon. EX8 3AI

Telephone: 01395 26476

Fax: 01395 225351

Email: admin@exmouthcollege.devon.sch.uk

www.exmouthcollege.devon.sch.uk

Principal: A J Davis BSc (Hons), PGCPSE, NPQ

KS4 Autumn Report

Name – Tutor Group

Attendance %

Class Charts Positive Points		Class Charts Negative Points	
------------------------------	--	------------------------------	--

Subjects with 100% exam

Subject	Engagement	Knowledge %	Application %	Achievement as expected
English	1	65	70	Y
Maths	2	55	50	Y
Double Science	3	70	30	N
French	1	62	54	Y
History	4	40	32	N

Subjects with NEA (Non-examined assessments) and exams

Subject	Engagement	NEA %	Application %	Achievement as expected
Music	2	65	70	Y
DT	3	55	50	N

Subjects with 100% NEA

Subject	Engagement	NEA %	Achievement as expected
Art	1	65	Y
Graphics	1	55	Y

Vocational Subjects

Subject	Engagement	Coursework	Application	Exam	Achievement as expected
Health & Fitness	2	N/A	N/A	Result in Jan 2022	Y
Engineering Manufacturing	1	P2	N/A	N/A	Y

Engagement:

- 1. Excellent** – student has completed all work set, classwork and homework, to the very best of their ability. They will not have received any behavioural warnings within the lessons and proactively engage in the subject.
- 2. Good** – student has completed all work set, classwork and homework, to the best of their ability. They may have received some behavioural warnings within the lessons but typically proactively engage within the subject.
- 3. Inconsistent** – student has not necessarily completed all work set, classwork and homework, to the best of their ability. They may have received a number of behavioural warnings or RTLs within the lessons and will need encouragement and reminders to engage in the subject.
- 4. Poor** – student frequently fails to complete work set, classwork and homework, to the best of their ability. They will have received frequent warnings or RTLs within the lessons, and they do not engage well in the subject.

As it is very early in the course it is not realistic to equate performance in these assessments with GCSE grades. It has been said that a budding elite marathon runner may run their very first 5K in one hour, but this does not mean that their final time in their first marathon will be eight hours!

We do appreciate however that you will want some kind of indication as to how your child is progressing. We will be able to give more information as the courses progress, but for this reporting cycle the following might be helpful:

- A student scoring between **100% and 70%** on the 'Application' score shows that the majority of the knowledge has been embedded and the assessment criteria have been fulfilled in exam style questions.
- A student scoring between **70% and 50%** on the 'Application' score shows that they have had some success in applying the content and meeting the assessment criteria in exam style questions.
- A student scoring **below 50%** on the 'Application' score has shown that they are able to apply the content covered during the term in a more limited way.

A lower 'Application' score is not necessarily a cause for concern, depending on the overall prior attainment for the student – for this reporting cycle we would encourage you to focus on the 'Engagement' grade and the 'Knowledge' grade. (See 'As Expected' below)

Achievement As Expected

In Year 10 there will be a column to show whether your child has performed as expected over the term. An 'N' in this column tells us that their achievement is not as expected for a student of their prior attainment.

For Year 11 we will also provide a guide to approximate GCSE grade equivalences, but these will be a reflection of what the student has achieved, not a prediction of future outcomes.

The curriculum plans and assessments for Key Stage 4 students can be found [here](#)

How can I support my child?

We appreciate that this is a significant change. When discussing the report with your child it will be helpful to focus on the content covered in each subject.

Questions such as:

- What have you been studying in (Science)?
- Can you talk me through some of your Knowledge Organiser in (Geography)?
- Which parts of (Drama) did you feel you knew really well?
- Which parts of (Maths) would it be worth going over again?

As a College we feel these would be more objective conversations as they focus on what the child knows (and on identifying any gaps in their knowledge) rather than a more subjective 'What we think you might get in the future' conversation.

Please do not hesitate to contact us if you wish to discuss any aspect of the reports with the subject teacher or subject leader. We welcome feedback on these changes to help us develop our reporting system as the year progresses.