

PIE September 2021

Agenda

- Introduction to Colomendy
- Doddle and PLC
- Office 365
- Targets & Setting
- School Reports



Inspiring Learning Outcomes

We strongly believe that learning is most effective when it's fun! We can tailor your programme to meet your objectives for your group around ten learning outcomes.



Teamwork

Developing the ability to work constructively as a team member.



Communication

Enhancing speaking and listening skills, plus non-verbal communication.



Resilience

Finding positive opportunities for learning through exposure to failures or setbacks.



Leading and supporting

Thriving in both roles through reflection, communication and building positive relationships.



Challenge and risk

Understanding the challenges and consequences of controlled and healthy risk-taking.

Inspiring Learning Outcomes

We strongly believe that learning is most effective when it's fun! We can tailor your programme to meet your objectives for your group around ten learning outcomes.



Environmental awareness

Understanding how the human footprint affects the environment, both locally and globally.



Self-confidence

Finding personal strengths, identifying opportunities for reflection, and boosting group engagement.



Motivation

Inspiring learners in a supportive setting to be the best that they can be.



Learning a skill

Exploring how individuals learn through the inspiring development of practical skills.



Problem solving

Learning is applied in layers through continued cycles of plan, do, review.

2018 trip: Memory Making, Skill building, Risk Taking, Resilience building



2019 trip: Memory Making, Skill building, Risk Taking, Resilience building



What next:

- The cost is £265 per pupil including transport.
-
- The initial non-refundable deposit of £100 is due by 15th October 2021
- A second payment of £65 by 7th February 2022
- The final payment of: 100 is due by 7th April 2022
-
- We offer you the opportunity to pay in instalments either via cash/cheques to the finance office or by direct payment to your child's parent pay account.
-
- A payment plan can be discussed in confidence with the finance team, and all questions regarding pupil premium funding for the trip should be directed to the finance team

Doddle

- How is it going?

DODDLE and independent learning:

...help you learn how to work at your own pace, meet deadlines and organise your time effectively

... help you identify areas of strength and weakness

...improve your academic performance

Why is independent learning so important?

...increase your confidence and motivation

... develop a sense of self-responsibility and self-discipline

...revise for your exams!



DODDLE Parent

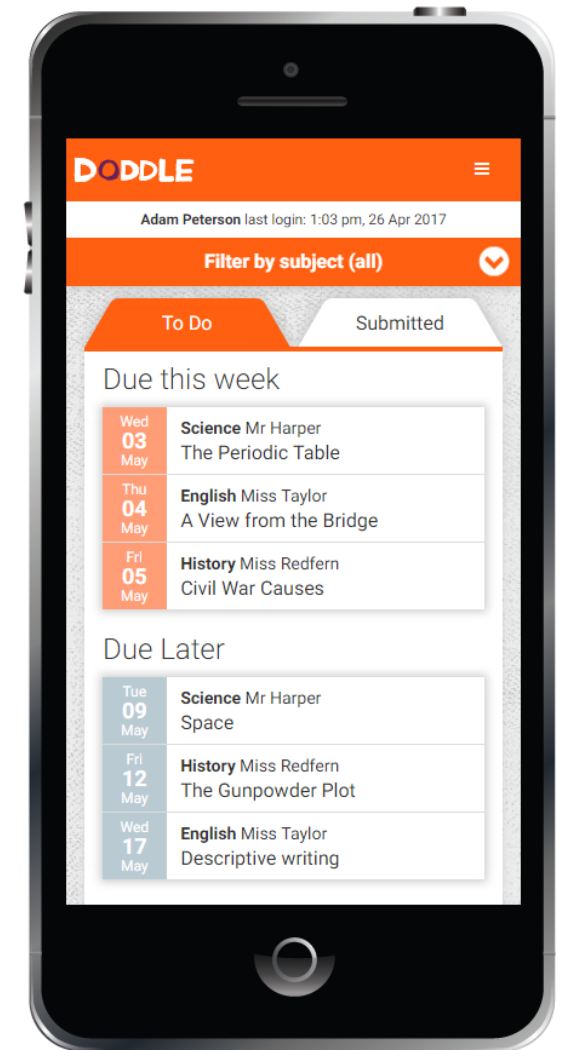
- Empowering parents with up-to-date
- assessment and homework information

- ✓ Instantly see what homework your child has been set
- ✓ View the resources they have to do
- ✓ Support your child's learning at home
- ✓ See how well your child is doing in individual subjects
- ✓ Information on-the-go on your mobile
- ✓ Identify strong and weak points

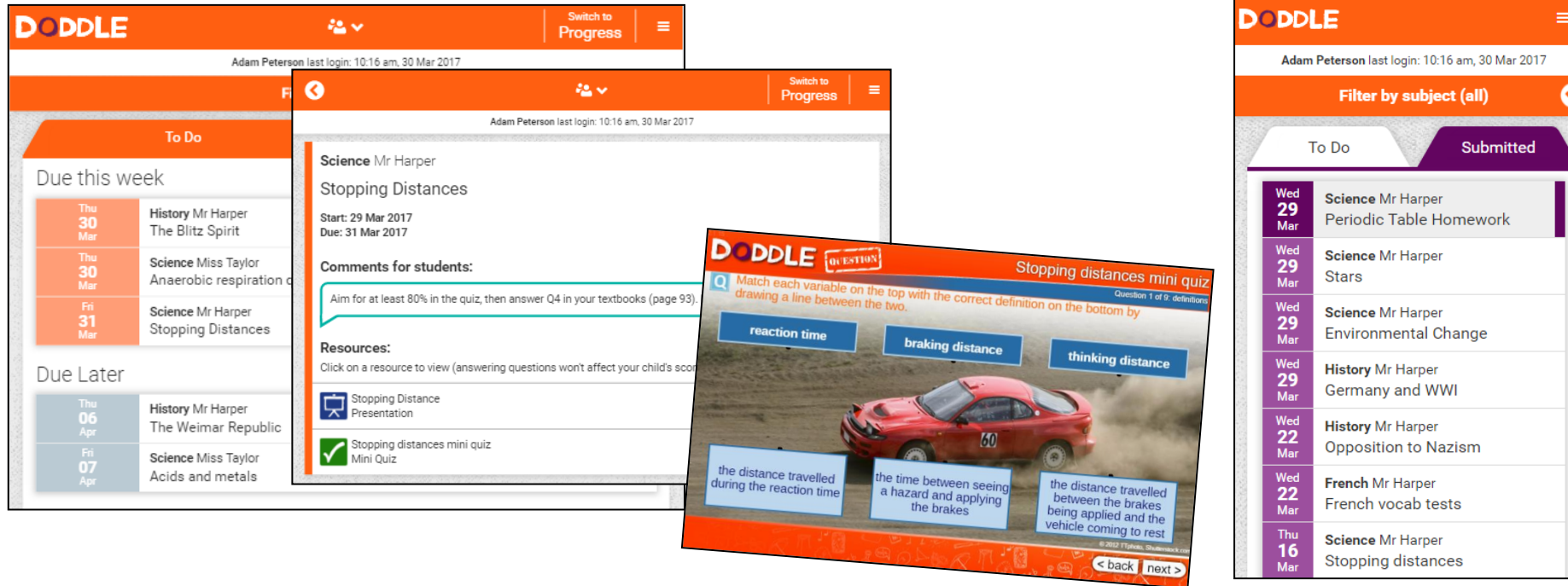


What is Doddle Parent?

