



Welcome to Parents' Forum

7 November 2019

Richard Hawthorne – Acting Head of School

Emma Bliss – Assistant Headteacher

Sophie Grindey – Assistant Headteacher



Agenda

1. Scope and purpose of Parents' Forum
2. Homework
3. Assessment and feedback



Homework

Emma Bliss – Assistant Headteacher

Homework



MAIDEN ERLEGH
CHILTERN EDGE

Too hard

Want to be part of my
child's education journey

Too much

Takes up the
weekend

Includes variety of
tasks – love the
creative stuff

DIVIDES OPINION

Too many trips to
HobbyCraft

Not enough to
benefit learning

Too little

Learning is for
school – home is
for family time

Too easy





MECE HOMEWORK VISION

Homework has been a key area of focus for our Curriculum Leaders during the first part of the 2019-20 academic year.

Using Educational Research

Sharing Good Practice

Integration into Curriculum

Purpose and Quality

MECE HOMEWORK VISION



MAIDEN ERLEGH
CHILTERN EDGE

HOMEWORK

Students have regular homework set as follows:

KS3 – 30 minutes per week for Core subjects (including French) and per fortnight for Foundation Subjects

KS4 – 45 minutes per week for all examined subjects

There is no homework set for Core PE or PHSE. Creative subjects in KS3 may set a longer project-based homework spanning a number of weeks rather than specific tasks weekly.

All homework will be set via Show My Homework online platform.

Homework will include a variety of learning activities including:

- rote learning
- answering questions
- extended / essay writing
- research (consolidation or extension)
- problem solving
- preparation for the next lesson
- reviewing or mind-mapping a topic
- revision for an assessment
- flipped learning

The setting of homework and clarification around expectations and deadlines must be adequately covered in lesson time.

Homework may be marked by the teacher or by students within class, or it may be used as part of learning in an upcoming lesson.



Ongoing steps....

