

FAQs following parent webcast 1

Questions relating directly to the assessment and reporting system:	
How do you benchmark children without SATS?	There are a number of children in KS3 who did not complete KS2 tests. After Christmas we will use GL assessment CAT tests to provide a baseline. VBut this does mean the first reports will not have a baseline for these students
Is it possible for a child to move from a benchmark?	No, because the benchmark is their starting point - and based on KS2 SATs. They can move up and down between bands in every subject in each assessment window, depending on how they have performed
Is there an opportunity for more than 1 parents' evening?	Every year group has one parents' evening this year. This universal offer is unlikely to change going forward. However, we recognise that parents are keen to have more regular contact with school where there are specific concerns and to have the opportunity to communicate more closely about areas of development. We will work on making it easier to contact teachers directly when you are worried and on developing parent information evenings/webcasts and parent forums.
Will we also get a qualitative report? How do teachers provide feedback on homework/assessments?	We will not be sending home a subject report with specific comments on each subject. Our aim is that subject specific feedback is clear in students' books. We recognise that this is an area of development and will include information on this in parents' webcasts and forums later in the year (see proposed parents information event information below).
When student workbooks are left in school, and other work is done on computers, how can we access feedback?	This is a really helpful question - thank you. We will bear it in mind when we talk later in the year about feedback.
Questions relating to grouping:	
Why aren't students setted in core subjects? How do teachers manage such a range of abilities in a classroom?	We believe that, at this moment and time, mixed ability grouping and adaptive teaching mean that students are enabled to make the best progress. We recognise that grouping is complex and dynamic process and it is therefore something we will always keep under review to ensure we can ensure the best

	outcomes. The broader rationale and research behind our current approaches are something we are keen to share in a later parents' webcast/forum.
How does the school mitigate the impact of negative behaviours in the classroom?	You will be aware from recent communications that we are working hard on the expectations of classroom behaviour. We are moving towards a consistent approach of students receiving a warning, before gaining a lesson mark of 3 and behaviour points accordingly. We are also tightening our structures in the curriculum for sanctions for students who move beyond this.
Questions relating to how parents support independent practice/homework:	
Homework is not consistently set in the same places - how can we support this?	This is a helpful observation. The SLT will be looking at each subject's expectations of homework in the coming weeks and we will look forward to feeding back our next steps later in the year.

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