

Ribston Hall High School Communications Engagement Framework Feedback and Improvement Plan

“Building on our Pillars for Success and Development”



**Cognitive
Fluency**



**Personal
Character**



**Compassion, Tolerance
and Community**

Feedback – Questionnaire Overview

We received 164 Responses from parents.

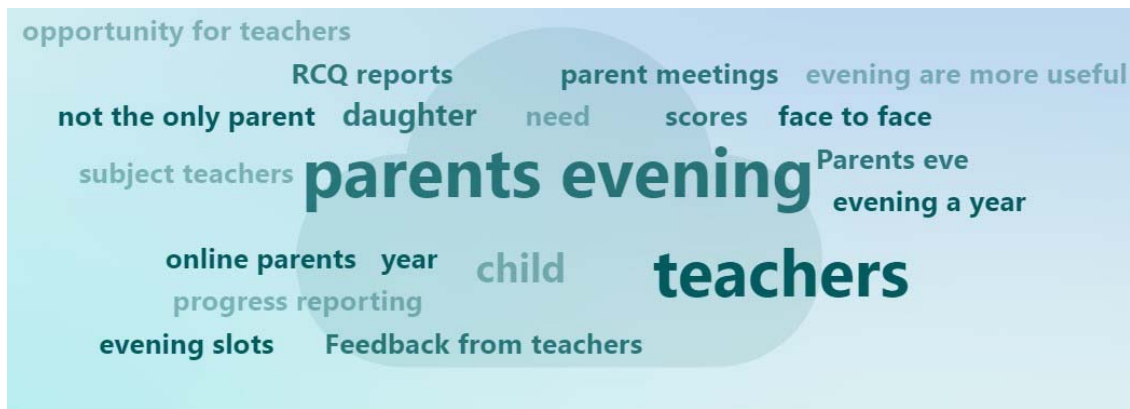
(Average score based on: 1 = Low / 10 = High)

- Understanding of Ribston Cognitive Qualities **6.33 average**
- Top three improvements:
 - **More detailed information via email about how teachers make their judgements.**
 - **More detailed information about RCQ's within the Progress Report**
 - **On-line Parent Question and Answer Sessions after each Progress Report**
- Mentoring: Do you feel your child understands how to improve and is supported effectively? **5.85 average**
- To what extent do you feel able to support your child's progression? **6.52 average**
- What additional information or resources do you think would better help you support your child?
106 responses



- In the mentoring sessions, each student creates targets for improving. Would it be useful to share these with you? **Yes**
- Within your child's reports, do you feel the right information to monitor and support your child's progression is provided? **4.80 average**

- Do you have any further comments. e.g. Parents Evening as part of progress reporting?



Questions for Key Stage 4 and 5 ONLY (Years 10 - 11 and 12 - 13)

- Do you feel you have had enough information about how the targets are derived? **4.84 average**
- Do you feel The Professional Predicted Grade for each subject helps you to understand how your child is progressing within each subject? **6.46 average**

Feedback – Focus Group Overview

Having read our feedback report in more detail and reflecting on their own experience, the group highlighted the following areas to be considered as a priority:

Understanding and Consistency

- The group reflected that they believe there was sufficient information about the RCQs and there is a good understanding at the start, but discussed how it was unclear **how the scores are derived/awarded** and **why scores change**.
- The group reflected on the **variable application of RCQs**, which is what made them confusing and little explanation about why this might happen.
- A **lack of narrative** does not help.
- More **personal comment** regarding the score would help.
- More **consistency across subjects**.

Mentoring & How Do Students Improve

- Year 9s understanding of mentoring is greater than Year 7.
- Parents did not think it was 'mentoring' in the true sense.
- There needs to be more information about aspirations and guidance on **how to improve**.
- How can students improve and move up to higher RCQ score - there needs to be understanding of how a student would move from a 3 to 2 to 1 and how can parents support this.
- Parents would like more detail from the Tutors.
- Parents asked if targets could be shared in core subjects.