Quality Assurance

Consistency

Equity

Relevance

Purpose

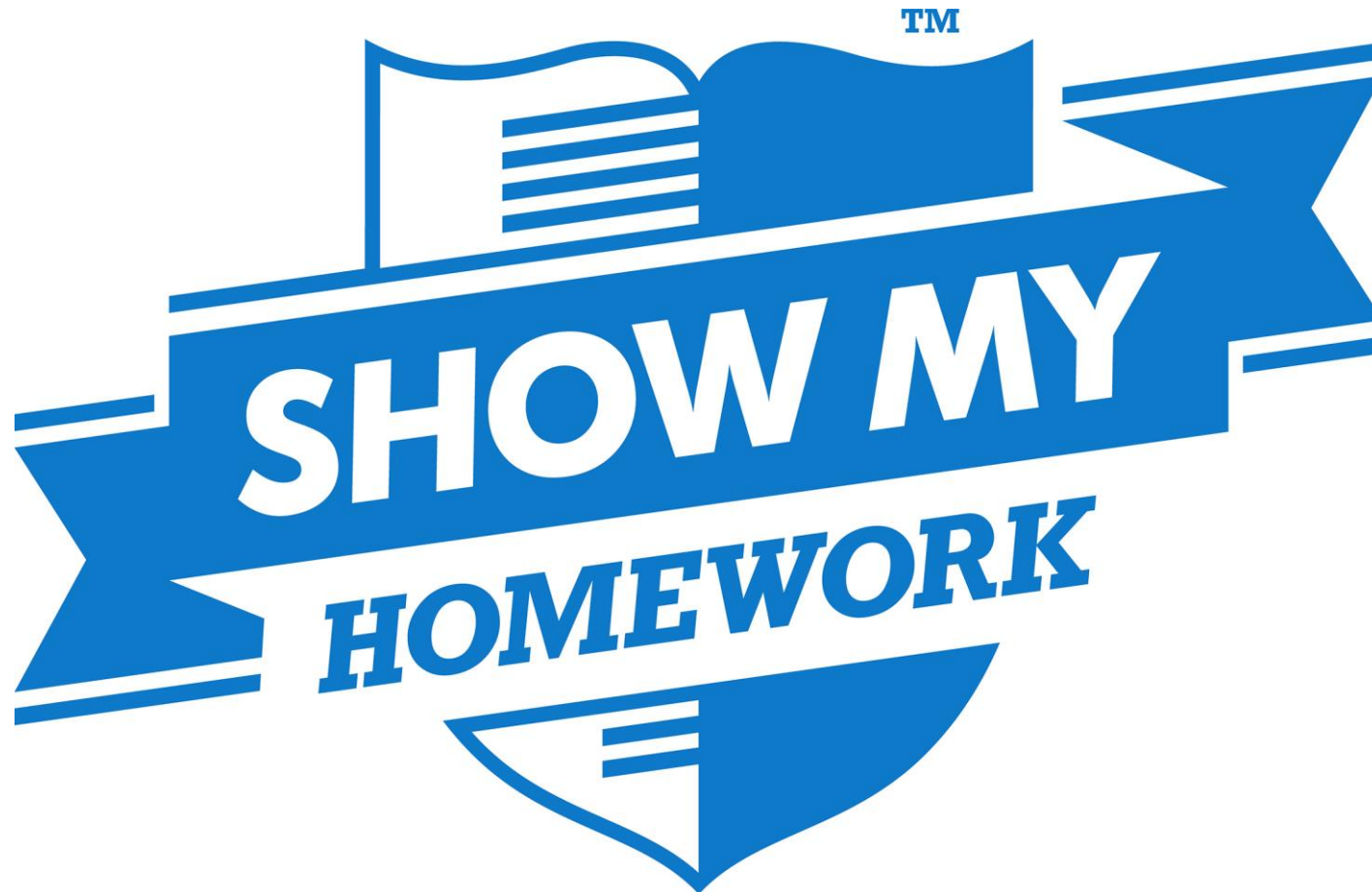
Engagement

Students

Parents



MAIDEN ERLEGH
CHILTERN EDGE



As a Teacher / Leader



Browser address bar: <https://www.satchelone.com/calendar/personal>

Satchel One | Learning platf... | Research into the Importance ...

satchel:one

Ms Bliss
[Account settings](#)

Set homework

Dashboard

My classes

Calendar

Timetable

My drive

Community resources

My resources

Reports

Notice board

Admin

Support

Logout

Search for students and classes

Calendar

My calendar School calendar

Select a year Select a type Select a subject All classes

4 Nov - 10 Nov

Homework Spelling Test Quiz Differentiated Class Test

Monday 4th Nov	Tuesday 5th Nov	Wednesday 6th Nov	Thursday 7th Nov	Friday 8th Nov	Saturday 9th Nov	Sunday 10th Nov
Medicine through Time videos 10A/Hi1 History Ms E. Bliss						
Health and the People Revision 11A/Hi1 History Ms E. Bliss						
	5-4-3-2-1 10A/Hi1 History Ms E. Bliss					
			Interpretation Exam Question 10A/Hi1 History Ms E. Bliss			

As a Teacher



satchel:one



Ms Bliss
[Account settings](#)

Set homework

[Dashboard](#)

[My classes](#)

[Calendar](#)

[Timetable](#)

[My drive](#)

[Community resources](#)

[My resources](#)

[Reports](#)

[Notice board](#)

[Admin](#)

[Support](#)

[Logout](#)

Interpretation Exam Question 10A/Hi1

Description Insights Assess

■ Ms E. Bliss set this assignment for group 10A/Hi1 - History

Set on Thu 07 Nov

Due on Tue 12 Nov

Share this task? ☐ ?

Task description

Remember to use the picture in your book to help you and the scaffold on the slide to guide you in writing the response. On the second slide is an outline mark scheme should you want to use it.

Please only give yourself 15 minutes to write a response (which reflects the amount of time you would have in an exam for this type of question).

Other information

- This homework will take approximately 15 minutes
- Ms E. Bliss would like you to hand in this homework in class

Resources to help you

PPTX

Homework_exam_Q_builder_.pptx
[Download](#)

As a Teacher

Interpretation Exam Question 10A/Hi1

Description Insights Assess

■ Ms E. Bliss set this assignment for group 10A/Hi1 - History

STUDENT VIEWS

2/19

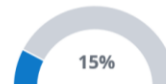
[Reminders](#) ?



PARENT VIEWS

2/13

[Reminders](#) ?