1. Accessible from any computer, laptop, smartphone (**DODDLE APP**) or tablet
2. Keep up to date with your child's assessment and homework information
3. Help focus revision
4. Encourage independent learning



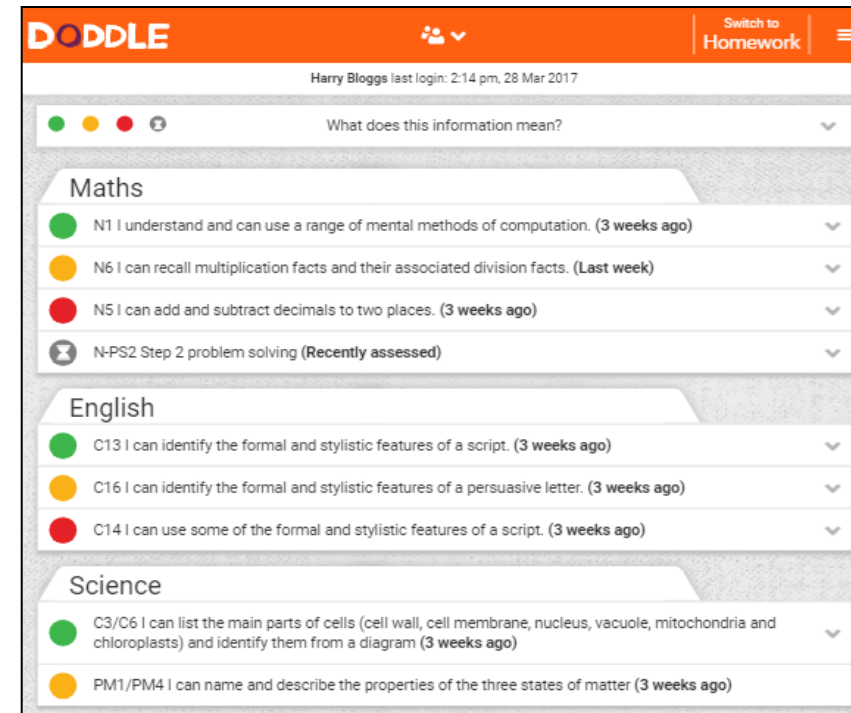
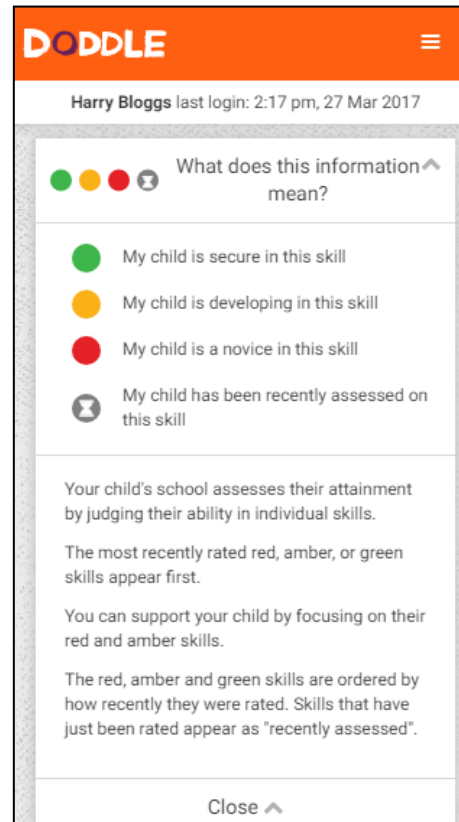
Homework: What will you see?



- You can see all details of the homework your child has been set
- You can view resources and even take quizzes yourself (don't worry – answering questions won't affect your child's score!)
- You can see all homework they have submitted, including their quiz scores

Progress: What will you see?

- Track your child's progress in every subject over time
- Help them turn their red and amber scores to green
- Identify strong and weak points
- Know how your child is doing at all times

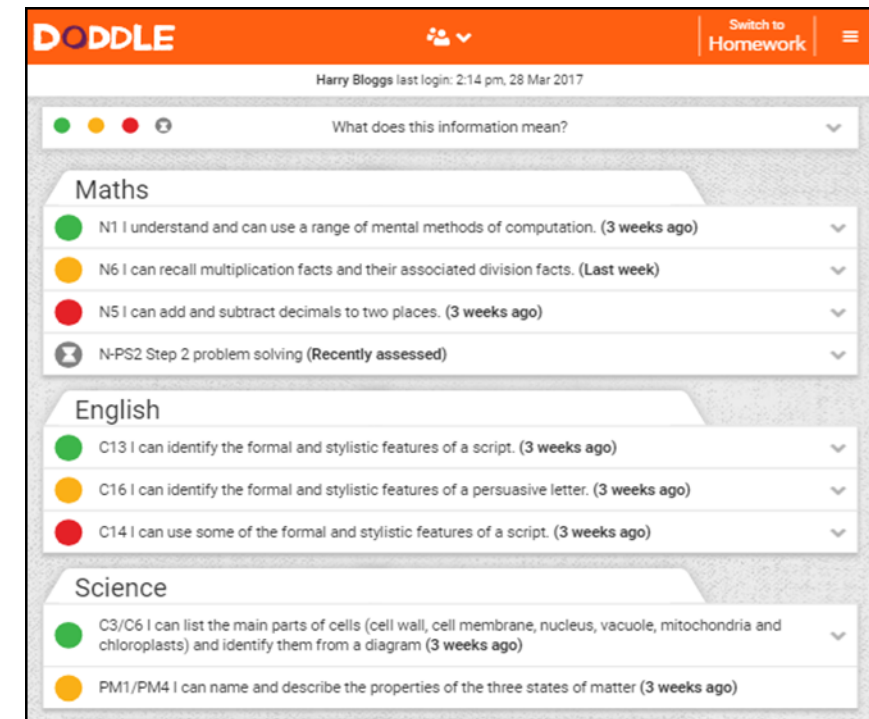


Reporting

Each year group will receive 2 short reports throughout the year, as well as a comprehensive Form Tutor report.

Each report will contain data such as behaviour and attitude scores and academic progress and assessment scores.

In addition to this Doodle Parent will provide vital, precise, specific and detailed information about exactly how well your child is understanding and progressing with the different skills and content disciplines, within each of their subjects.



Year 7 reports
= January,
April & June

Independent Learners

In Browse, you'll find:



Presentations – in-depth introductions to whatever you're studying.



