



Year 8 – January Assessments 2017

<Name> - <Form>

The table below shows how <Name> performed in her recent assessments. The 'Test Score' shows the percentage <Name> achieved on each assessment.

SUBJECT	Higher/Foundation	Test Score	Year Group Average	10 th Percentile
English		60%	54%	75%
Mathematics	Higher	47%	44%	88%
Science		52%	61%	76%

The 'Average' gives the average score of the year group.

The 10th Percentile is the score she would need to achieve to be in the top 10% of the year group.

In Maths, there were two tiers – foundation and higher, which is in line with the new GCSE system. For all other subjects, students sat the same assessment.

*The Maths average is an equivalent year group average. This has been adjusted to match the tier, but represents the score they would need to achieve on their paper to be half way in the year group overall. The 10th percentile will be unavailable for foundation tier.

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Attitude to Learning gives an indication of attitudes since the last PR point on the following scale. It provides a broad overview, whereas the lesson-by-lesson behaviour for learning grades give a more detailed picture.

Outstanding:	Behaviour, effort, homework completion and approach to learning are exemplary in most or all areas, and not less than good in any one area.
Good:	Behaviour, effort, homework completion and approach to learning are good in all areas.
Not meeting expectations:	Behaviour, effort, homework completion and approach to learning are satisfactory in most areas. There are one or two areas which are causes for concern.
Serious Concern:	Behaviour, effort, homework completion and approach to learning are less than good in most areas – significant changes in attitude are expected in order to turn this around.

• **Key Points**

- Targets are set for the end of the year.
- The Emerging Grade tells us the grade students are on track to achieve by the end of the year.
- Subjects have drawn up assessment criteria for each grade, in each year group. Students are assessed against these criteria.
- To make these decisions, teachers look at work produced in class, homework, assessments etc. They then look at the subject-specific criteria and decide based on the information they have so far what grade a student is on course to achieve by the end of the year.

• **How your child's emerging grade compares to their target**

- If the two grades match, then your son/daughter is on course to meet the criteria and hence make good progress this year.
- If your son/daughter's emerging grade is above their target or matching but with '+' then they should be encouraged to continue to work hard to potentially exceed their target.
- If your son/daughter is matching but with '-' then they are at risk of not meeting their target grade and may potentially achieve the grade below instead.
- If your child's emerging grade is below their target, they are not on track to meet their target.
- If your son/daughter is not on track to meet their target, then please discuss this with them. They should speak to their teacher regarding how to improve further. Further information relating to their summer examinations will be provided in due course.

• **What is their Attitude to Learning and are there any specific concerns?**

- Our expectation is that every student should have a good attitude to learning, enabling them to make good progress. If your son/daughter is 'not meeting expectations' or has any specific concerns, then please speak to them and challenge them about this.

Below is an illustration which provides a general guide to future grades. It is important to remember that a wide variety of factors can affect progress and a lot can change over five years.

