

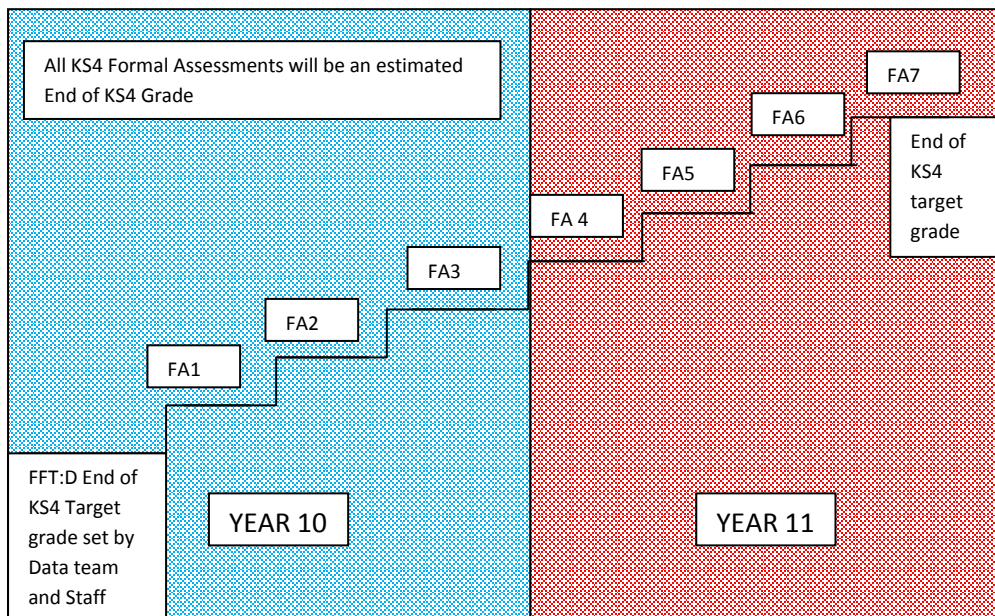
LJS 'Going for Gold' 2011-12

Update for all Teaching Staff of KS4 Tracking, Intervention and Assessment

77%....we loved it! A huge 'Thank you' and 'Well done' to all staff for making this possible. Your team-work, positivity and rigorous monitoring throughout the year are greatly appreciated, and made such a difference to the students we celebrated with this summer. They are in no doubt that we gave them our all.

Following the great success of the 2011 cohort and on the basis of staff feedback, the LJS 'Going for Gold' strategy has again been revisited and updated to ensure we experience further success this year. Please find this attached.

A huge aspect of the GFG is the regular programme of calendared formal assessments which can be used as stepping stones to achieve target grades.



At each KS4 formal assessment point staff will enter a grade for students.....

The grade or level on the Progress Check is a **professional judgement of the final grade the student is online to achieve at the end of their KS4 course**. Teachers will use recent assessment data and class work as an indicator of this grade.

Please see the staff calendar for the dates of each Formal Assessment.

We are entrusting the assessments to classroom teachers because they are the people who best know the individual students.

Teaching staff build up sound relationships with individual students and get to know them – a PERSONALISED approach. Staff should not deflate assessments to ‘play safe’, or be ultra optimists and inflate to aspire.

The key to success will be that these judgements are ACCURATE – that staff are assessing to our whole school framework, not their own agenda, that’s where SL/FL and Directors of Learning are essential in providing careful monitoring and sound moderation.

We all need to trust the tracking system, but especially the students – honest assessment backed by positive reinforcement MUST be at the heart of our ethos.

Most formal assessments will take the form of past exam questions to establish good habits in terms of revision and exam techniques, but they don’t all need to be – it could be a coursework task or a classroom exercise. Furthermore, the inputting of such grades will establish a more personalised approach to tracking and monitoring systems.

Directors of Learning and Subject Leaders must ensure that their team are aware of tasks that each formal assessment will be based on.

We are gradually perfecting our formula...and proving that working together, we can succeed. Many thanks and GOOD LUCK!

An integrated attainment strategy to support students in achieving aspirational targets

- Built around best practice;
- Clear focus on Year 11, with pace and purpose from the start of Year 10;
- Guidance and gravitas for modular exams throughout years 10 and 11;
- Gradually cascading into all years;
- Personalised to ensure that EVERY individual is provided with the best opportunity to maximise their potential.

Core purpose – To improve the life chances of all (Year 11) students at LJS

Aim – To achieve at least:

- Agreed targets based on Fischer D (FFTD) for % 5 A*-C grades;
- Agreed targets based on Fischer D (FFTD) for % 5 A*-C grades including English and Maths;
- Expected levels progress in English and Maths from the End of KS2 to End of KS4
- Agreed targets of students entering into Further Education.

Key Phrases

5 is the magic number

Learning improves Earning

'Are you above the line?'

