



# All Saints' Catholic Voluntary Academy

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**“We shall serve.”**

**Mark 10:45** - *“For even the Son of Man came not to be served but to serve, and to give his life as a ransom for many.”*  
9<sup>th</sup> November 2023

Dear Parent/ Carer,

I am writing to you to outline the school’s approach to reporting on students’ academic progress throughout 2023-2024.

Firstly, it is important that parents and carers understand the type of information they can expect from the school in regards to the progress of our students. At All Saints’, the data which is available through the Go 4 Schools app, is an “Achieved Grade” and this reflects the grade achieved by each student in their respective curriculum subjects. For the majority of subjects, the achieved grade will be a numerical grade from 1-9, based on the GCSE grading format; however, in Art, PE and Performing Arts at Key Stage Three, our students receive a comment-based grading. The grades are arrived at as a result of the summative assessments each of our students will sit throughout the academic year. Therefore, the grades that are assigned to students are in no way a teacher prediction or projection; the grades are based purely on student performance.

To this end and in response to feedback from our Parent Forum, the school has published the assessment maps which detail the different summative assessments that our students will complete across the academic year. These can be found on the school website, under the Curriculum section, titled Assessment Maps [Assessments in Key Stage Three and Four - All Saints' Catholic Voluntary Academy - Mansfield](#). We would strongly encourage parents and carers to look at the relevant assessment map to gain a deeper understanding about the varied demands and rigour linked to the assessments at All Saints’.

The role of mock exams and exam weeks are also very important in supporting our Key Stage Four and Five students; often the summative data for a particular term will be the result of student performance during such exam periods. Parents and carers can find the important dates for the school year on our Parent Planner which is on the school website ([Parent Planner - All Saints' Catholic Voluntary Academy - Mansfield](#)), but examination weeks for our GCSE and A-Level students are also listed below.

**Year 13:** Mock Exams 13<sup>th</sup> Nov-1<sup>st</sup> Dec; 21<sup>st</sup> February- 1<sup>st</sup> March. Actual Exams from 13<sup>th</sup> May.

**Year 12:** Mock Exams 4<sup>th</sup> March 2024-12<sup>th</sup> March and 24<sup>th</sup> June-29<sup>th</sup> June 2024.

**Year 11:** Mock Exams 7<sup>th</sup> Nov- 24<sup>th</sup> Nov; 21<sup>st</sup> February- 1<sup>st</sup> March. Actual Exams from 13<sup>th</sup> May.

**Year 10:** Exam week is Monday 22<sup>nd</sup> April until 26<sup>th</sup> April 2024.

**Year 9:** Exam week is Monday 13<sup>th</sup> May until 17<sup>th</sup> May 2024.

As per the All Saints’ Feedback and Assessment policy, each student should receive personalised feedback about their strengths and areas for development and an achieved grade for each subject’s summative assessment on a termly basis; this information will often be available in student books, folders or progress logs, depending on the subject. Furthermore, the data available on Go 4 Schools throughout the academic year, and the data reports which are sent home at the intervals listed below, reflect the numerical grades or comments achieved in the respective summative assessments.

Beyond this, parents and carers can also expect to receive one attributes-based report throughout the academic year. In all Key Stages, the categories that teachers will comment on in regards to student performance is as follows: -

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*“Leaders have high expectations of all. Students, including Sixth Form students, respond well to this challenge. They are determined to succeed.”*

1. Ready and organised for learning: Students have excellent attendance and punctuality. All equipment and resources are brought to every lesson/tutor period. Homework is completed on time and to the highest standards. Students enter their classrooms in an appropriate manner for learning to take place.
2. Successful in retrieval activities: Students have prepared well for their retrieval activities in class and can provide evidence of their preparation. Students perform well (above 80%) on their retrieval activities and identify any incorrect answers, ensuring that those misconceptions are recorded to support their future revision.
3. Attempts tasks independently: Students show a focused and purposeful attitude to their learning; they engage with the knowledge and skills being addressed in each of their lessons and are keen to demonstrate and apply such knowledge and skills without significant teacher intervention. Students utilise the models provided by staff in order to guide and regulate their independent attempts.
4. Responds to teacher feedback: Students read or listen to teacher feedback, ensuring that they have understood the areas where their work can be improved. Students take specific and actionable steps to address the areas in their work which have been identified as requiring further development. Students appreciate and proactively engage with the feedback they are given.
5. Excellent behaviour: Students consistently demonstrate the highest standards of behaviour through following the All Saints' Way. They are polite, helpful and show respect towards all members of the All Saints' community. They are a credit to the school.
6. For KS5 Only: Meeting Coursework Deadlines

In each category, a teacher will indicate the frequency that the attributes above are demonstrated, ranging from always, mostly, sometimes, rarely and never. We would strongly encourage parents and carers to sit down with their children when the attributes-based reports are released and discuss any performance which has been identified as sometimes, rarely or never; as this inconsistency in performance is likely to cause issues in terms of achievement, and could, ultimately, lead to underachievement for our students.