OVERALL HOMEWORK VISIBILITY

Statistics are from 07/11/2019, when this homework was set

HOMEWORK VIEWS
5
↓ 68.75% decreased

STUDENT VIEWS
3
↓ 75% decreased

PARENT VIEWS
2
↓ 50% decreased



satchel:one



Ms Bliss
Account settings

Set homework

Dashboard

My classes

Calendar

Timetable

My drive

Community resources

My resources

Reports

Notice board

Admin

Support

Logout

Select a year

Select a type

Select a subject

Select a teacher

4 Nov - 10 Nov

Monday 4th Nov	Tuesday 5th Nov	Wednesday 6th Nov	Thursday 7th Nov	Friday 8th Nov	Sat 9th Nov
8K/Dr Drama Mr T. Harte	9K/Ar Art Mr J. Watterson	10C/Fr1 French Ms C. Biddiss	8x/En1 English Mr T. Harte	7B/En English Mrs P. Grewal	
8L/Dr Drama Mr T. Harte	9L/Ar Art Mr J. Watterson	10C/Fr1 French Ms C. Biddiss	10A/Gg1 Geography Mr M. Yarwood	11C/Pb1 PE BTec Miss S. Cheeseman	
8M/Dr Drama Mr T. Harte	9M/Ar Art Mr J. Watterson	11A/Fr1 French Mrs A. Foster	10A/Hi1 History Ms E. Bliss	11a/Sc1 Science Mr J. Allum	
7B/En English Mrs P. Grewal	7C/En English Mrs A. Hussain	7B/Fr French Mrs A. Foster	8x/Ma3 Mathematic Mrs A. Bhushan	7C/Sc Science Miss S. Grindley	
7C/Gg Geography Mr M. Yarwood	8x/En2 English Mrs A. Hussain	8L/Fr French Mrs A. Foster	9x/Ma3 Mathematic Mrs A. Bhushan	10B/Tf1 Tech Food Mrs C. Ashley	
9M/Gg Geography Mr M. Yarwood	10a/En3 English Mrs A. Hussain	10C/Gg1 Geography Mr M. Yarwood	7C/Te Technology Mr M. Reskalla		
9L/Gg Geography Mr M. Yarwood	9x/En1 English Mrs A. Hussain	7A/Sc Science Miss E. Swayne	10A/Gg1 Geography Mr M. Yarwood		
10a/Sc2 Science Miss E. Swayne	11a/En2 English Mrs A. Hussain	8K/Sc Science Miss E. Swayne	10A/Hi1 History Ms E. Bliss		
7C/Sc Science Miss S. Grindley	11a/En2 English Mrs A. Hussain	7A/Tf1 Tech Food Mrs C. Ashley	10A/Tf1 Tech Food Mrs C. Ashley		
10A/Tf1 Tech Food Mrs C. Ashley	11a/En2 English Mrs A. Hussain	7B/Tf1 Tech Food Mrs C. Ashley			
10B/Tf1	9K/Fr	7A/Te			

As a Leader



satchel:one

Ms Bliss
[Account settings](#)

Set homework

Dashboard

My classes

Calendar

Timetable

My drive

Community resources

My resources

Reports

Notice board

Admin

Support

Logout

Search for students and classes

EN

Reports

Scheduled Reports

School Overview

Monitor the quantity of homework set by year, subject, and teacher

View report

Homework Frequency

Observe trends in the quantity of homework set week by week

View report

Issued Homework

View details about tasks issued for a specific group of students

View report

Student Submissions

List outstanding student submissions and track performance

View report

Parents' Evening

Print a letter that reviews each student's homework progress for parent meetings

View report

User Activity Report

Monitor usage of Show My Homework based on the last time users used the site

View report

Tutors' Report

Get a list of issued and outstanding work for your tutor group

View report

As a Leader



Assessment and feedback

Richard Hawthorne



What do we believe about good practice assessment?



Assessment = an evaluation of what children have learnt at a given point in time



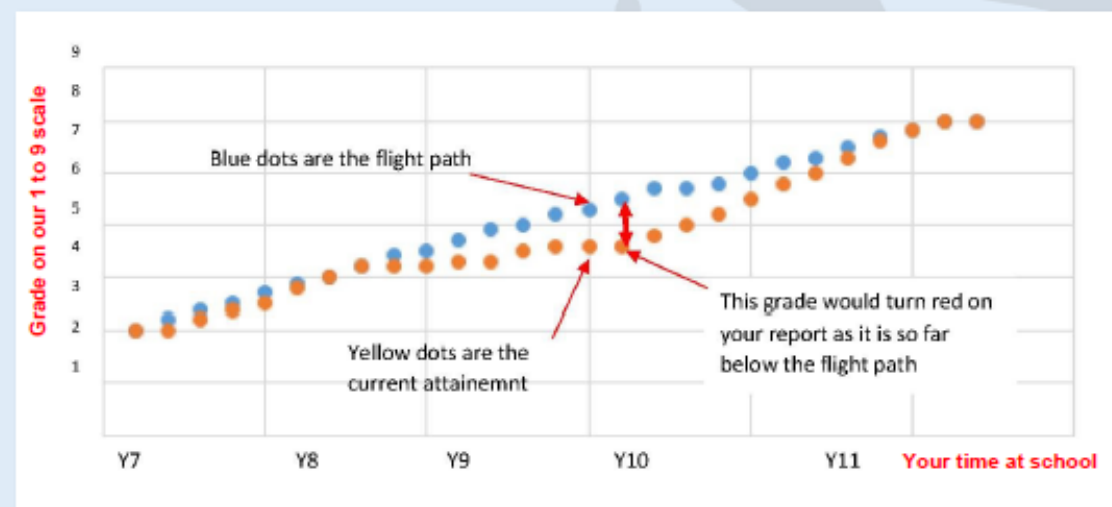
Assessment = an ongoing process which is integral to teaching and learning





SO HOW DOES ASSESSMENT WORK? STUDENT GUIDE

YOUR FLIGHT PATH: In the image below the blue dots show where you need to be if you are going to get your benchmark. If your current attainment grades (yellow dots) are close to the flight path your grades will be green on your half-termly report.