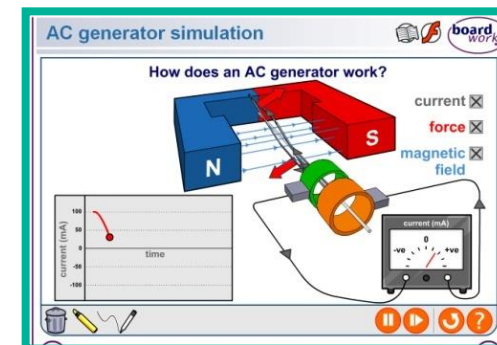
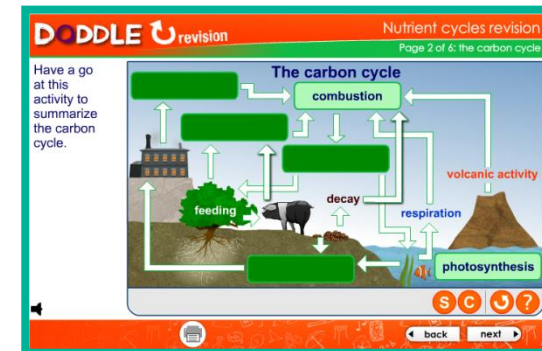
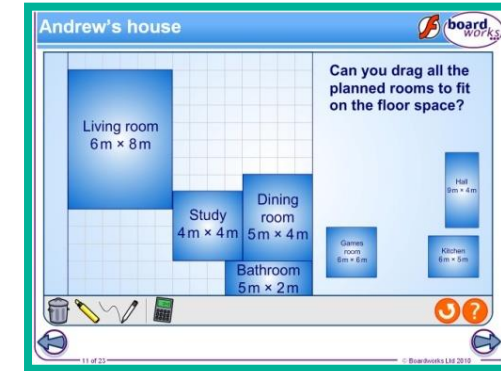
Worksheets – use these during exam preparation to vary your revision.



Revision – quickly recap a topic when you're revising for exams.



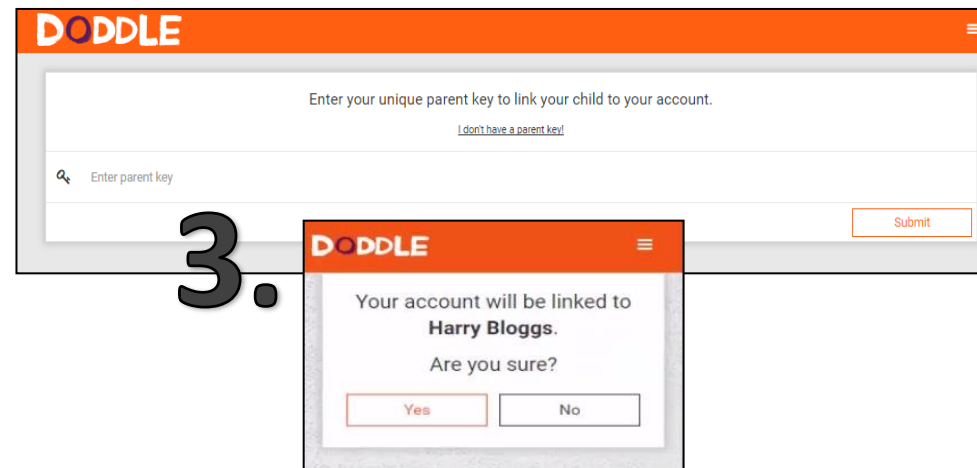
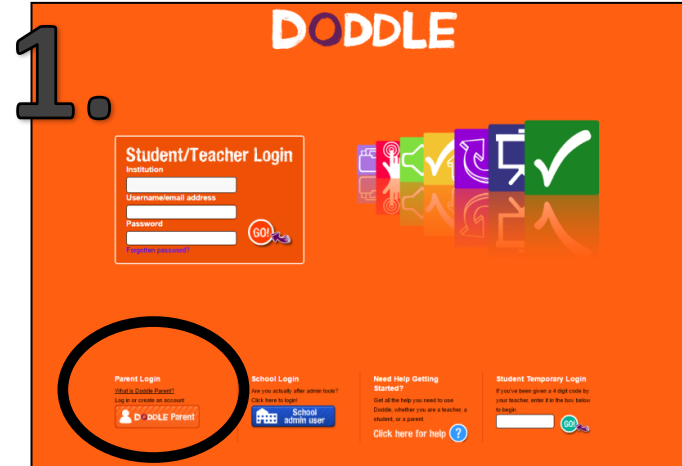
Interactives – animations and activities that let you see ideas in action.



How do you set up an account?

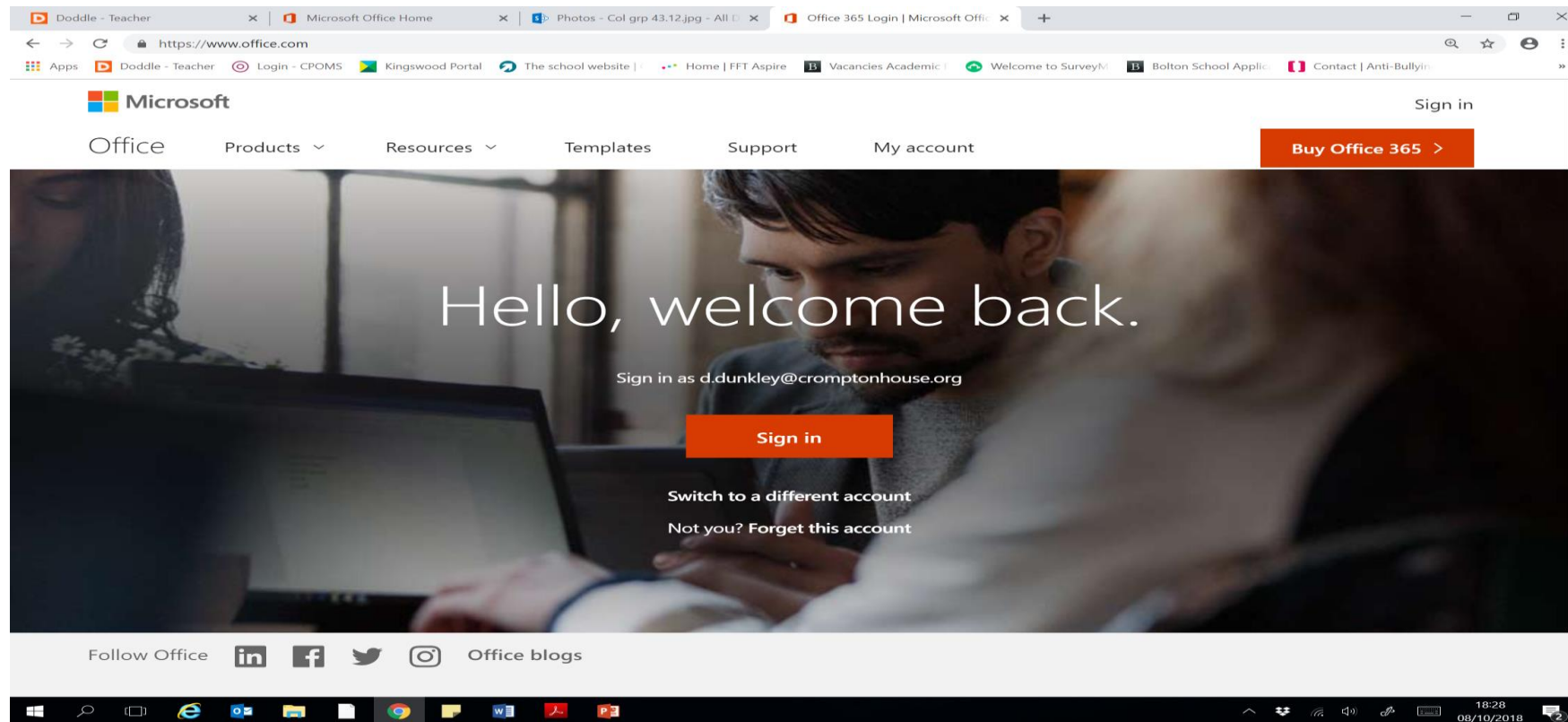
1. Create your Doddle Parent account at www.doddlelearn.co.uk/app/parent/enrol using your own email address