Tutor Role and Student Feedback

- Moderating the assessments to **ensure consistency**.
- Tutor comment in first RCQ
- Subject specific comments on future RCQs
- Parent meeting - needs more detail about what topics need improvement – there are inconsistencies.
- More time at Parents Evening
- Start of Year 10 curriculum chat

Report Formatting and Guidance

- Less numbers more words! There is a feeling of number overload when looking at the report – narrative not just numbers would be better including what's going well and how student can improve. 'Is my child reaching her full potential?'
- Can we include a criteria grid with the report?
- Accessibility of guidance - make it simpler. The online guidance can be a bit wordy and needs to have less jargon.
- Some simple overview information about RCQs included with report would be valued.
- Two columns in report – attainment & effort.
- There was a lack of clarity about how House Points are awarded and how praise and hard work is recognised.

Parents Evening and Tutor Feedback

- Parents evening can be too late in the year – needs to be before May half-term.
- 2 Check-in points a year would be valued.
- It would be good to have a face-to-face meeting for GCSE selection and at the beginning of Year 10.

On the whole the group were positive about the RCQs, and the school's commitment to improvement of the RCQ approach at Ribston. They were understanding of the balance with additional time spent outside of teaching, across the year, on extra-curricular activities, clubs, trips, Parents Evenings and reporting. They understood the need to find an approach with progress reporting to ensure staff are not overwhelmed and that it is simplified where it can be.

Improvements and Planning

Short Term Updates and Changes Spring Term	Medium Term Updates and Changes Summer Term	Long Term Updates and Changes September 2024 Onwards
<p>Within an INSET in spring term, tutor teams discussed the structuring of the Progress Report Mentoring Sessions within the year in order to improve upon the reflection and target setting.</p> <p>Assistant Headteacher liaising with Curriculum Leads regarding subject specific methodology for RCQs. Subject Specific justification to be added to Assessment Policy by end of spring term.</p> <p>Assistant Headteacher to make CAT score influence upon judgment clearer within Assessment Policy by end of spring term.</p>	<p>Updated Mentoring Sessions employed for PR4.</p> <p>Concise RCQ Guidance Sheet on how to improve scores created by end of summer term.</p>	<p>Additional information booklet created entitled <i>RCQs: unlocking Academic Excellence</i> by end of autumn term.</p> <p>Concise RCQ Guidance Sheet on how to improve scores to accompany Progress Reports.</p> <p>Updated RCQ explanation to be shared at each Parent Information Evening at the start of the year.</p> <p>Trial of moving from numbers to colours within Progress Reports in order to evaluate impact.</p> <p>Assistant Headteacher updates RCQ explanatory videos using concrete examples of RCQ scores.</p> <p>Marketing and Communications Officer to audit Assessment information on Website.</p>

Appendix

CATS and RCQ's

Ribston Cognitive Qualities are personalised to the student. We use the Cognitive Abilities Test to establish a firm benchmark for their expected progress when they enter the school. Alongside Baseline tests completed at the start of the year in many subjects, this data informs teachers' judgment when awarding Ribston Cognitive Qualities as it establishes what expected progress will be on an individual-by-individual basis.

How do we justify the RCQs?

English

In English, teachers use both in class performance and assessment data to inform the RCQ grades given to students. Each assessment students complete will allow them to demonstrate strands.

- For knowledge they look at students' understanding of texts and topics, and how they communicate this in lessons and written work.
- They then assign an application grade based on how effectively students have demonstrated both the knowledge and skills taught verbally and in their writing.
- For independence, they take into account how students have relied on models or teacher assistance, or for those scoring 1 or 2, the ways in which they have independently expressed ideas. They also consider how far students have used their own independent knowledge and understanding to embellish what they have been taught in lessons.
- Finally, for strategies, they consider how well students have planned responses and are able to adapt the skills and knowledge taught to different scenarios, as well as their ability to interconnect knowledge and skills previously studied.

Maths

- In Knowledge, students are assessed on their response to core questions and the depth to which they can complete more challenging tasks often involving the interweaving of different areas of Mathematics.
- In Strategies, they are assessed on the degree to which they use model responses and are able to use logic and thought within their own problem-solving solutions.
- In Application, they are assessed on their ability to show perseverance and resilience within problem solving. Students should be able to try different approaches when they get stuck and to try other ideas in order to think around a difficult problem.
- In Independence, they are assessed on the extent to which they are proactive when receiving feedback and to what extent they are self-reflective learners. They can identify the areas that require improvement and are able to use the resources available to them to take action on these areas.

