



# Assessment, Feedback and Reading at Lutterworth High School

Parents' Information Evening

6th November 2025

# Where Learning Comes First



## For our Students:

- We aim to deliver exceptional teaching that allows everybody to make excellent progress.
- We aim to instil a lifelong love of learning and a sense of awe and wonder.
- We want to nurture talents and interests through an exceptional range of co-curricular opportunities and visits.
- We want our students to leave school as fully rounded individuals ready to embrace life in the 21st Century.

# Meeting Schedule



- Welcome from Julian Kirby, Headteacher
- Assessment, reporting and feedback at LHS – Natalie Tebbatt, Deputy Headteacher
- Reading at LHS – Rachel Bryning, Head of English



# Assessment

- The transition from primary school
- Key Stage 3 at LHS
- The 9-1 GCSE grading
- Identifying if your child is 'on track' and how to help
- Attitude to learning
- Post-16 options
  
- Reading, Writing and Oracy.



# Transition from primary school

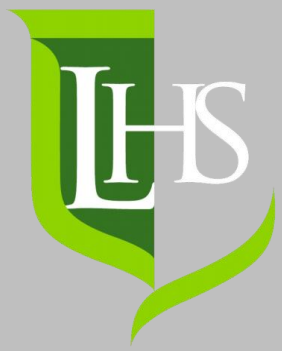
- Standardised Assessment Tests (KS2 SATS)
- Information sharing with Primary Schools
- Reading and spelling age assessments
- Know the degree of support and challenge individual students need

# 9 – 1 GCSE Grades

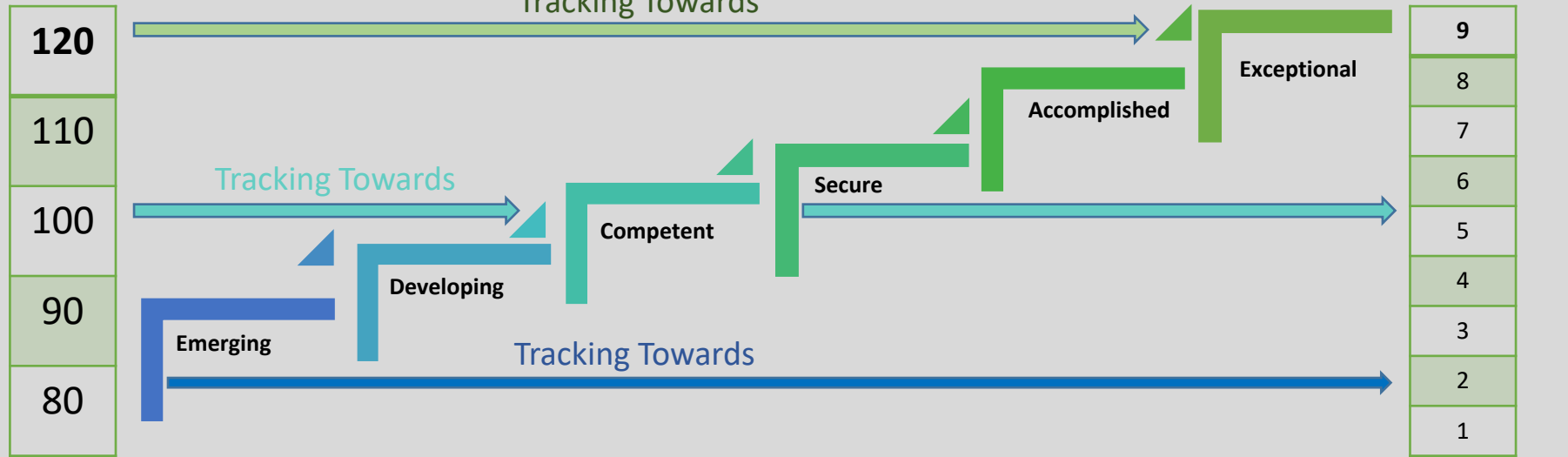
## Grading new GCSEs

Ofqual

New grading structure	Former grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U