2. Verify your account using the link sent to your email

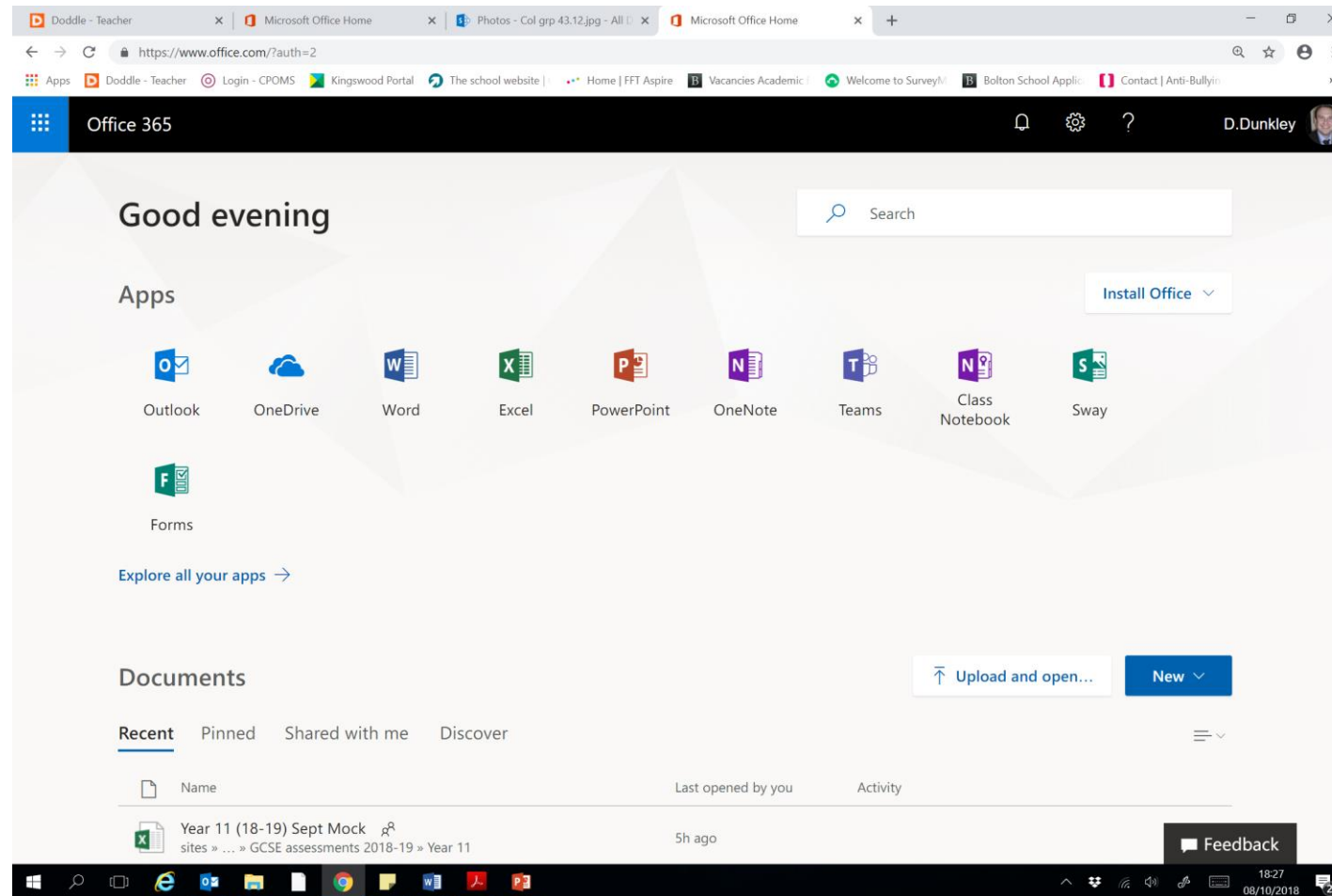


Office 365

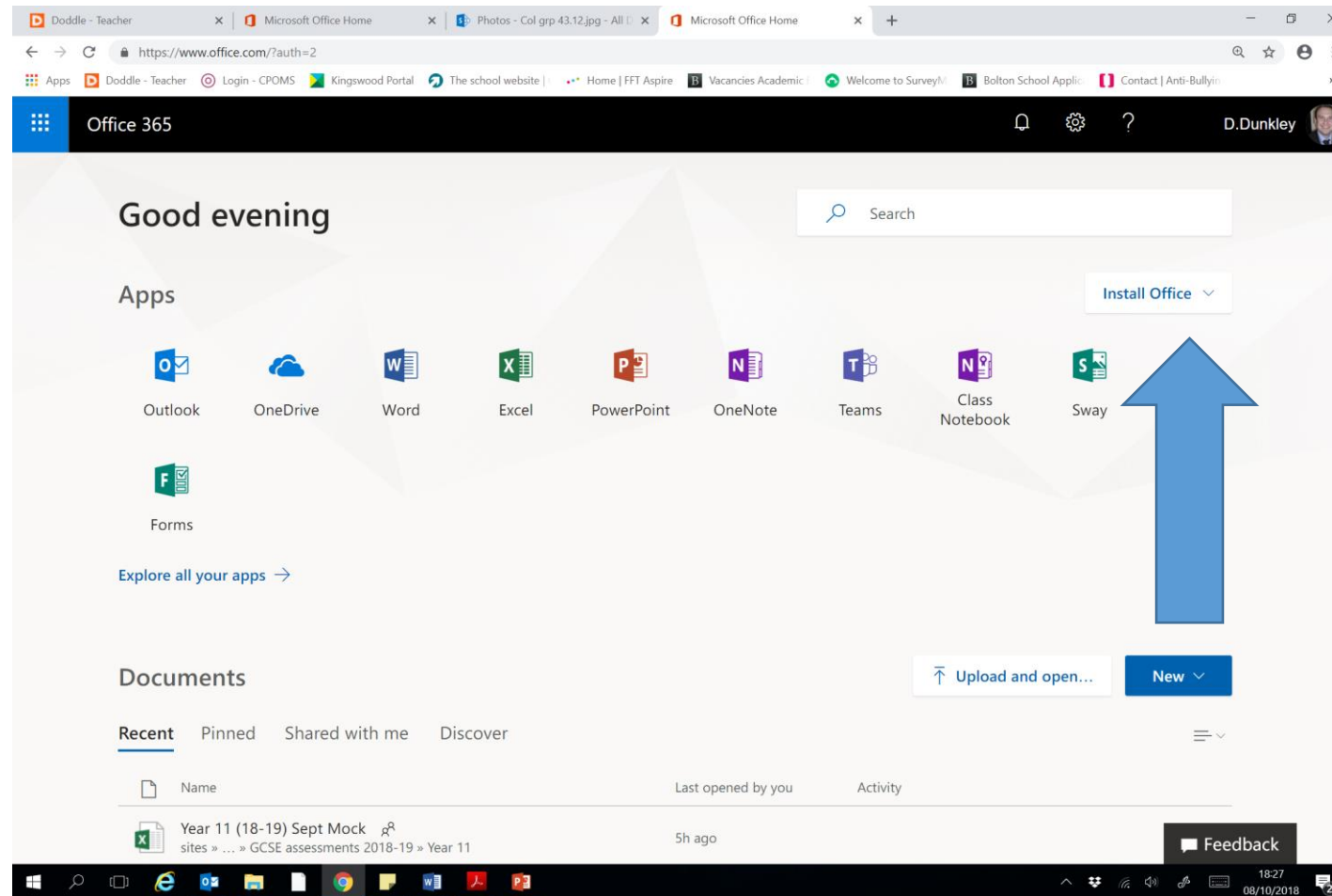
- All students have access to office 365
- <https://www.office.com>