YOUR BENCHMARK: This grade is an aspirational target. If you can reach it you will be one grade above average for your ability in a high performing school.

7M benchmark

6M Student target

YOUR STUDENT TARGET: This is the grade you set yourself during the October student target setting week. It is what you believe you can realistically strive for. You get statistical estimates to help you decide on this target. But only you know what you can really achieve!

In years 7&8, the foundation stage, teachers report a current attainment grade only.

In years 9 to 13 teachers report both a current attainment and a predicted grade. The predicted grade is your teacher's best guess of the grade you will get in your public examination. This is based on their experience of their subject and of your ability and your application.

The 1-9 fine scale:

When your teachers report an assessment grade they will use our 1-9 scale. They look at your work over the last half term and make a judgement about the work you have produced and the skills you have shown in class. The fine grades H,M,L refer to how confident they are about assigning this grade.

So for example a 6H is a confident judgement that you are demonstrating the skills worthy of a grade 6 on our 1-9 scale, whereas if a 6L is given the teacher is not as confident you have yet mastered all the skills

Colour coding on your report:

Above flight path
On or within 2 fine grades of flight path
3 or 4 fine grades below flight path
5 or more fine grades below flight path

Using student reports at home



MAIDEN ERLEGH
CHILTERN EDGE

1. What is useful about these reports?
2. What isn't?
3. How do you use them with your children?
4. How can we best support this?

Subject	Current Attainment			PPE Results	KS4 Grades					Current Behaviours for Learning		Teacher
	Autumn	Spring	Summer		Predicted Grades			Student Target	Benchmark	Positive Behaviours	Behaviours which need Improvement	
					Autumn	Spring	Summer					
English Literature <i>Flight path</i>	4H 6L	6M	7L		5H			9	8H	AC	QV	Mrs P. Grewal
Mathematics <i>Flight path</i>	4M 5H	6L	6H		6H			6L	8M	CH	FC	Mrs A. Walker
Science (Biology) <i>Flight path</i>	5L 7M	7H	8L		7L			8L	9	PR AS	FC PU	Miss E. Swayne
History <i>Flight path</i>	4H 6L	6H	7M		8M			8M	9	QR		Ms E. Bliss
Photography <i>Flight path</i>	4M 5M	6L	6H		7H			9	8H	PR WQL		Mr J. Watterson
Sport BTEC <i>Flight path</i>	M3 L1P1	P2	M3		D3			D	D*			Mr D. Hunter
Religion and Philosophy <i>Flight path</i>	6L 6L	6H			6L			9	9			Ms S. Bullivant

Attendance 2019/20	100.0	Behaviour Points	7	Achievement Points	7
--------------------	-------	------------------	---	--------------------	---



Student Review

- Directly after each DCP (Data Collection Point) the students should review their reports at home
- They look for areas/subjects that are going well and that need improvement.
- These should be based on the tracking data and also their own targets and the BFL (Behaviour for learning) indications from their staff

CODE	Behaviour for learning
AC	Accepting support
AS	Asking for support
AW	Develop academic writing
CH	Rising to challenges
CO	Calm and orderly
CW	Ability to work collaboratively
DL	Meeting deadlines
DV	Developing and refining your ideas
EP	Preparing well for examinations
EQ	Being equipped for learning
EV	Refer to evidence to illustrate your points
EX	Experimentation and developed use of materials
FC	Focus in class
IN	Independent learning
IW	Improvement of work based on feedback
LI	Listening
PR	Presentation of work
PU	Punctuality to class
QR	Quality of reasoning
QV	Quality of verbal/oral response
RE	Showing respect for others and their opinions
RL	Rote learning
RR	Reading and research around the subject
RP	Recall of prior learning
SW	Showing working clearly
SPG	Spelling, Punctuation and Grammar
TER	Integrate wider key terminology
WO	Well organised, completes all tasks on time to a high standard
WQL	Work quality
WQN	Work quantity