KS2 Scaled Score



# Progress at LHS

## Key Stage 3

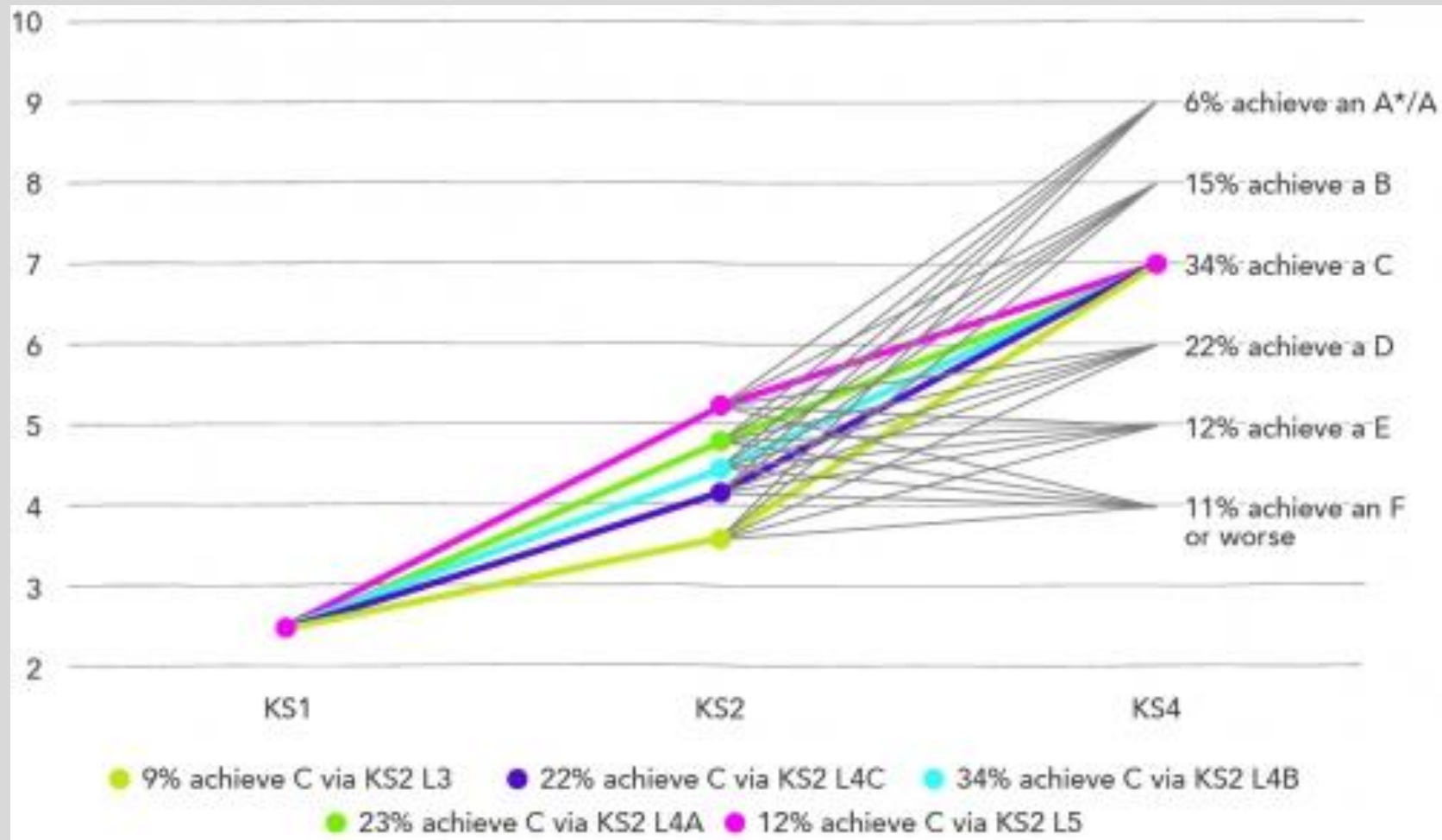


# Target Grades



- Target grades are **aspirational** and set for the students individually
- These are based on the students' prior attainment at primary school and individual assessments of what 'similar' students have gone on to achieve
- Target grades are not a prediction of what will be achieved
- In year 10 and 11 target grades are reviewed in preparation for GCSE

# Progress



# Progress



What people think  
it looks like




What it really  
looks like

# Identifying if your child is 'on track'

## A Year 7 example



 **LUTTERWORTH HIGH SCHOOL**  
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### KS3 MASTERY REPORT (Autumn)

NAME: \_\_\_\_\_ Tutor Group: \_\_\_\_\_ Report Date: \_\_\_\_\_

KS2 Reading Scaled Score 108	KS2 Maths Scaled Score 106	KS2 Average Scaled Score 107.00
Attendance 100.0%	Achievement (House Points) 797	Behaviour (Consequence) 0
Year 7 Reading Age 14:07	Year 7 Spelling Age 12:07	
Attitude to Learning Score 6.00		