Science

- In Knowledge, students are assessed on how they can recall and retrieve subject knowledge in weekly informal quizzes or mini tests and formal topic assessments.
- In Strategies, they are assessed on how they follow model solutions and use logic and structure within problem solving. For example, teachers model specific strategies for learning key knowledge, completing mathematical questions, picking apart and understanding long answer style questions that may include multiple command words as well as some data analysis.
- In Application, they are assessed on their ability to show perseverance and resilience within problem solving demonstrating attempts to use strategies that were modelled, prior learning and key knowledge with determination and a positive attitude to facing challenges.
- In Independence, students are assessed on their ability to consolidate knowledge, use feedback to improve progress and independently complete practical tasks. Examples of this include but are not limited to, regular testing of recall of key knowledge, completion of feedback following assessments and

the standard of work attempted in order to close gaps identified following assessment review as well as their ability to follow instructions, make and record observations and handle technical materials during practical.

Modern Foreign Languages

In Modern Foreign Languages, students are expected to be actively involved in each lesson, whilst making good use of their resources when studying outside of the classroom.

- In Application, students are assessed on their willingness to speak in the foreign language within the classroom, even when confronted with new words and phrases. They are assessed on how they actively engage in pair and group work when requested. In addition to this, they are assessed on how they respond to instructions at the first time of asking, complete homework on time (whilst making use of words and structures that have been learned in class) and how they keep their exercise books in good condition.
- In Independence, students are assessed on how they use Knowledge Organisers and other resources from their exercise book to complete classwork and homework. They are assessed on their ability to work independently under quiet conditions and how they are able to autonomously include previously learned vocabulary and structures in extended writing and speaking tasks.
- In Knowledge, they are assessed on how strong their understanding is of the basics of the language, such as rules about gender and differences in word order. They are assessed on how they appreciate the differences in the pronunciation of different letters in the foreign language and how they show examples of more complex grammatical structures that have been learned in class in each piece of written work. Their ability to not frequently make the same mistakes through responding to feedback from the teacher and peers is also assessed.
- In Strategies, they are assessed on how they revise little and often for vocabulary tests. In addition, they are assessed on how they test out different methods of revising to find a method that suits them. The extent to which they prepare for Speaking assessments by practising aloud, ideally with their partner, a family member or a friend is also assessed. Their ability to make use of a different colour pen to mark and correct work is also assessed. How they look at previously marked work to see the good things that they have previously included, as well as what mistakes they should be looking to avoid is also assessed.

Humanities

- In Knowledge, the teachers assign a knowledge grade based on whether students can demonstrate the key understanding from their topics or make links between what they are studying now and what they have studied previously. More Able students will demonstrate their understanding of the subject outside the curriculum.
- In Application, teachers assign a score based on the levels of student resilience and perseverance when faced with challenging task. Teachers also look at effort related to contributions, written work and assessments.
- In Independence, teachers assess how much resilience is shown when attempting tasks, how students are completing the work including challenge tasks, how they are reading around the topic, completing exam practice where appropriate and generally going above and beyond the curriculum.
- In Strategies, teachers consider how the student is revising, how they choose to record their notes (mind map/bullet points etc), how they structure their analytical paragraphs and if they plan their answers effectively.

Social Sciences

- In Knowledge, students are assessed on whether they demonstrate a good understanding of core concepts, arguments, relevant examples, or studies. Decisions are based on assessments, homework, and verbal contributions in class.
- In Application, students are assessed on effort in lessons, revision, and homework, and prompt starts to activities and extension tasks.

- In Strategies, students are assessed on their choice of methods used to consolidate their learning, how effective they are at revising, whether they use appropriate revision methods for the subject and how successful they are at using recommended acronyms to answer questions, e.g. PEEL.
- In Independence, students are assessed on whether students respond to feedback, manage their time effectively, and engage with further reading and challenge activities. Decisions are based on folder checks, standard of class work and work completed outside of lessons.

Design

In Art and Design, the teachers look at their marking holistically across the four key assessments objectives: Research, Experimentation, Recording and Outcome. Throughout various projects, students will generate evidence of one or more of the Assessment Objective strands.

