



# THE BISHOP OF HEREFORD'S BLUECOAT SCHOOL

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Dear Parents and Carers,

I am writing to let you know that we have undertaken a review of our assessment procedures at key stage three and we will be making a change from September to the way that we assess students work.

At Key Stage Three (years 7,8 and 9) we believe that it is important that students develop the right attitude to learning. We want to reward hard work and effort. Students will receive reports home three times during the year as they do currently. Contact can be made with teachers via email at any point in time if you have any concerns about your child. Email addresses can be found at [The Bishop of Hereford's Bluecoat School - Teaching Staff Emails \(bhbs.hereford.sch.uk\)](mailto:head@bhbs.hereford.sch.uk)

We will be giving information to you about classroom learning behaviours, the quality of their classwork and their independent learning. This will replace our existing scores for effort/contribution, homework/organisation and attitude and behaviour.

The criteria for this are going to be as follows:

	<b>Excellent</b> Examples may include: Home contact, postcard home, subject award nominations	<b>Consistent</b> Examples may include: House Points, verbal and written praise	<b>Inconsistent</b> Examples may include: Behaviour C1 warnings	<b>Cause for Concern</b> Examples may include: Home contact, C2 sanction set
<b>Classroom Learning Behaviours</b>	<ul style="list-style-type: none"> <li>Shows a high level of dedication and enthusiasm for learning in lessons.</li> <li>Relentless perseverance leads to resilient learning behaviours in all lessons.</li> <li>Regularly works towards extension tasks.</li> <li>Demonstrates a respectful attitude through attentively listening and engaging with other learners and the teacher.</li> <li>Constantly responsible for personal learning, and the learning of others.</li> <li>When learning is challenging, a resourceful approach is taken to solve problems.</li> <li>Actively engaged with group discussion, responsive to all questions and feedback provided.</li> <li>Never needs to be reminded of school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Shows enthusiasm towards learning within lessons.</li> <li>Learning tasks are completed in a resilient manner, even when challenging.</li> <li>High level of task completion within the lesson.</li> <li>A respectful mindset is demonstrated through positive learning behaviours that enable others to learn.</li> <li>Regularly responsible for personal learning, always producing excellent work.</li> <li>Resourceful learning makes use of a range of available tools for success.</li> <li>Positively responsive to questions and feedback to improve and develop understanding.</li> <li>Rarely needs to be reminded of school expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Enthusiasm towards learning can vary between lessons and activities.</li> <li>A resilient attitude is lacking so work is left incomplete or below expectations.</li> <li>Passive attitude leads to lower progress.</li> <li>Through poor engagement in learning tasks and low-level disruption, respectful behaviour is not demonstrated.</li> <li>Opportunities to be responsible for learning are missed.</li> <li>A limited resourceful attitude means opportunities for success are reduced.</li> <li>Seldomly responsive to questions and feedback with little or no development of ideas.</li> <li>Needs to be reminded of school expectations, including punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>Apathy for learning presents an obstacle for the student and teacher.</li> <li>The learner is not resilient due to negative learning attitudes.</li> <li>Creates a negative effect on the learning environment for others through a lack of respectful behaviour.</li> <li>Regularly shows a lack of care and are not responsible for their learning.</li> <li>Unable to demonstrate resourceful learning behaviours.</li> <li>Unwilling to demonstrate responsive attitudes, even when called upon by the teacher.</li> <li>Requires regular reminders of school expectations, including punctuality</li> </ul>