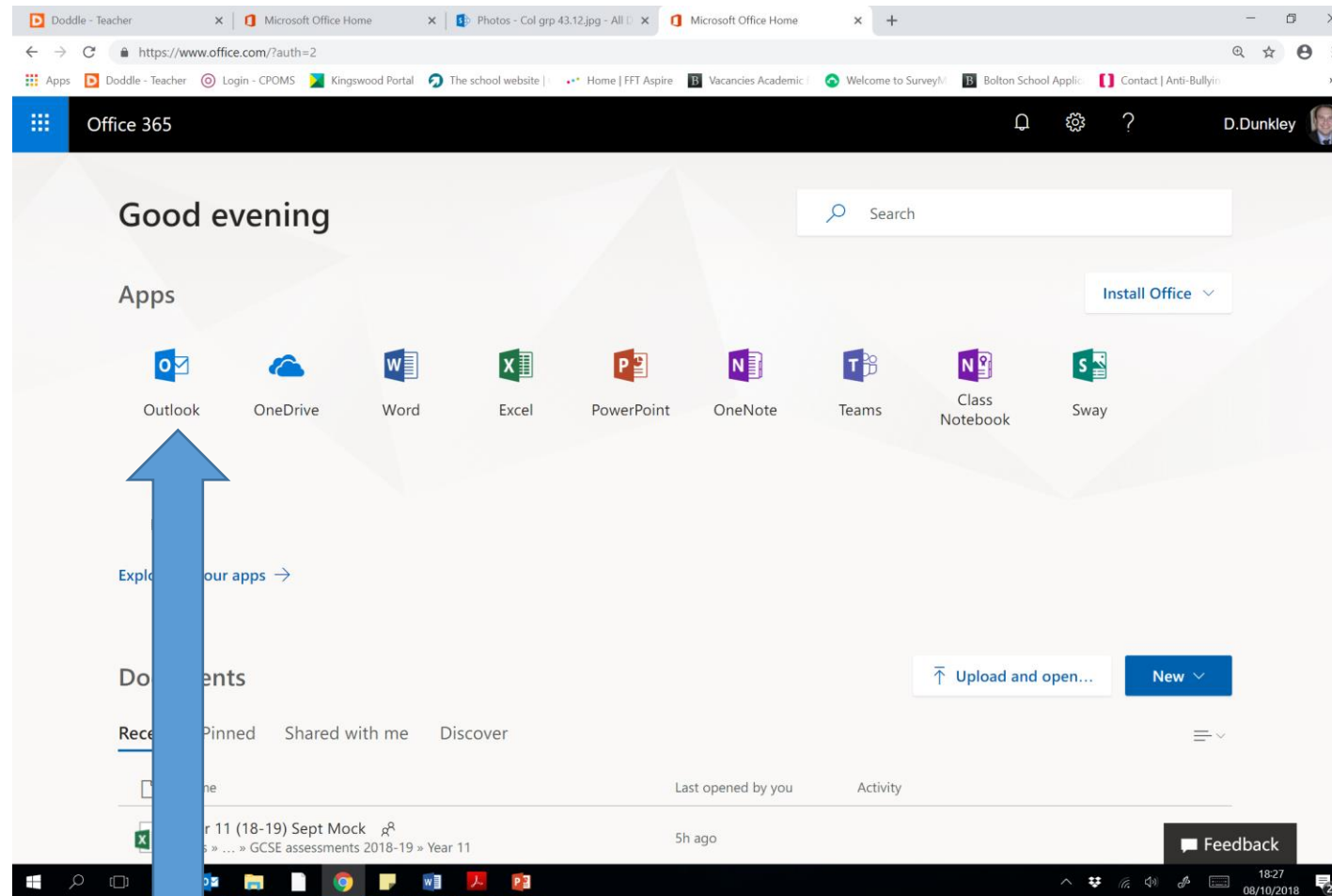
Log on



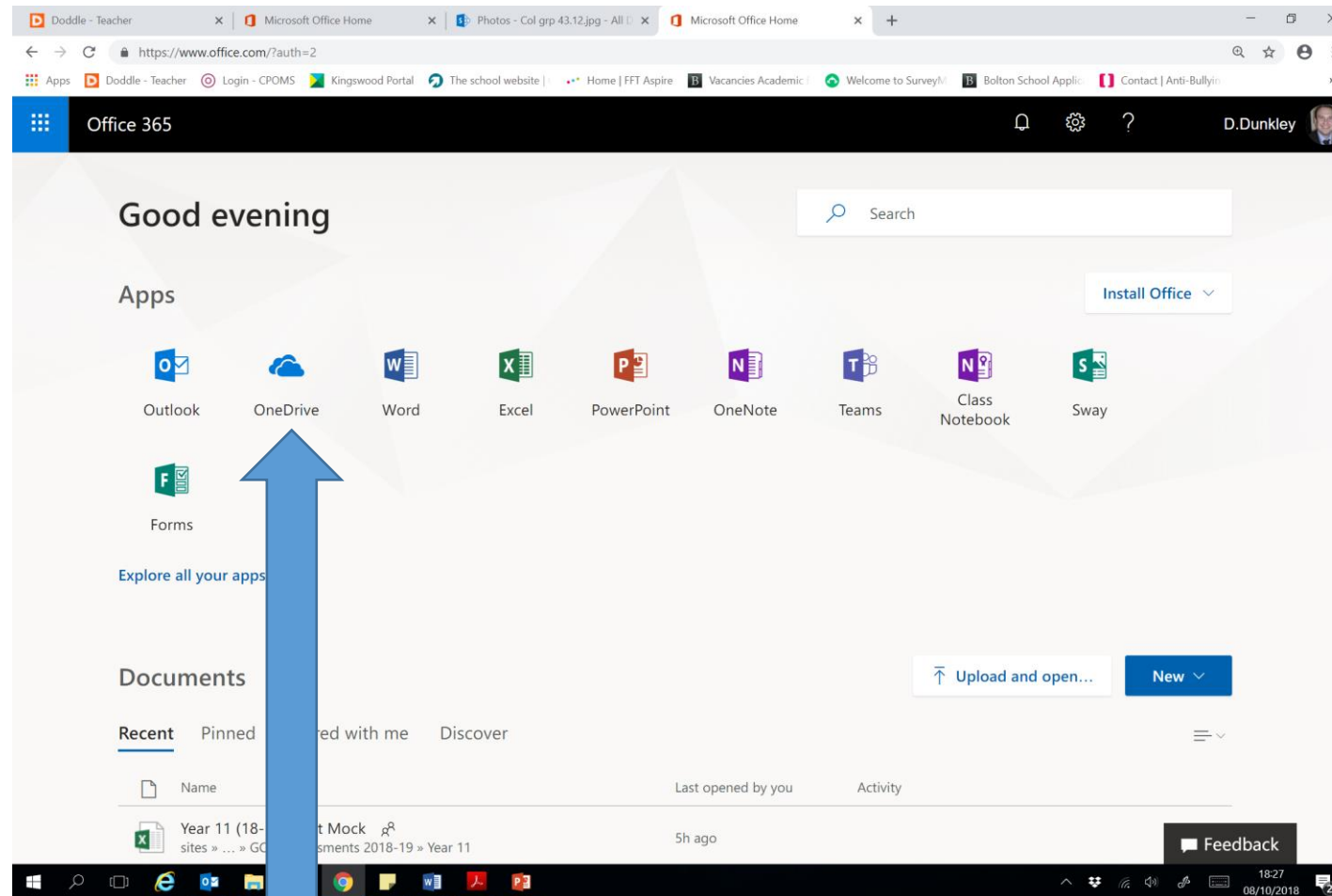
Install your own software to PC/Mac



Check emails ! Including the daily bulletin



Store work done at home and school



Target Setting

- We use FFT to help us set provisional targets for students, based on their KS2 attainment.
- **Using historical data of outcomes for students, FFT intelligently sets a provisional target benchmark for students in each subject.** (this means it can change each year)
- The target setting benchmarks we use, generate targets that would put students in the top 5-20% nationally in terms of progress if they were to meet their end of Year 11 target grade.
