



# Working Together Guide



# How assessment for learning is part of everyday teaching and learning

Students:

Can explain what they are trying to learn and why



Are actively engaged in their learning

Reflect on what they need to do to improve



Take responsibility for their own learning

Studies have shown that parental involvement is the most important way to affect achievement.

Within-School factors' contribute about 20% to student achievement, with 'Home factors' have an 80% effect. We can therefore work together to have a 100% effect on achievement.

Parental engagement can have effects in the following ways:

- Improve academic achievement
- Increase expectations
- Improve future potential

The aim of this 'working together guide' is to share with you, information which is both accessible and useful.

Any queries regarding this guide should be directed to Eleanor Penney at:

[eleanorpl2@boscol.leics.sch.uk](mailto:eleanorpl2@boscol.leics.sch.uk)

We have also included, below, contact information for each department, which should help you direct any other questions to the relevant person.

**English:** Holly McCollum—[hollyml2@boscol.leics.sch.uk](mailto:hollyml2@boscol.leics.sch.uk)

**Mathematics:** Ian Robinson—[ianr1@boscol.leics.sch.uk](mailto:ianr1@boscol.leics.sch.uk)

**Science:** Russell Baker—[russellb11@boscol.leics.sch.uk](mailto:russellb11@boscol.leics.sch.uk)

**Physical Education:** Rebecca Greenfield—[rebeccag40@boscol.leics.sch.uk](mailto:rebeccag40@boscol.leics.sch.uk)

**Human and Social Studies:** Susan O'Dea—[susanod2@boscol.leics.sch.uk](mailto:susanod2@boscol.leics.sch.uk)

**Art, Design and Technology:** Paul Burgess—[paulb44@boscol.leics.sch.uk](mailto:paulb44@boscol.leics.sch.uk)

**Cultural Studies:** Dave Claricoates—[davec5@boscol.leics.sch.uk](mailto:davec5@boscol.leics.sch.uk)

**Enterprise and Skills:** Kevin Hicklin—[kevinh7@boscol.leics.sch.uk](mailto:kevinh7@boscol.leics.sch.uk)

***When I hear the word ‘assessment’ I think of tests. Is assessment for learning a type of test?***

Assessment for learning isn't a type of test. Assessment for learning is about teachers using all the information available about how well each pupil is doing to help them understand what they can do to improve. Some of this information comes from tests.

***What do tests tell us?***

Tests summarise what your child knows, understands and can do at that point in time.

***This is assessment OF learning.***

Results from tests are often in the form of National Curriculum levels or attainment grades, such as GCSE grades A-G, or marks out of 10. They tell parents, carers, teachers and the pupils themselves how well they are doing compared with other pupils in a class... in a subject... in a school... across the country

***So where else can teachers get information about how well my child is doing in lessons?***

As important as tests are, most assessment information teachers use is gathered from everyday lessons:

- From your child's answers to questions in class
- From the things your child says in discussions
- From their class work or performance and from homework
- From how hard they try and want to learn.

***How does all of this help my child do well?***

Teachers use all of this information about what your child knows, understands and can do to help them see where they are doing well and where they could improve. This helps your child to take more responsibility for their learning because they are clear about what steps they need to take to do better,

***This is assessment FOR learning***

Below is a list of all courses offered this year at Bosworth. We have also included the exam boards, and websites, for each course. This will allow you, or your child, to access more information on the course, such as specifications, past papers and also mark schemes.

## **GCSE**

**Maths:** AQA Specification B (Modular)

[http://www.aqa.org.uk/qual/gcse/mathrev\\_b.php](http://www.aqa.org.uk/qual/gcse/mathrev_b.php)

**Religious Studies:** Edexcel

<http://www.edexcel.org.uk/quals/gcse/rs/>

**Citizenship:** Edexcel

<http://www.edexcel.org.uk/quals/gcse/citizenship/>

**Sociology:** AQA

<http://www.aqa.org.uk/qual/gcse/soc.php>

**History:** Edexcel

<http://www.edexcel.org.uk/quals/gcse/history/gcse/1336/>

**Law:** AQA

<http://www.aqa.org.uk/qual/gcse/law.php>

**Humanities:** AQA

<http://www.aqa.org.uk/qual/gcse/hum.php>

**Science A:** (4461): AQA

<http://www.aqa.org.uk/qual/gcse/sciencea.php>

**Additional Science:** AQA

<http://www.aqa.org.uk/qual/gcse/adscience.php>

**Double Applied Science:** AQA

<http://www.aqa.org.uk/qual/gceapplied/science.php>

**Additional Applied Science:** AQA

[http://www.aqa.org.uk/qual/appliedgcse/new\\_add\\_sci.php](http://www.aqa.org.uk/qual/appliedgcse/new_add_sci.php)

**ICT:** Edexcel

<http://dida.edexcel.org.uk/home/>

**Business Studies:** Edexcel

<http://www.edexcel.org.uk/quals/gcse/business/>

**English: WJEC**

<http://www.wjec.co.uk/index.php?subject=51&level=7>

**English Literature: WJEC**

<http://www.wjec.co.uk/index.php?subject=53&level=7>

**Textiles Technology::AQA**

[http://www.aqa.org.uk/qual/gcse/des\\_tec\\_tt.php](http://www.aqa.org.uk/qual/gcse/des_tec_tt.php)

**Electronic Products: AQA**

[http://www.aqa.org.uk/qual/gcse/des\\_tec\\_ep.php](http://www.aqa.org.uk/qual/gcse/des_tec_ep.php)