Parents and carers can expect the **attributes-based report** at the following times in the academic year:

Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7
Oct' 2023	Mar' 2024	Oct' 2023	May 2024	June 2024	Jan' 2024	Jan' 2024

Furthermore, parents and carers will have the opportunity to discuss student progress with teachers directly during the Progress Evenings across the academic year. At All Saints', we try very hard to accommodate the preferences of parents and carers, whilst balancing staff well-being and workload; to that end, during this academic year, three of the Progress Evenings will take place in person and three will take place online using the School Cloud portal. The Senior Leadership Team review such arrangements on an annual basis.

In Person	Online
<b>Year 13 and Year 12</b> - Students will be on their Level Three or A-Level qualifications and preparing for university or apprenticeships, hence the decision to deliver this event in person. Monday 18 <sup>th</sup> December.	<b>Year 10</b> Monday 20 <sup>th</sup> May.
<b>Year 11</b> - Given the critical nature of this final GCSE year and the fact that students will be transitioning between compulsory and Further Education, we consider it important to run this event in person. Tuesday 16 <sup>th</sup> January.	<b>Year 9</b> Wednesday 19 <sup>th</sup> June.
<b>Year 8</b> - As students will be selecting their GCSE options and in response to parental and carer feedback in previous years, this event will be in person to support parents and carers in assisting their children in making the most appropriate qualification choices. Wednesday 31 <sup>st</sup> January.	<b>Year 7</b> Thursday 7 <sup>th</sup> March.

Parents and carers can also gain a great deal of information about upcoming assessment deadlines, particularly in practical subjects or subjects where there is a significant Non-Exam Assessment component (formerly known as coursework) like Art, Technology, Performing Arts, Health and Social Care and PE from the 'Parent Bulletin' which is sent out to our parents and carers on a regular basis.

Of course, if parents or carers have questions or queries about their child's performance in a particular subject outside of the times listed above, we would encourage polite communication with the specific class teacher in the first instance; if parents or carers have questions or queries about their child's performance across a number of subjects outside of the times listed above, we would encourage polite communication with their child's Year Progress Leader (details below):

<b>Year 7</b>	Mrs. S. Harris
<b>Year 8</b>	Mrs. J. Webley
<b>Year 9</b>	Mr. A. Collins
<b>Year 10</b>	Mr. R. Goodwin
<b>Year 11</b>	Mr. C. Hall
<b>Year 12/13</b>	Mrs. R. Davie / Mrs. A. Wain

Finally, parents and carers often want to know how they can support their child in terms of making progress. At All Saints', students follow a knowledge-based curriculum, utilising their All Saints' Absolutes Documents in preparation for quizzing regularly in lesson. Parents and carers can assist their children by understanding the range of techniques the school advocates in terms of best preparation for performing in the regular knowledge quizzes; the techniques include, 'Look, cover, write, check,' brain-dumps and flashcards. [Homework and Revision - All Saints' Catholic Voluntary Academy - Mansfield.](#)

Wherever parents and carers can help in ensuring students have the space, resources and time set aside to complete the activities and offer to test students on their retention, students benefit significantly. Importantly, for parents and carers with children in Years 11-13, there should be a marked difference in the revision activities taking place between September to February, which will reflect the techniques already mentioned, and then the techniques being utilised between February and the start of terminal examinations in May. At that stage in the academic year, students should be spending time by completing practice questions; planning for exam questions; self-assessing and reattempting questions where performance has not been successful; ultimately, students are best placed to tackle their examinations having become familiar with the formatting, style and timing of those examination expectations.

Parents and carers can often be an incredible support system by assisting students during their mock and final exam periods through limiting time on smart-phones and consoles, ensuring students are getting sufficient sleep and nourishment; providing a space to talk about exam-related stress and ensuring that additional distractions, like part-time jobs or caring responsibilities are managed so that students can prioritise their examinations.

I hope that you have found the information shared above helpful.

Kind Regards,



Mrs L Johnson  
Deputy Head Teacher