- Once generated, these grades are fine tuned to avoid any anomalies that may be generated. An example of this is where students have low KS2 attainment or no KS2 prior attainment,

New GCSE Grading Structure

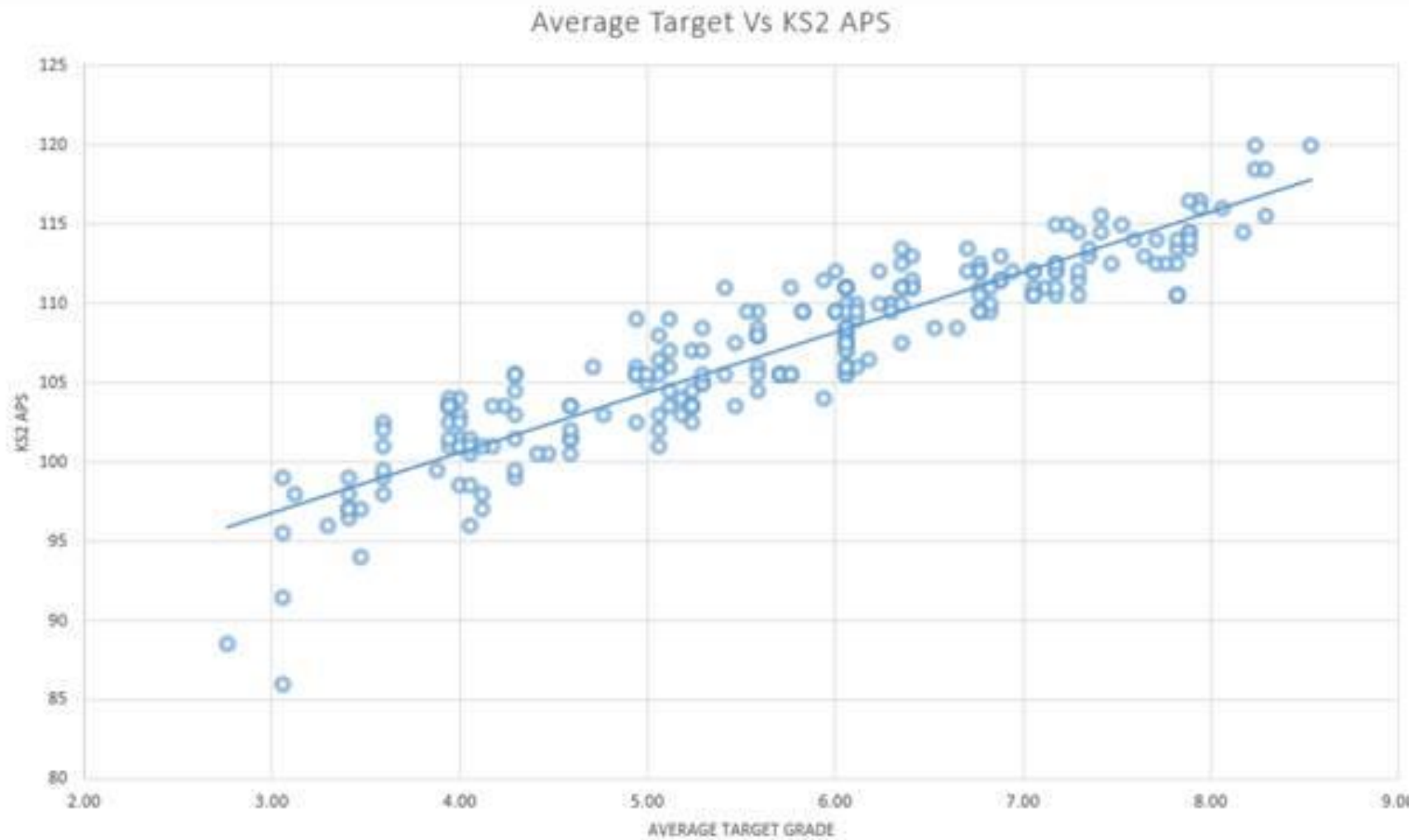


NEW GCSE GRADING STRUCTURE		CURRENT GCSE GRADING STRUCTURE
9		A*
8		
7		
6	<div>GOOD PASS (DfE) 5 and above = top of C and above</div> <div>AWARDING 4 and above = bottom of C and above</div>	B
5		C
4		
3		D
		E
2		
		F
1		G
U		U

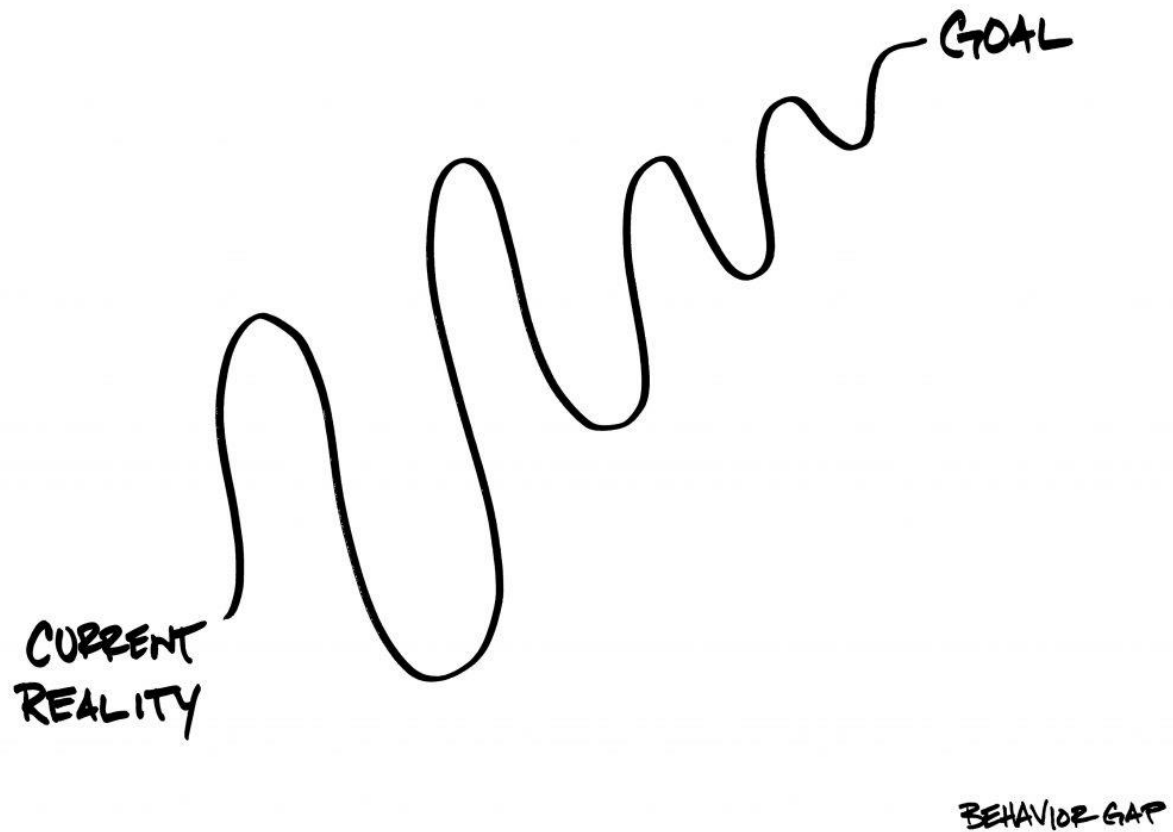
Examples of targets and chances of grades