**Food Technology: OCR**

[http://www.ocr.org.uk/qualifications/gcse/design\\_and\\_technology\\_food\\_technology/index.html](http://www.ocr.org.uk/qualifications/gcse/design_and_technology_food_technology/index.html)

**Product Design: OCR**

[http://www.ocr.org.uk/qualifications/gcse/design\\_and\\_technology\\_product\\_design/index.html](http://www.ocr.org.uk/qualifications/gcse/design_and_technology_product_design/index.html)

**GCSE Art 2D, 3D and Textiles: AQA**

<http://www.aqa.org.uk/qual/gcse/art.php>

**Media: WJEC**

<http://www.wjec.co.uk>

**Expressive Arts: OCR**

[http://www.ocr.org.uk/qualifications/gcse/expressive\\_arts/index.html](http://www.ocr.org.uk/qualifications/gcse/expressive_arts/index.html)

**Music: OCR**

<http://www.ocr.org.uk/qualifications/gcse/music/index.html>

**French: AQA**

[http://www.aqa.org.uk/qual/gcse/french\\_a](http://www.aqa.org.uk/qual/gcse/french_a)

**PE: Edexcel**

<http://www.edexcel.org.uk/quals/gcse/pe/gcse/1827/>

**Dance: AQA**

[http://www.aqa.org.uk/qual/newgcse/art\\_dan\\_dra\\_mus/dance\\_whichspec.php?id=04&prev=04](http://www.aqa.org.uk/qual/newgcse/art_dan_dra_mus/dance_whichspec.php?id=04&prev=04)

**Health and Social Care: AQA**

[http://www.aqa.org.uk/qual/newgcse/soc\\_sci/hsc\\_whichspec.php?id=12&prev=12](http://www.aqa.org.uk/qual/newgcse/soc_sci/hsc_whichspec.php?id=12&prev=12)

## What it means to be an independent learner

There are different things that you, as parents, and we, as teachers, can do to help your child become an independent learner.

Teachers help students to develop different learning skills and encourage them to decide which skills are best to use in different subjects at different times. For example:

- how to pick out and highlight important bits of information in texts
- Searching for information on the internet.

The links below will help your child to develop these skills further and also contain tasks that you could work through with your child.

<http://jerz.setonhill.edu/writing/academic/notes-tips.htm>—This site gives tips on several aspects of learning from going to lessons prepared to reviewing work done in lessons.

<http://www.hull.ac.uk/disability/downloads/dysnote3methods.pdf>— The document found on this site evaluates the different ways you can make notes, giving the advantages and disadvantages of each.

[http://www.buzzin.net/revision\\_tips/personal/pr-00.htm](http://www.buzzin.net/revision_tips/personal/pr-00.htm)— This is a good summary website, giving information on key areas such as exam, writing, revision, study and personal skills.

<http://www.how-to-study.com/> - This site gives good summaries on over 30 learning skills/tips.

### Other ways you can help

- Helping your child with their homework
- Helping to devise a revision timetable with your child.

## How you can help at home

### These things might seem obvious but...

Talking things through and learning together can make a difference. You can help share ideas or think something through without becoming an expert.

Here are some ideas to get you started:

- Finding out what kind of day your child has had
- What have they learnt today?
  - It might be an idea to start with a subject they like or is doing well in
  - Ask your child to think about the subjects they learn well in and why they think they learn well. Could they apply this to other subjects?
- Looking through their books, and discussing any comments
  - Ask your child why they may not have finished a piece of work, or if they have got some questions incorrect why that may be.
- Asking your child if they know how they could improve their work
- Praising your child as much as possible
  - Try to respond to your child's comments in a positive and encouraging way
- Checking planner for homework and any important information

#### Remember:

To value all subjects as you talk about them... they are all important.

Help your child to believe that they can improve in every subject

Show that, although they may have favorite lessons, you expect them to work hard in all lessons.

An important resource your child can use to aid their learning is the information centre. The information centre not only contains books covering all subject areas, but also information on careers, access to computers and somewhere students can go to for quiet study time.

The information centre is open as follows:

Monday: 8.15-4.30

Tuesday, Wednesday, Thursday: 8.15-4.00

Friday: 8.15-3.30

Year 10 and year 11 students can borrow 4 books at a time, usually for a period of 3 weeks.

### Out Of Hours Study

As a rough guide, year 10 and year 11 students should be doing approximately 8 and 12 hours of out of hours study a week. This may, however, change the year depending on exams and coursework.

This out of hours study could consist of, for example, past papers, research projects, practice questions or revision activities.

Webistes such as [bbc.co.uk/bitesize](http://bbc.co.uk/bitesize) or [www.s-cool.co.uk](http://www.s-cool.co.uk) could be visited as part of this out of hours study to check knowledge and practice questions on certain topics.

	Monday	Tuesday	Wednesday	Thursday	Friday
I1K	Option I Option KL	English IT or Citiz	Option LK	IT or Citiz	Maths
I1L	Option I Option KL	Maths	Option LK	English	IT Citiz
I1M	Option I Option MN	Citiz or IT	IT or Citiz Maths	Option NM	English
I1N	Option I Option MN	Maths	IT or Citiz	Option NM	Citiz or RE English
I0F	IT or Citiz Option FG	Maths	IT or Citiz	English	Option FX
I0G	Option FG	IT or Citiz English	IT or Citiz Option GF	Maths	Option FX
I0H	IT Citiz	Option JH Maths	Option HJ	Option HX	English
I0J	Maths	Option JH	Option HJ English	Option HX	IT Citiz

**Science:** At least one Science homework will be set each week. This will be set on different days, depending on whether it is Physics, Chemistry or Biology