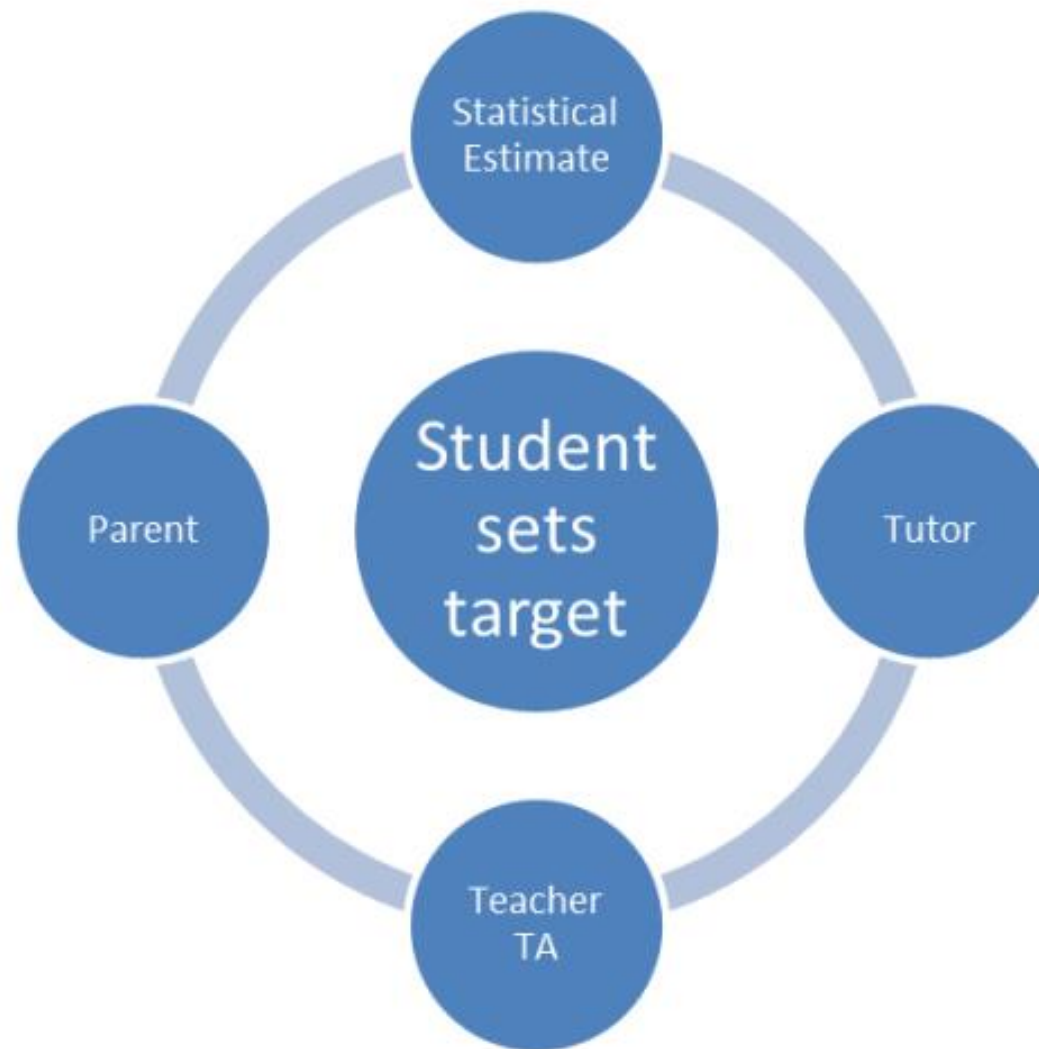
Some notes

- Colour codes *are only and can only be* a guide.
- All students with the same KS2 points and distribution of points did not necessarily get there in the same way with the same support
- More students have wobbly progress than linear progress!
- Learning and eureka moments happen at different points depending on a whole variety of factors
- The flight path is aspirational throughout the 5 year journey
- Motivation, engagement and desire go a long way to achieving successful outcomes.
- Home support is absolutely vital



Student Target Setting

- Based on KS2 and FFT5 students reflect on their estimates.
- These are issued during a tutor run session and this forms the first part of the learning conversations at home and in each individual subject classroom.
- Parents are notified prior to the 2 week target setting window and can view the estimates on the parent app.
- The students are encouraged to work with their parents and suggest targets which they then bring to each lesson.
- During lessons staff discuss with the students their estimates for their subject and their suggested targets and then record an agreed student own target in their marksheet.
- These are reported home as part of the first DCP report.



So what does the student get?