	HML	Reading	Writing	Maths	Chance of each grade	Risk of lower grade	FFT 20 grade	Chance of higher grade
PP EAL SEN ALERTS	H	112	N	112	1 2 3 4 5 6 7 8 9 - - 2 5 11 23 17 26 16 Chance (%)	41%	7	42%
PP EAL SEN ALERTS	M	104	N	104	1 2 3 4 5 6 7 8 9 - 3 9 16 22 23 13 11 5 Chance (%)	50%	6-	27%
PP EAL SEN ALERTS	H	115	A	111	1 2 3 4 5 6 7 8 9 - 2 5 11 18 23 15 18 8 Chance (%)	36%	6	41%

Perfection?



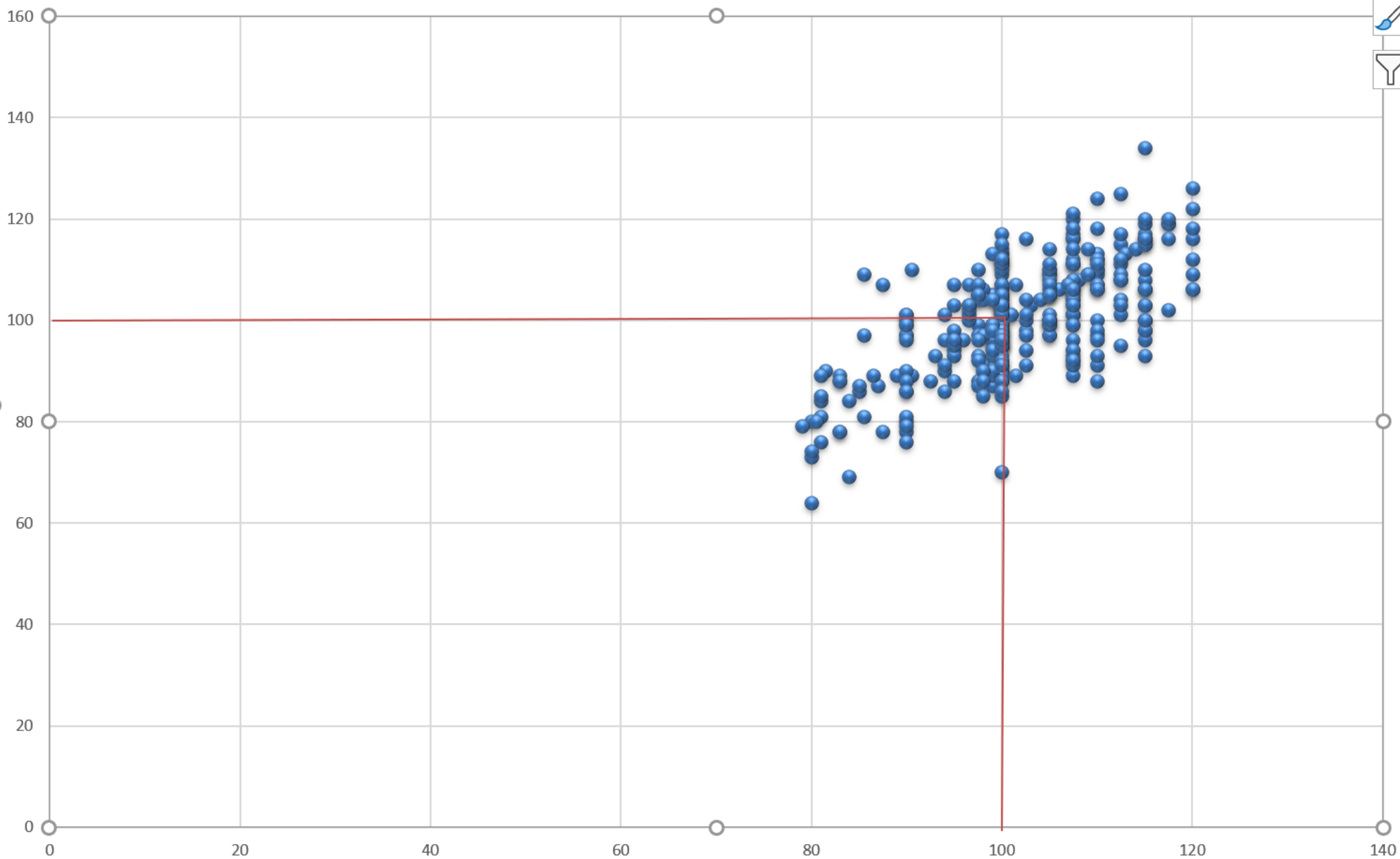
Reality: Flight Paths



Grouping

- Key Features:
- This year we have set students in groups based on data.
- If Maths is blocked against the subject then Maths SATS and CATS data is the driver.
- If English is blocked against the subject then Eng SATS and CATs is the driver.
- In other block it is the average of the Maths Data & Eng data
- Some blocks are mixed such as: Art, CO, Food & DT
- Expected change points are: Feb and end of year.

Cohort Ability Profile



Mixed



	En	MFL	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	Pe	Ar	Co	Fd	Dt
7C1	En	Fr1	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (boys)	Ar	Co	Fd	Dt
7C2	En	Fr2	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (boys)	Ar	Co	Fd	Dt
7C3	En	Sp1	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (girls)	Ar	Co	Fd	Dt
7C4	En	Sp2	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (girls)	Ar	Co	Fd	Dt
7C5												Ar	Co	Fd	Dt
7H1	En	Fr1	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (boys)	Ar	Co	Fd	Dt
7H2	En	Fr2	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (boys)	Ar	Co	Fd	Dt
7H3	En	Sp1	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (girls)	Ar	Co	Fd	Dt
7H4	En	Sp2	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (girls)	Ar	Co	Fd	Dt
7H5												Ar	Co	Fd	Dt
7S1	En	Fr1	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (boys)	Ar	Co	Fd	Dt
7S2	En	Fr2	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (boys)	Ar	Co	Fd	Dt
7S3	En	Sp1	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (girls)	Ar	Co	Fd	Dt
7S4	En	Sp2	Hi	Rs	Dr	Wl	Gg	Mu	Sc	Ma	PE (girls)	Ar	Co	Fd	Dt
7S5	En	Access								Ma		Ar	Co	Fd	Dt

How are we reporting on your achievement?