- Knowledge is assessed regularly using self-assessment, data from marked work and their contribution during class activities.
- Application is judged by how effectively they can apply their critical analysis of their research and recordings to generate effective experimentation and outcomes. Teachers are looking at whether they can take the knowledge gained and apply this with confidence.
- Independence with tasks is assessed by the level of teacher input required whilst carrying out set tasks and how effectively they employ various learning strategies during their practice. Teachers want to see students take the core knowledge gained but move it forward with initiative and creativity.
- Throughout the various key stages, teachers integrate the various learning strategies required for students to improve their practice in their subject. Teachers want to see students utilising these within their written and practical work. Being able to select and use various learning strategies, demonstrates a high level of self-awareness.

Food Preparation and Nutrition

In Food Preparation and Nutrition, students are actively engaged with five core principles: Food, Nutrition and Health, Food science, Food safety, Food choice and Food provenance.

- In Knowledge, students are regularly assessed through a variety of written and practical tasks to determine their confidence.
- In Application, students' engagement through questioning and debate is assessed. Regular, low stake quizzes are used to determine confidence levels with application as well as using larger formative assignments/tests. Students regularly have opportunities for practical application to interconnect the knowledge gained in the various core principles.
- Independence is assessed by the level of teacher input required whilst the student is carrying out set tasks and how effectively they employ various learning strategies during their practice. Teachers want to see students take the core knowledge gained but move it forward with initiative and creativity.
- In Strategies, teachers assess how the students are using the various learning strategies in order to improve their practice within their written and practical work. Being able to select and use various learning strategies demonstrates a high level of self-awareness.

Performance

Dance

In Dance, teachers use both summative and formative assessment to inform their scores. This process allows teachers to gauge strengths and weaknesses through a range of appraisal methods, in order to give fairness to all students.

- In Knowledge, teachers assess the understanding the students have of their units of work and how they build on their learning of these, ready to demonstrate in practical for Key Stage 3, and both practical and theory and at GCSE and A-level.

- In Application, students are assessed on their ability to persevere with a topic and overcome challenges that may arise.
- In independence, they are assessed on how much of the task or topic they have needed assistance with and are able to ascertain if they have become or are working towards becoming a leader within a group task or are striving to enhance their understanding.
- In Strategy, a score is informed by how effectively the student has planned, monitored and evaluated during class time and homework. Students need to be able to respond to feedback well and build upon critique to ensure successful outcomes.

Music

In Music, teachers use both in class performance and assessment data to inform their judgments. Each unit students complete develop their performing, composing, and appraising skills.

- In Knowledge, teachers look at the students' understanding of the unit and the standard of their practical learning.
- In Application, teachers assess their levels of focused practice and perseverance.
- In Independence, teachers take into account how students have relied on models or teacher assistance, or for those scoring 1 or 2, the ways in which they have independently explored creative and musical ideas.
- In Strategies, teachers consider how well students are able to adapt the skills and knowledge taught to different scenarios in both practical and appraising work.

PE

In PE, teachers use both summative and formative assessment to inform their judgments. This enables the PE teacher to gauge the strengths and weaknesses through a range of appraisal methods and teacher discussions.

- In Knowledge, students are assessed across a number of different sports, which may change each term. Teachers look at the student's ability to understand the skills, to adapt and apply skills to different sporting situations. In addition, teachers consider how effective the students are in applying their sporting knowledge to the theoretical elements of the course.
- In Application, students are assessed on their perseverance to master a skill set across a number of sporting situations overcoming any challenges faced in the process.
- In Independence, teachers assess how the students have worked without support and show leadership qualities within the group.
- In Strategies, the teacher assesses the competitive strategies deployed during lessons and within extra-curricular opportunities. In addition, at Key Stage 4 and 5, teachers assess the students ability to plan, monitor and evaluate as well as how they adapt their skills and knowledge to different scenarios.

Drama

In Drama, teachers use both summative and formative assessment to inform their judgments. This process allows teachers to gauge strengths and weaknesses through a range of appraisal methods.

- In Knowledge, students are assessed on their ability to link prior learning to current learning.
- In Application, the teachers monitor the engagement within lesson in order to make a judgment. Students are assessed on how they demonstrate perseverance, self-efficacy and the ability to overcome challenges.
- In Independence, the teacher gauges a student's autonomy, organisation and leadership skills.
- In Strategies, students are assessed on their ability to plan, monitor and evaluate their class work. Students also need to be able to respond to feedback well and build upon critique to ensure successful outcomes.