MAIDEN ERLEGH
CHILTERN EDGE

Subject	Estimated Percentage Chance of Achieving Each Grade									Recommended Target	Previously Agreed Target	Agreed Target
	1	2	3	4	5	6	7	8	9			
Art	0	1	3	7	14	25	17	21	12	8L	8L	
Drama	0	0	3	9	21	32	21	11	3	7M	7H	
English Language	0	0	3	9	21	32	21	11	3	7M	7M	
English Literature	0	0	3	7	18	31	22	14	5	7H		
French	0	1	6	12	17	22	16	19	7	7M		
Geography	0	1	4	6	14	21	24	20	10	8L	8H	
German	0	0	1	2	6	17	18	31	25	7M	9	
History	0	2	5	7	13	22	23	19	9	8L	8H	
ICT	0	3	4	7	13	22	23	18	10	7H	8H	
Mathematics	0	0	2	10	20	29	21	15	3	7L	7L	
Music	0	1	4	7	13	25	23	16	11	7H	8M	
P.E.	0	1	6	8	16	23	19	17	10	7H	7H	
Religious Studies	0	1	2	4	9	20	23	24	17	8M	8M	
Science	0	1	5	14	23	33	15	7	2	7L	7M	
Spanish	0	0	3	5	9	18	17	28	20	8L		
Technology	0	1	4	6	13	25	22	19	10	7H	8L	



Student Target Setting

1. What was helpful?
2. What wasn't?
3. How can we improve it?

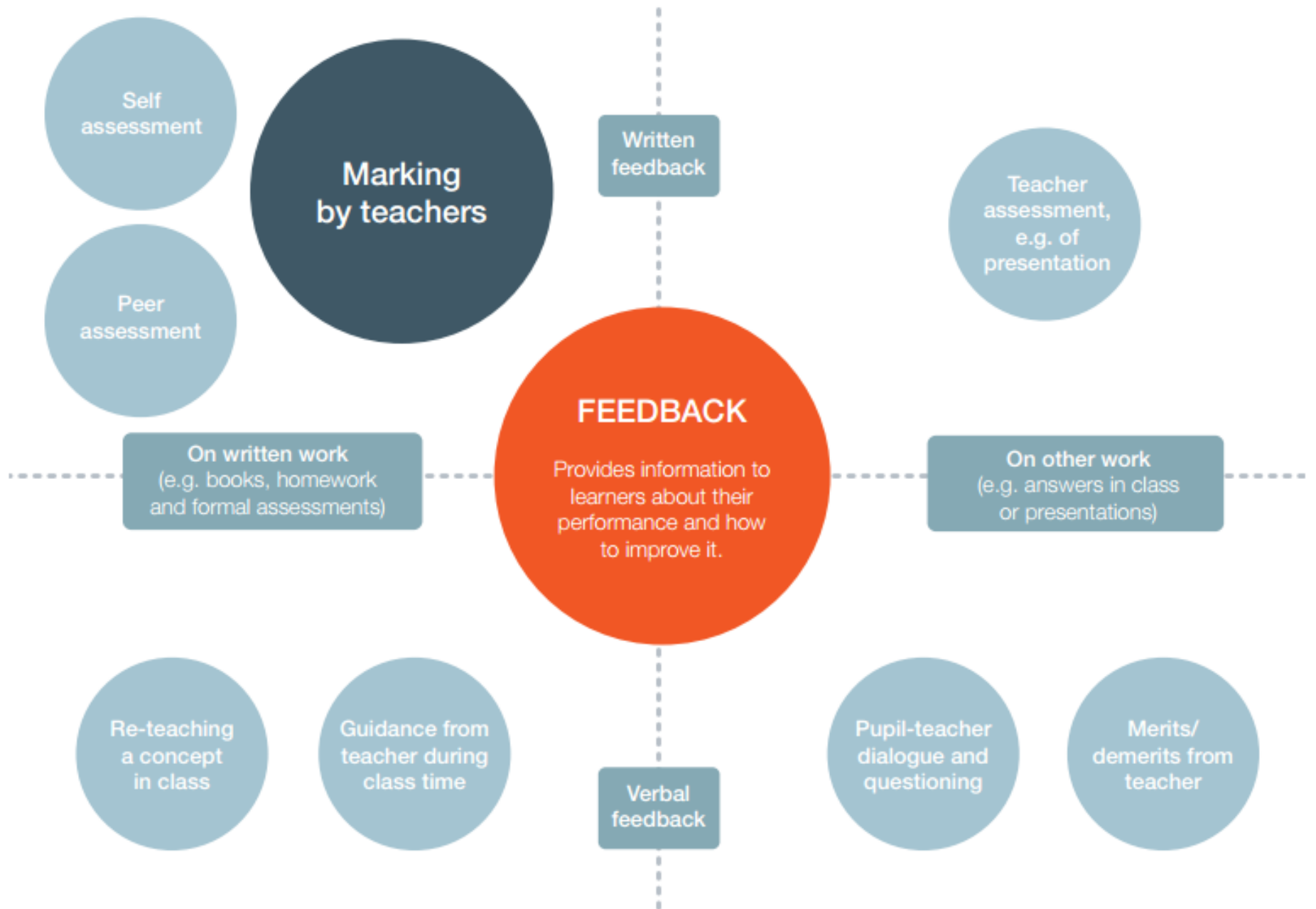


Figure 1. Examples of different forms of feedback.