SUBJECT & TUTOR	Current Understanding of KS3 Curriculum Covered	Tracking Towards	KS4 GCSE Target (School Target)
ENGLISH Miss A. Begum	Developing	Grade 3 - 5	6-
MATHEMATICS Miss S. Begum	Accomplished	Grade 6 - 8	6+
SCIENCE Miss M. Niemeijer	Competent	Grade 4 - 6	5
COMPUTING Miss S. Begum	Developing	Grade 3 - 5	6+
GEOGRAPHY Miss R. Lea	Competent	Grade 4 - 6	6+
HISTORY Mr J. Anderson	Secure	Grade 5 - 7	6+
FRENCH Miss V. Carletti	Competent	Grade 4 - 6	6-
RELIGIOUS STUDIES Mr C. Bray	Secure	Grade 5 - 7	6+
ART			6-
FOOD & NUTRITION			5-
DESIGN & TECHNOLOGY	Secure	Grade 5 - 7	6+
MUSIC Mrs A. Dovey	Competent	Grade 4 - 6	6+
PERFORMING ARTS DANCE	Developing	Grade 3 - 5	6+
PERFORMING ARTS DRAMA	Competent	Grade 4 - 6	6
PHYSICAL EDUCATION Miss Z. Tuz-Ribas	Competent	Grade 4 - 6	6+

# What has my child been learning about?

## A Year 7 example



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Subject	What have Year 7 been studying this term?
Computing	In Computing this term, year 7 students have been learning about Passwords and what makes a good password. The different components of the computer and how they work. For example, the CPU, hard drive, RAM. They have also learnt about the fetch, decode, execute cycle and different devices. Following this they are learning to program using Scratch, and focusing on decision making and selection.
English	Year 7 have been reading a range of non-fiction articles, looking at the power language has in shaping our biases and our opinions on things. They have responded to an article by writing a response to whether or not they agree with the idea that children should be banned from restaurants. Year 7 have started reading <i>Our Day Out</i> , a fantastic play that looks at a disastrous school trip where two teachers with two very different philosophies battle for control over the group. Next term, Year 7 will move on to an introduction to Shakespeare and look at some key speeches from his plays.
Geography	Students have been developing map skills and understanding key geographical concepts including contemporary global issues. This term, students will be studying global diets.
History	Pupils have been investigating what England was like before the Norman invasion of 1066. We have studied why England was an important country and the different groups who invaded and settled here such as the Celts, Romans, Anglo-Saxons and the Vikings. Pupils will have an understanding of key themes such as power and money to offer explanations why these different groups were attracted to England. Currently we are studying the Norman conquest of England, why William won the Battle of Hastings and how he began to control England when he became king.
Maths	All forms of basic calculations, including order of operations; Checking, approximating and estimating calculations; Finding angles in polygons; Properties of triangles and quadrilaterals; Properties of fractions, decimals and percentages; Proportional reasoning, including ratio
MFL	Last term, students learnt how to describe themselves and their family in French. They have learnt how to use infinitive and present tense verbs with a variety of subject pronouns (je, tu, il, elle, ils), some connectives, quantifiers and adjectives. This term, students have learnt how to talk about hobbies using opinions and time phrases. They will also learn how to use the near future with <i>il</i> , before starting studying the same topics in Spanish.
Music	Students have been developing keyboard skills through Pachelbel's canon. They have been learning the parts, as they get progressively harder, towards a point where they will perform a group performance of the piece. They continue to develop their understanding of keywords and subject specific vocabulary through written activities and comprehension homework.
PE	In PE students have studied, Handball, netball and Rugby so far this year. In addition to this they have all completed a theory block of work over a 4-week period. This looked at different methods of training, muscles in the body and different types of stretches as well as more theory content. Your child then sat a theory test. The score they got for this theory test makes up 70% of your child's final mark in PE to reflect how they would be assessed on a GCSE PE course.
RE	An overview of some key beliefs from the six major world religions.
Science	Introduction to science was at the start of year 7 when lab skills, measuring and the foundations of practical work plus safety took place. This has been followed up by cells and skeletal/muscular systems in Biology. In Chemistry year 7 have been looking at the particle model and metals/non-metals. In physics they have learnt about energy transfers and its costs.