Objectives

- To ensure coursework is completed by the deadline to the highest standard (at least one grade above FFTD) – including the use of internal deadlines to facilitate quality feedback and rework before the final deadline.
- To maximise marks on exam papers by:
 - (a) Ensuring T&L is good or outstanding throughout KS4;
 - (b) Minimal disruption/interruption/time wastage in KS4 lessons;
 - (c) Using expert subject/syllabus knowledge to maximise understanding;
 - (d) Assessing regularly and accurately using relevant criteria;
 - (e) Tracking students carefully, celebrating success BUT challenging underachievement at an early stage;
 - (f) Making mock examinations more realistic, meaningful and valuable;
 - (g) Carefully analysing outcomes and exam board feedback from 2011.
- Preparing thoroughly for exams by:
 - (a) Aiming to complete the syllabus by Easter 2012 where possible – all lessons thereafter having a revision theme;
 - (b) Utilising Year 11 gain time to guarantee quality revision sessions in school;
 - (c) Organising appropriate revision both in lessons and targeted, timetabled workshops (including paid sessions at half term and Easter);
 - (d) Analysing past papers to predict most likely topics and practising those most frequently;
 - (e) A focus on both exam and revision techniques as part of the wider curriculum;
 - (f) Providing a personalised guide to GCSE success containing dates, generic information, advice and subject specific guidance;
 - (g) Constant positive reinforcement to raise confidence and morale;
 - (h) Consistently delivering a new improved 'credits based' rewards system;

- (i) Providing a parallel relaxation/reward calendar to promote healthy lifestyles, relaxation and balance;
 - (j) Providing Warm up sessions before ALL KS4 final examinations.
- Sharing best practice
 - (a) With other subject leaders 'in house' – especially working together in English and Maths;
 - (b) By utilising exam board portfolio officers;
 - (c) With successful practitioners locally and regionally;
 - (d) The Grade Improvement Taskforce with crucial sharing of information and data.
 - Galvanising the local community by:
 - (a) Keeping the Full Governing Body in the loop and obtaining support for a focus on attainment priorities;
 - (b) Involving parents in the process – communicating frequently and accurately at Parents' Evening, forums and over the phone, especially with those of underachieving students;
 - (c) Exploring contributions by the local business community;
 - (d) Celebrating success regularly to help improve our public image.

THE GOLDEN RULES

1. **Year 11 students will not be allowed out of timetabled lessons unless authorised by GAV. Likewise staff should make every effort to avoid planned absence (CPD/Meetings etc) during any lessons, but particularly Year 11 and KS4.**
2. **Involvement of Year 11 students in extra-curricular and out of school activities should be considered as part of a reasonable work/life balance (Form tutors should monitor this closely).**
3. **Attendance at reward events (Alton Towers/Prom etc) will be conditional on evidence of striving for academic and behavioural targets.**
4. **The final leaving date and assembly will take place on 9 May 2012. Even though students will have started study leave staff should take the opportunity to provide Y11 with targeted revision sessions prior to their final exam.**

KEY DATES:

Changemaker Team Meetings

05 September 2011	Change Maker Briefing	3.00p.m.
12 September 2011	Change Makers Meeting (1)	3.15p.m.
31 October 2011	Change Makers Meeting (2)	3.15p.m.
03 January 2012	Change Makers Meeting (3)	3.15p.m.
20 February 2012	Change Makers Meeting (4)	3.15p.m.
23 April 2012	Change Makers Meeting (5)	3.15p.m.
11 June 2012	Change Makers Meeting (6)	3.15p.m.

YEAR 11: Formal Assessments

	Begins	Deadline	Results to Parents
FA1	26 September 2011	07 October 2011	14 October 2011
FA2	03 November 2011	16 November 2011	23 November 2011
FA3 (Mock exams)	29 November 2011	06 January 2012	12 January 2012
FA4	09 March 2012	22 March 2012	29 March 2012

YEAR 11: Other Important Dates

30 September 2011	'Toast for Success'
13 October 2011	Careers Convention 6-8.00p.m.
18 October 2011	Parents' Forum, Main Hall, 7.00p.m.
20 October 2011	Parents' Evening 4.00-6.30p.m.
29 November 2011	Mock Examinations begin
08 May 2012 (TBC)	Alton Towers Rewards Trip
09 May 2012 (TBC)	Leavers Assembly
05 July 2012	Prom, Gisborough Hall Hotel

Assertive Mentoring

In addition to Form Tutor/Year Leader/Directors of Learning tracking, all Year 11 students have been allocated a mentor and will meet on a regular basis (out of lesson time).
See Assertive Mentoring Documentation or Karen Blackman for further details.

YEAR 10: Formal Assessments

	Begins	Deadline	Results to Parents
FA1	24 November 2011	07 December 2011	15 December 2011
FA2 (Exam week)	27 March 2012	24 April 2012	16 May 2012 (with report)
FA3	26 June 2012	09 July 2012	18 July 2012

YEAR 10: Other Important Dates

23 November 2011	Making Opportunities
05 January 2012	Parents' Evening 4.00-6.30p.m.

Form Tutor Support

Evidence suggests that regular input from Form Tutors together with an insistence on high standards and expectations can make a significant difference to confidence, morale and ultimately GCSE results. Year 10 and Year 11 tutors will have access to Progress Checks and with the support of Year Leaders and Directors of Learning are expected to monitor individual patterns and provide consistent support and encouragement.

GAV/JGD Going For Gold September 2011