Example – Page 3

Year 7 Report - July 2021



Subject	Behaviour	Effort in Class	Homework Punctuality	Homework Quality	Assessment %	Support %	Extension %	Progress Test SAS	Teacher Progress Statement	Y11 MEG
English	3	4	4	4	51%	N/A	N/A	90	Securing- Displaying expected skills & understanding for the given year group & subject	6
Mathematics	4	4	4	4	43%	N/A	18%	91	Developing- Displaying transitional skills & understanding for the given year group & subject	5
Art	4	4	4	4	Gold	N/A	N/A	N/A	Gold- Outstanding performance across all skill areas.	6
Computer Science	4	4	4	4	55%	N/A	N/A	N/A	Securing- Displaying expected skills & understanding for the given year group & subject	5
Design Technology	4	4	4	4	Green	N/A	N/A	N/A	Green- Strong performance across all key skill areas.	6
Drama	4	4	4	4	Gold	N/A	N/A	N/A	Gold- Outstanding performance across all skill areas.	6
Food & Nutrition	4	4	4	4	Green	N/A	N/A	N/A	Green- Strong performance across all key skill areas.	6
French	3	4	4	4	65%	N/A	N/A	N/A	Securing- Displaying expected skills & understanding for the given year group & subject	5
Geography	4	4	4	4	70%	N/A	N/A	N/A	Securing- Displaying expected skills & understanding for the given year group & subject	6
History	4	4	4	4	33%	N/A	N/A	N/A	Developing- Displaying transitional skills & understanding for the given year group & subject	6
Music	4	4	4	4	Green	N/A	N/A	N/A	Green- Strong performance across all key skill areas.	6
Physical Education	3	3	N/A	N/A	Amber	N/A	N/A	N/A	Amber- Strong performance in some skill areas but can improve in others.	6
Religious Studies	3	3	3	3	50%	N/A	N/A	N/A	Securing- Displaying expected skills & understanding for the given year group & subject	7
Science	4	4	4	4	52%	N/A	13%	103	Developing- Displaying transitional skills & understanding for the given year group & subject	5

Minimum Expected Grade (MEG) For each subject your child studies, they will receive an end of Key Stage 4 (Year 11) Minimum Expected Grade. Also known as a target grade, this is the minimum grade your child should be aiming to exceed or achieve in their final exams. In order to ensure your child is challenged to their full potential, these will be reviewed each year.

Attitudinal Key

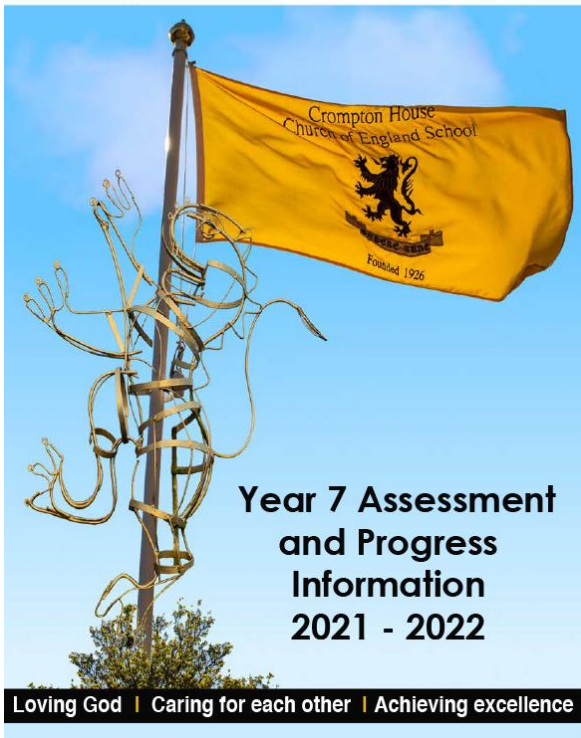
	Behaviour	Effort in Class	Homework Punctuality	Homework Quality
4	Excellent	Very positive focused attitude and excellent motivation and organisation in class	Homework is always handed in on time	Homework is always completed to the best of ability
3	Good	Mainly positive attitude with a good motivation and well organised	A small number of homeworks have been handed in late	Homework is mainly at a good standard
2	Requires Improvement	Generally positive but can show negative attitude, motivation and lack of organisation	A large number of homeworks have been handed in late	Quality of homework is highly inconsistent
1	Unsatisfactory	Often shows negative attitude. Poor motivation and/or serious disorganisation	Homework is always handed in late	Homework is often completed to very poor standard

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126

Progress Test Interpretation

How are we reporting on your achievement?

Crompton House C of E School



Page 4:

The above booklet is also available electronically here: <https://www.cromptonhouse.org/assessment/>

English, Humanities, Computer Science, MFL	% score achieved in year group summative assessment.
	Teacher Progress Statement based on performance in summative assessment and progress in understanding and knowledge against PLCs: Emerging – Still embedding foundational knowledge, skills and understanding for the given year group and subject (<i>achieving 0% - 24% in the summative assessment</i>). Developing – Displaying transitional skills and understanding for the given year group and subject (<i>achieving 25% - 49% in the summative assessment</i>). Securing – Displaying expected skills and understanding for the given year group and subject (<i>achieving 50% - 79% in the summative assessment</i>). Mastering – Displaying advanced knowledge, skills and understanding for the given year group and subject (<i>achieving 80% - 100% in the summative assessment</i>).
	Attitude for Learning
Maths and Science	% score achieved in year group core summative assessment (inclusive and common to learners of all abilities)
	% score achieved in year group support OR extension summative assessment. Teacher Progress Statement based on performance in CORE summative assessment and progress in understanding and knowledge against PLCs: Emerging – Still embedding foundational knowledge, skills and understanding for the given year group and subject (<i>achieving 0% - 24% in the core summative assessment</i>). Developing – Displaying transitional skills and understanding for the given year group and subject (<i>achieving 25% - 49% in the core summative assessment</i>). Securing – Displaying expected skills and understanding for the given year group and subject (<i>achieving 50% - 79% in the core summative assessment</i>). Mastering – Displaying advanced knowledge, skills and understanding for the given year group and subject (<i>achieving 80% - 100% in the core summative assessment</i>).
	Attitude for Learning
Art, Drama, Design Technology, Food & Nutrition, Music and PE	Teacher Progress Statement based on a coloured band system in recognition of performance across a combination of skill areas and progress in understanding and knowledge against PLCs: Red – Still developing across each of the skill areas. Amber – Strong performance in some skill areas but can improve in others. Green – Strong performance across all key skill areas. Gold – Outstanding performance across all skill areas. <i>Please refer to the appendix for the criteria relevant to each 'colour' for each of these subject areas.</i>
	Attitude for Learning

Attitudinal Behaviour

Attitude for Learning Key

	Behaviour	Effort in Class	Homework Punctuality	Homework Quality
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2	Requires Improvement	Generally positive but can show negative attitude, motivation and lack of organisation	<u>A large number of</u> homeworks have been handed in late	Quality of homework is highly inconsistent
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Curriculum Overviews: Links to topics