# Attitude to learning

Students get ONE attitude to learning grade between 1 and 9

- A **highly motivated** student with a high level of **curiosity** and **initiative**.
- A **reflective** individual who **learns** from, and acts upon **feedback** and past experiences.
- **Asks good questions** and is prepared to **take risks**.
- **Enjoys learning** tasks and frequently **supports others** in their learning

5 is the minimum expected standard




## Attitude to Learning Grade Descriptors

9	<ul style="list-style-type: none"><li>• A highly motivated and confident student with a high level of curiosity, independence and initiative.</li><li>• A reflective individual who learns from, and acts upon, past experiences.</li><li>• Actively participates in class discussion, asks excellent questions and is prepared to take risks.</li><li>• Actively participates in leading learning tasks and always supports others in their learning.</li><li>• Actively seeks opportunities to deepen and broaden skills and knowledge through wider reading and homework.</li></ul>
8	<ul style="list-style-type: none"><li>• Shows curiosity, confidence and initiative.</li><li>• Shows perseverance, is reflective and acts upon feedback.</li><li>• Actively participates in class discussion and asks good questions.</li><li>• Actively participates in learning tasks and supports others in their learning.</li><li>• Homework demonstrates a willingness to go beyond expectations.</li></ul>
7	<ul style="list-style-type: none"><li>• Shows curiosity, increasing confidence and developing initiative.</li><li>• Feedback is reflected upon, resulting in clear progress in subsequent assessments.</li><li>• Actively participates in individual and group learning tasks and has a positive influence in the classroom.</li><li>• Actively participates in class discussion.</li><li>• Written work and homework is always completed to a very high standard.</li></ul>
6	<ul style="list-style-type: none"><li>• Shows curiosity, increasing confidence and works well when provided with clear instructions.</li><li>• Feedback is reflected upon, resulting in clear progress in subsequent assessments.</li><li>• Actively participates in individual and group learning tasks.</li><li>• Actively participates in class discussion when confident about the topic or task.</li><li>• Written work and homework is always completed to a high standard.</li></ul>
5	<ul style="list-style-type: none"><li>• Works independently when provided with clear instructions from staff.</li><li>• Feedback is reflected upon and further progress occurs as a consequence.</li><li>• Takes part in class discussion when directly questioned</li><li>• May need prompting to answer questions or become involved in group activities</li><li>• Written work and homework is completed to a good standard.</li></ul>
4	<ul style="list-style-type: none"><li>• Works well when provided with clear instructions from staff.</li><li>• Written work and homework is usually completed and to a reasonably good standard.</li><li>• Passive and lacks confidence during class discussion</li><li>• Often needs prompting to answer questions or become involved in group activities</li><li>• Feedback is not always reflected upon and further progress is sometimes limited as a consequence.</li></ul>
3	<ul style="list-style-type: none"><li>• Has some curiosity for learning but has frequent lapses of attention.</li><li>• Repeats mistakes by not acting on feedback from previous experience.</li><li>• Mostly arrives at lessons with correct equipment and uses planner sometimes.</li><li>• Can sometimes be distracted and will occasionally distract others from their learning.</li><li>• Homework is not always completed and is generally below an acceptable standard.</li></ul>
2	<ul style="list-style-type: none"><li>• Shows little curiosity for learning.</li><li>• Rarely acts on feedback or draws from previous experience.</li><li>• Rarely has the correct equipment for lessons and/or rarely uses planner correctly.</li><li>• Actions frequently distract and/or prevent self and others from learning.</li><li>• Homework is rarely completed.</li></ul>
1	<ul style="list-style-type: none"><li>• Shows no curiosity for learning.</li><li>• Frequently repeats mistakes by not acting on feedback and previous experience.</li><li>• Often forgets materials and is not equipped for lessons.</li><li>• Actions constantly prevent learning for self and others in the group.</li><li>• Homework is never completed</li></ul>

Version 1; October 2018

# Reporting to parents

- Reports are sent home to parents via Edulink 
- One settling in report and two academic progress reports are issued per year
- There is at least one opportunity per year to meet directly with the teachers of your child



**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**



## 2024 GCSE outcomes at Lutterworth High School

Attendance	Days per year	Days missed	Lessons Missed
100%	190	0	0
96%	183	7	42
90%	171	19	114
80%	152	38	228
50%	95	95	570

Attendance	Average Grade	'Value Added' Progress
Above 96%	6.0	+0.84
90% – 96%	5.0	+0.16
80% - 90%	3.1	-0.56
50% - 80%	2.9	-1.5