DIRT

- **D**edicated/**D**irected
- **I**mprovement
- **R**eflection
- **T**ime

Students are given time in the lesson, to reflect on their work, against a clear set of criteria **and time to improve it**



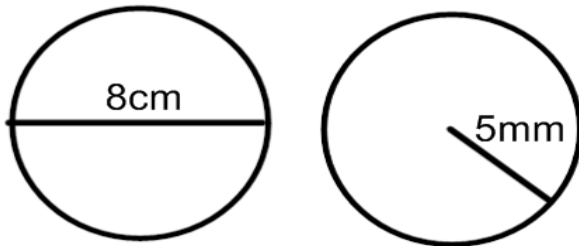
Different forms of DIRT

- Simple reflection – e.g. using a DIRT mat with prompts
- Simple (peer/self) assessment – e.g. WWW/EBI, '2 stars and a wish' etc.
- Criteria based self/peer assessment – e.g. using checklists or mark schemes provided to assess a piece of work or give feedback
- Guided self assessment – e.g. led by the teacher, modelling from the front against mark schemes etc.
- Simple responses to marked work – e.g. student directed to give their response to feedback by stating what they'll do next
- Responses to specific questions or parts of written work – e.g. specific weak point of an essay pointed out and student responds to this point only
- Extended response to assessment findings – e.g. student writes an improvement after work has been marked = **BIG DIRT!**

STARTER: respond to my feedback using a green pen.

BLUE Starter:

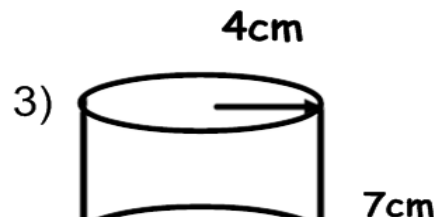
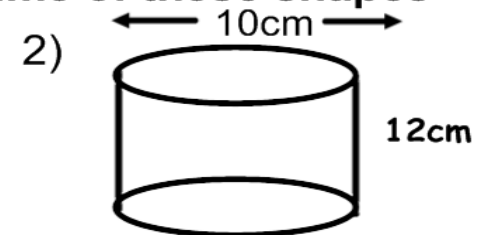
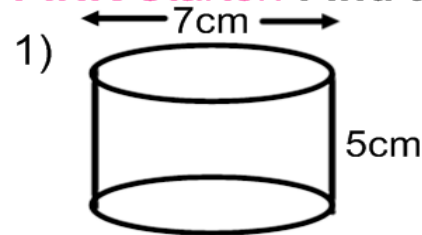
1) Find the circumference of



2) Now find the area of the circles in Q1 to 1dp

Extension: Find, to 1 dp, the radius of a circle with a circumference of 90cm

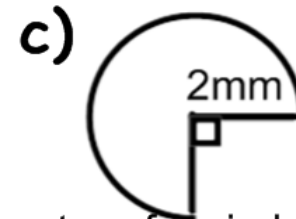
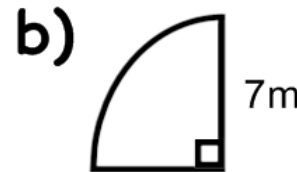
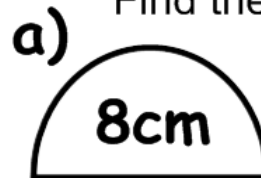
PINK Starter: Find the volume of these shapes



Extension: Find the surface area of the cylinder

ORANGE Starter:

Find the area and **perimeter** of these sectors



Extension: Find, to 1 dp, the diameter of a circle with an area of 25cm^2 .

Responses to specific questions or parts of written work – e.g.
specific weak point of an essay pointed out and student responds
to this point only



DIRT in Religious Studies

Numbered marking

Give several targets throughout the work (so students can see the exact areas of the work that could be developed and how this is done)

- Students number their improvements T1, T2, T3... to show that each target has been met

Buddha does to prevent dukkha and reached enlightenment however he was only a man and is not always clear in his teachings. Despite this, he did enter Nirvana in all four stages proving he is a useful example.