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<b>Quality of Classwork</b>	<ul style="list-style-type: none"> <li>All tasks are completed regularly, including taking on extension work.</li> <li>Exceptional concentration is demonstrated with all aspects of the lesson.</li> <li>Positive role modelling benefits others in group and independent work.</li> <li>Pride and purpose are consistently evident within learning tasks so that progress is regularly above expected levels.</li> <li>Presentation of work is exceptional and above expected standards.</li> </ul>	<ul style="list-style-type: none"> <li>Completes all work set in lessons so that progress is made.</li> <li>Concentration remains high through all tasks set.</li> <li>Rarely requires reminders to remain on task with group and independent tasks.</li> <li>Time and care are given to work so that opportunities to develop understanding lead to expected progress.</li> <li>Presentation of work meets the expected standards.</li> </ul>	<ul style="list-style-type: none"> <li>Completes most of the work set in lessons but does not always make progress.</li> <li>Easily loses concentration in lesson which can affect the learning of others.</li> <li>Occasionally needs reminders to stay on task during group and independent tasks.</li> <li>Work is rushed so it is 'finished' but lacks the detail required to make expected progress.</li> <li>Presentation of work is below expectations</li> </ul>	<ul style="list-style-type: none"> <li>Often fails to complete work in lessons leading to little or no progress.</li> <li>Regular lack of concentration has a negative impact on the learning of others.</li> <li>Regular prompts to stay on task take the attention of the teacher away from others.</li> <li>The quality of work is poor and shows a disinterest in learning, so progress is below what is expected by the teacher.</li> <li>Presentation of work falls well below the expected standards.</li> </ul>

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<b>Independent Learning</b>	<ul style="list-style-type: none"> <li>Completes homework ahead of the deadline set by the teacher.</li> <li>The standard and quality of homework is consistently above expected standards.</li> <li>Regularly seeks to further knowledge and understanding through requesting additional work.</li> <li>Takes opportunities to complete wider research and reading around a topic regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Always meets deadlines for homework set by the teacher.</li> <li>Homework tasks meet the standards expected of the student.</li> <li>Takes a keen interest in the learning tasks provided and recognises the importance of consolidation and research tasks.</li> <li>May occasionally undertake additional reading and research to improve understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Usually meets deadlines for homework set by the teacher.</li> <li>Homework standard is acceptable but demonstrates a lack of care and effort.</li> <li>A rushed approach to homework means that opportunities to consolidate learning are not maximised.</li> <li>Only ever completes the minimum expectation of tasks that are set.</li> </ul>	<ul style="list-style-type: none"> <li>Often misses homework deadlines set by the teacher.</li> <li>The presentation and quality of work is poor or insufficient, feeling rushed.</li> <li>A lack of effort and engagement in homework results in a lack of progress in lessons.</li> <li>Often parts of the homework task are not attempted.</li> </ul>

Students are assessed throughout the year in a variety of ways. There is ongoing formative assessment in every classroom. Examples include questioning, live marking of books, quizzing, mini whiteboards in lessons, in class questions and work, mini tests, feedback in books and so on. However, students also complete in class summative assessments at the ends of larger units of work. Students will be asked to revise and prepare for these larger assessments.

Reports home will contain a summative assessment score as a percentage at Key Stage three. Some assessments will have a foundation and higher tier. This will replace the current use of GCSE grades in year 7,8 and 9. These do not correlate to potential tiers of entry for GCSEs, this would be determined during GCSE courses.

Student books will detail their percentage test scores, and class average test scores. This is where students will also record their subject specific targets which are areas that they still need to improve following the assessments. This helps students to know what they have not yet learnt and therefore need to improve on. We encourage parents/carers to look at student books and to talk this through with students. We also encourage parents/carers to talk with your child about their revision preparation for these tests. They are shown how to prepare in class with things like flash cards, past questions and mind maps. You are encouraged to quiz them before the assessments on work they have been doing. Students should be aiming to get the best test scores that they can.

We also detail on school reports at key stage three how students are getting on with their reading. The accelerated reader score comes from test scores which students complete in our school library on books that they have read.

GCSE Target grades will be shared with parents in year 9 as part of the options process. From year 10 school reports will also include GCSE target grades with teacher predictions for possible GCSE outcomes added at the end of year 10.

I hope this will help to make understanding our assessment procedures more straightforward for all students and families.

Kind regards



Ellie Bunston

Deputy Headteacher