# Homework

- Learning Hub available before school, break, lunch & afterschool
- Study support in D6 on Monday and Wednesday, 3 – 4pm
- Amount varies by subject but should be proportionate to curriculum time



# What can you do to help?



- Discuss 'how it's going' with your child.
- Help them to identify subjects where they are not tracking towards their target grade.
- Help them to identify why their progress isn't as good in these subjects and create a plan to improve.
- Use Edulink to ensure your child is completing the work set.
- Provide quiet study time, access to books and study support tools on the internet wherever possible.
- Encourage your child to work with their teacher who will be happy to support them if they are finding homework tricky, stressful or excessively time consuming.

# Post 16 and beyond

- Students who do not secure above a grade 4 in Maths and English at the end of year 11 will be required to retake these subjects
- Local providers are increasingly asking for a minimum of grade 5 or 6 to study 'level 3' courses (such as A Level)
- Forward planning to make informed choices at GCSE and KS5

RUSSELL GROUP | Informed Choices

What you study at sixth form or college can affect your options at university and your future career. Use Informed Choices to help you understand which subjects open up different degrees, particularly at Russell Group universities.

I don't know what degree I would like to study

I know what degree I want to study

<https://www.informedchoices.ac.uk/>



GO F.A.R AT  
LUTTERWORTH  
HIGH SCHOOL

### FEEDBACK

provides clear, explicit guidance  
on what to do to improve

### ACTION

sets achievable and measurable  
'next action steps' for you to  
complete

### RESPONSE

in the form of extended drafting  
and re-drafting leads to success



**Feedback** – Provides clear, positive and explicit guidance on what has been completed and what to do to improve.

**Action** – Set achievable and measurable ‘next action steps’ for students.

**Response** – To the ‘next action step’ (in the form of more extended revision of the work to secure greater success thereby ensuring progress).

# Marking – What to expect



- Marking will be regular and proportionate but there is not a particular frequency of marking work required.
- FAR feedback will be at a key milestone in the topic or activity.
- The piece of work will typically be a GCSE style question at KS4 requiring a developed response.
- The piece of work will be marked for spelling and grammar.



# What do we mark?

- Homework.
- Summative assessments – Higher mark questions.
- Subject specific spellings.

## What do we not mark?

- Class notes or activities unless the quality of work is a cause for concern.
- Avoid tick and flick and leaving comments like 'good' or 'well done.'

# What other feedback strategies can we use?

- Verbal feedback but there is no need to indicate that verbal feedback has been given in the book.
- Sharing of common errors and misconceptions to the class.
- Model answers.
- Yellow box marking where one particular area of the work is focused upon.
- Peer and self assessment.





**R.O.W**  
**Row to Success**

# HOW ROW STRATEGIES MIGHT BE USED IN YOUR LESSONS

READING	ORACY	WRITING
<p>Reading extracts and summerising their meaning</p> <p>The teacher reading to you</p> <p>Reading case studies together as a class and questioning about them</p> <p>Form time reading activities</p> <p>Breaking down larger reading activtles into smaller parts</p>	<p>Giving you changes to debate or discuss in class</p> <p>Asking you to extend or justify your verbal answer</p> <p>Using the correct subject language in your answer (Tier 3)</p> <p>Helping you speak clearly and confidently</p>	<p>Teaching and using key words (Tier 3)</p> <p>Redrafting with FAR</p> <p>Using models and scaffolding to help you structure answers</p> <p>Using images to help make ideas</p> <p>Helping you understand command words</p>