Excellent knowledge throughout, Mary. Next time try to be a little more decisive to ensure your argument is as clear and persuasive as possible

AO1 - 12/16 AO2 - 13/24 63% (C)

$\frac{25}{40}$

Maxwell Feedback 24/11/19

T1: The Buddha is significantly important in Buddhism because he discovered the importance of the middle way which Buddhists follow today and he is an example to how enlightenment is possible

T2: The Buddha also used meditation as a guide to enlightenment which is useful to Buddhists as it shows that enlightenment is possible and also gives a clear teaching

T3: The failure of the three arrows is the idea of not giving over things you cannot give. Buddha pointed this at "but what would we do with these things if the man would die?"

Metaphorical question

State of British industry Report

Skills assessed: **description, explanation, using evidence**

G = Fully evident

A = Partly evident

R = No evidence of this

1L	Simple descriptions of factories or something else related to industry	G
1M-1H	Detailed description or very vague explanation of some aspects of British industry. Little use of evidence to support points	G
2L-2H	Basic explanation of some reasons why British Industry is either good or bad. May make simple use of some basic evidence but likely to be general points rather than specific details	A
3L-3H	Begins to use evidence to support a simple explanation, some attempt to justify why they have this opinion using some evidence and may say overall that British industry was good or bad	A
4L-4H	Developed explanation with lots of evidence that is used well and convincing to look at both good and bad points about British industry. Conclusion attempted but will lack detail or coherence	L
5L-5H	Compares both good and bad points and gives complex explanations with lots of precise supporting evidence to justify a clear conclusion about the state of industry	L
Grade achieved overall:		2H

www - You cover various points with some explanation
 EBI - More depth and evidence.

Extended response to assessment findings – e.g. student writes an improvement after work has been marked



MAIDEN ERLEGH
 CHILTERN EDGE

Improvement on
 British Industry
 Report 11/10/17

The British industry was good because they helped most people and gave everyone a better future (in the future). It was more bad though, because children were forced from the age of 5 to work in small, unhygienic factories which made them ill or mentally unstable from all the abuse and darkness. The children would work in very dark conditions as no light source. This could affect the brain to



CU Year Baseline Assessment 11/09/19

6/6 1. a) England b) Berlin c) France d) Spain
London Germany Paris Madrid

0/6 2. a) Africa b) South America c) UK & Europe
d) Russia e) Asia f) Australia g) Antarctica

3/3 3. a) natural b) Global c) natural d) local

4. a) 41, 58 b) 43, 37

c) NE, E

3/5 e) GR

15/20

55) I think the Bangladesh will be most affected by global warming because their terrain is mostly flat, fertile land. Hilly in the south east. If the sea level rises then lots of people are in danger. It is a small place a huge population (167 million) and more people would be in danger of flooding. As the sea level would rise the coastline of the UK (which is 580km) would get smaller from the flooding.

Scale	Descriptor	Score
1	Very poor	1
2	Poor	2
3	Good	3
4	Very good	4
5	Excellent	5

Scale descriptor used for self-assessment Y8

(1m)

The UK was affected

It has a larger coastline

It has more people

More developed which

means it is richer so

the damage will

cost more

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

It is a small country

4/24

Cancer in 1998

3/24/14

- 1) Me ajuda a corrigir as ideias. Deixando as mais altas. Tira o peso extra e não sobra mais no corpo. Os outros ideias II os seguintes.
- 2) Usa um papel para que possa controlar mais coisas em as atividades. Siga o p. Enxerto.

5

On Day

One bag is for free!

Phonetic Chart

En la foto hay tres niños ~~de~~, un padre y un madre. Son amigos.
Detrás ~~de~~ hay una casa grande y moderna, también hay los
puerto. Como son ^{casa} muy ~~son~~ modernos.

Seo = to be - (permanent) NOT need + Occupation/Job + Physical Description + relation
 Gebar = to be - (temporary) Mood
 - Location

Earth

Vivo en un piso que, sin embargo vivo en una casa que

Ma mère et moi, l'après-midi, nous sommes allés à la messe. Nous sommes allés à la messe à 14 heures. Nous sommes allés à la messe à 14 heures. Nous sommes allés à la messe à 14 heures.

... es muy seguro y no me gusta nada

dominica la alfombra es roja con un flor blanca.

Forme di sviluppo, larghe aree agricole, zone di pascolo
e muretti in pietra

Après plus de trois ans de service, j'ai décidé de quitter les lieux.
 - Un congé sabbatique me laisse trois ou quatre

BBBBBBG DIRT



Feedback

1. What sort of conversations do you have with your children about their work/assessment/DiRT and feedback?
2. When do you have these conversations?
3. What would be most helpful from us to support you have this dialogue?