# R.O.W TO SUCCESS

## YEAR 7



### Term 1: Talk Matters

**Aim:** To introduce accountable talk.

**How?** Through the discussion of topical issues linked to the modern world.

### Term 2: Reading for Meaning



**Aim:** To practise comprehension and inference skills of complex texts from across the curriculum.

**How?** Through guided reading.



### Term 3: Taking Pride in my Writing

**Aim:** To spell, punctuate and use grammar accurately.

**How?** Through the explicit teaching of spelling, punctuation and grammar.

### Term 4: More Talk Matters



**Aim:** To develop our use of accountable talk.

**How?** Through the discussion of topical issues linked to the modern world.



### Term 5: Reading for Pleasure

**Aim:** To be engaged in reading for pleasure.

**How?** Through our whole class reading of a challenging short story.

### Term 6: Writing for Pleasure

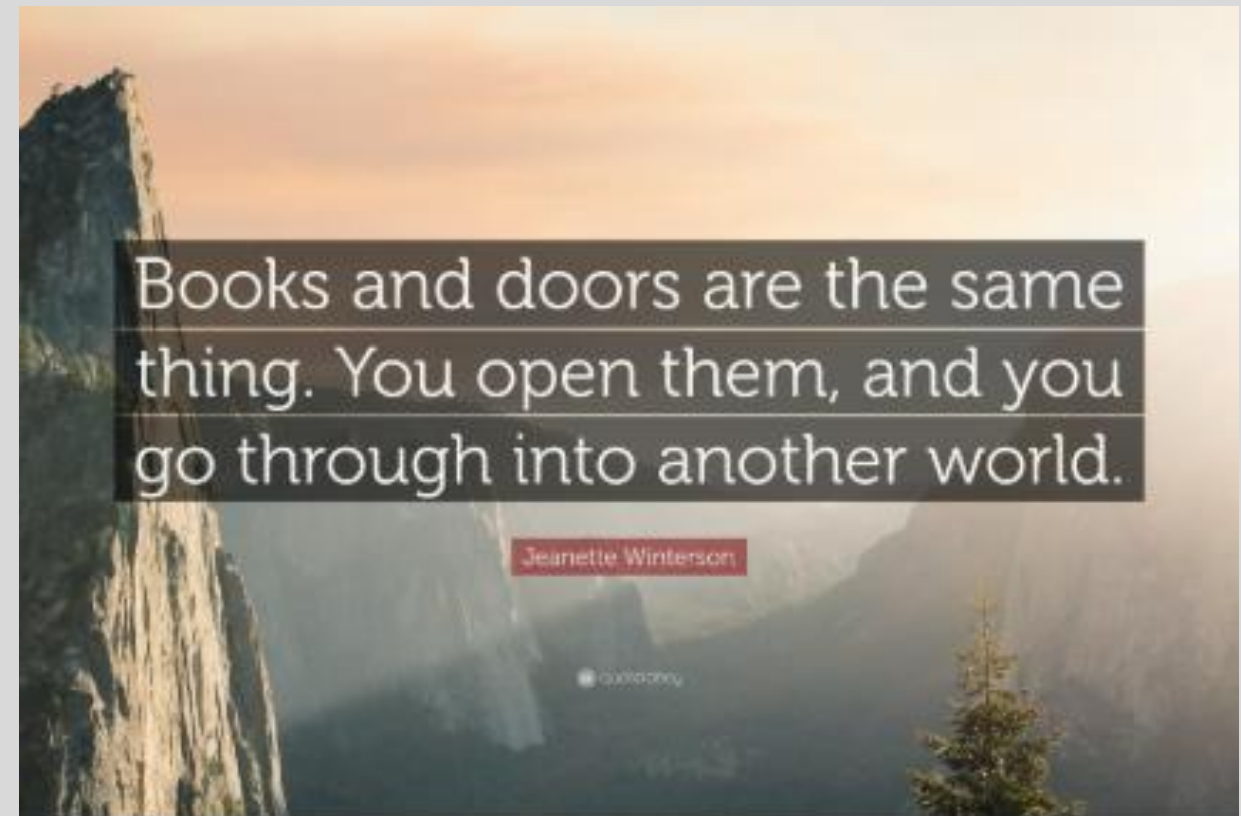
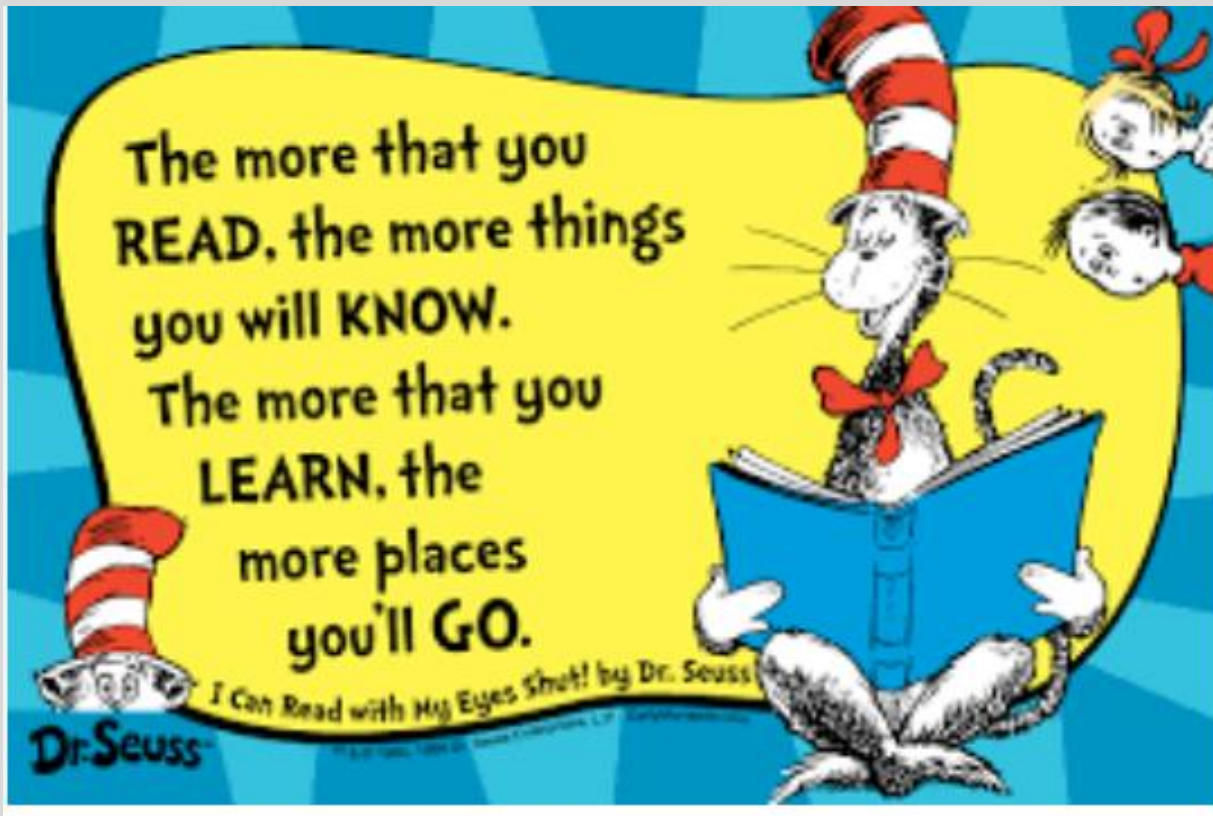


**Aim:** To enjoy low-stakes writing challenges.

**How?** By experimenting with a range of writing forms and to continue to take pride in my writing.



# The Importance of Reading



# The Value of Reading: Our Starting Point

- In Year 3 students read an average of 36 books a year (age appropriate).
- By Year 10 this is an average of 5 books a year (age appropriate).
- At LHS we support students to develop their reading habit and reading age.

What is our starting point?

- Ask your child, how many books have they read or listened to in 2025?

# The Value of Reading: Personal Outcomes

1. Reading for 6 minutes a day can reduce stress by 68%
2. Read 20 minutes a day, and you'll read 1,800,000 words per year.
3. Children who read 1,000,000 words a year are in the top two percent of reading achievement.
4. Children learn 4,000 to 12,000 words per year through reading.

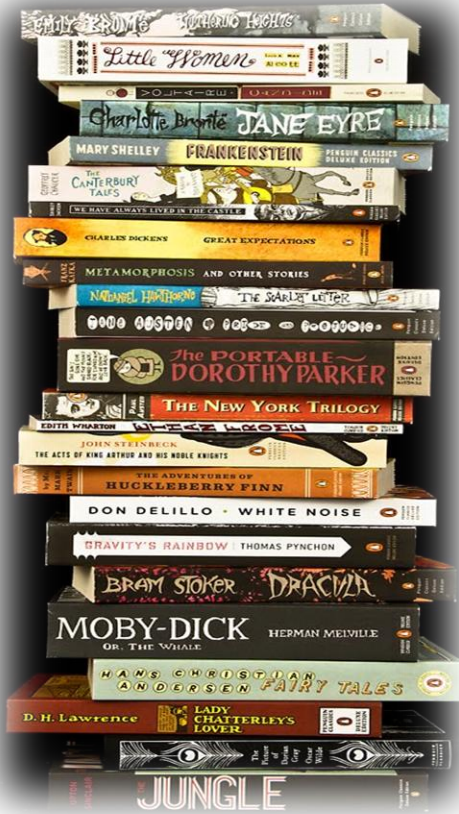
# The Value of Reading: Academic Outcomes

- There is a clear link between success at GCSE (and beyond) and the ability to read across subjects including Mathematics and Science.
- Students at GCSE are expected to write both fiction and non-fiction of their own. An extensive and ambitious vocabulary is explicitly assessed in the mark scheme.
- Students completing their GCSEs will read an average of 80,000 words during the exam period.
- Accessing and decoding the questions is all-important.

# Teaching Reading Skills

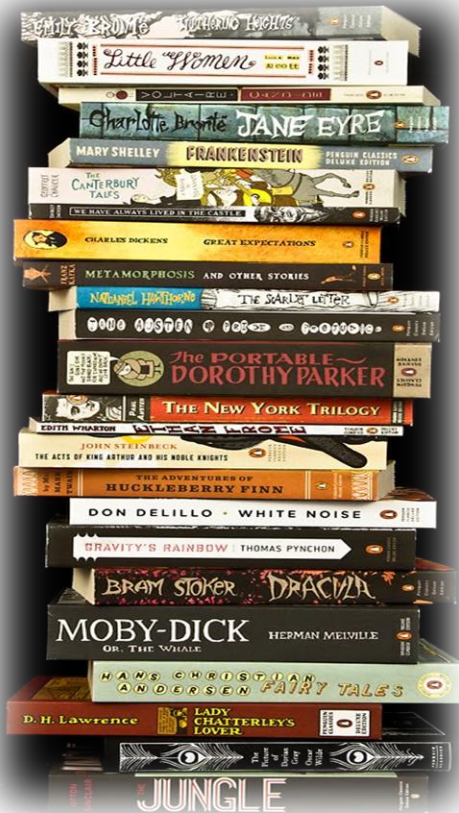
- We have progressed from **‘learning to read’** to **‘reading to learn’** building on the hard work of primary teachers and parent/carer support.
- A focus on **‘reading to learn’** is the foundation of success across the Key Stage 3 curriculum:
- Provide a breadth of fiction and non-fiction texts (genres, forms and topics).
- Teach reading methods (close reading, skim or scan text to locate details)
- Decode vocabulary and meanings (context bound)
- Explicit teaching of vocabulary to develop connections (schema)

# Our approach to reading



- Teachers explicitly model reading methods and decoding skills in Key Stage 3.
- Year 7 and 8 have a designated reading lesson, to develop the habit of reading for pleasure with personal choices and curriculum texts.
- Our Yr 7-9 curriculum ensures that students read, study and enjoy full texts:
- 6 novels, 3 modern plays, 1 Shakespeare play
- Wide range of texts covered in lessons – from a variety of genres, forms, writers.
- A variety of short stories, poetry and non-fiction texts.
- Our 7-9 (KS3) curriculum has been designed to prepare students for the rigor of GCSE (Key Stage 4) study.

# Reading Habits



## CURRENT CONTEXT:

*'1 in 3 8–18-year-olds enjoy reading in their free time.'* (Annual Literacy Survey in 2024)

- **Time:** English weekly reading lesson + homework includes reading material to develop good habits. ROW lessons develop reading habits.
- **Access to books:** English and Learning Hub partnership includes timetabled English lessons in the hub.
- Learning Hub 'themed reads', review writing and competitions.
- **Technology:** Book and film tie-ins, use the digital borrowing resources available, harness the power of online resources and #BookTok for older readers!

# Benefits of Reading



**National  
Literacy  
Trust**  
Change your story

**Children and young people who read in their free time said it helps them:**

**56.6%**  
to relax

**41.0%**  
feel happy

**50.9%**  
learn new things

**32.8%**  
understand the  
views of others...

**32.8%**  
...and about  
other cultures

**26.0%**  
to be confident

# How do I get my child to read?

## How can we support children and young people to grow a love of reading?

The findings from our 2025 report suggest a need to align reading with children and young people's personal interests and media habits in order to encourage a love of reading in their free time. Insights highlighted the following key motivators for those who took part in the survey:



**Books tied to films or TV series.**



**Books with visually appealing covers.**



**The freedom to choose what they could read.**



**Hearing recommendations from friends, family or teachers.**



**Encouraging reading through a variety of formats.**



**Consider using digital formats.**

## My child is a reluctant reader...



Start with short, high-interest texts.



Audiobooks can help.



Look for friendly fonts.



Celebrate small steps.



Keep it positive and pressure-free.



10 minutes a day makes a difference.