

ARR

ARR

Parent Forum
October 2025

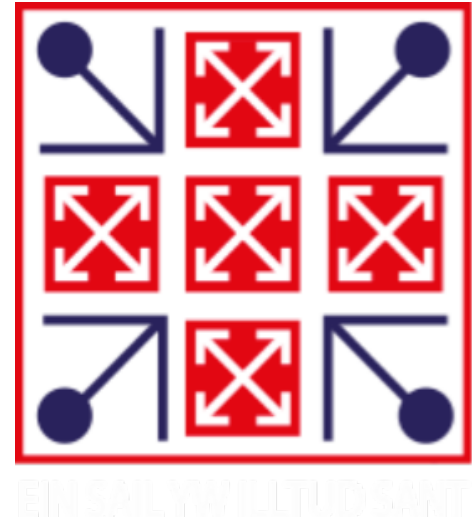
Agenda

Introduction

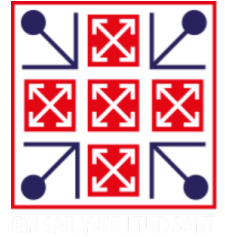
Results of parental survey

Actions

Opportunity for questions

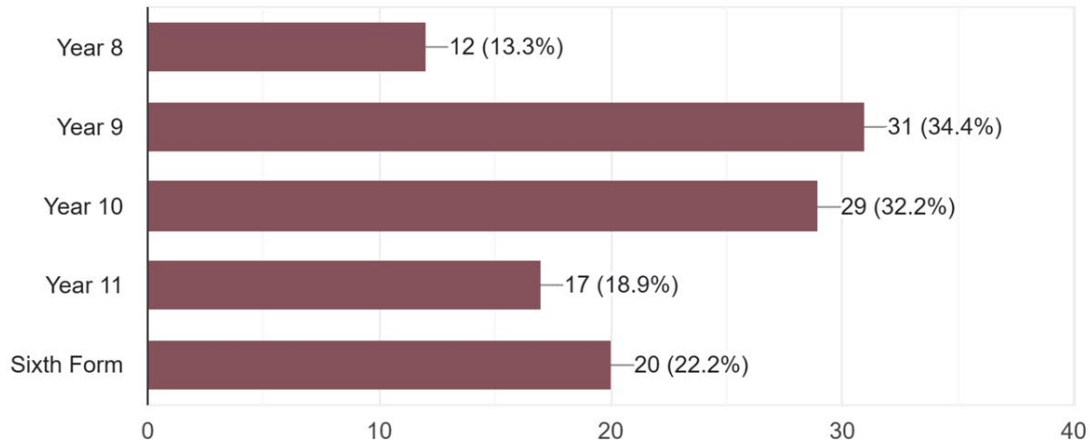


Parental Survey 90 Responses



Which year group is your child currently in? (You can select more than one answer)

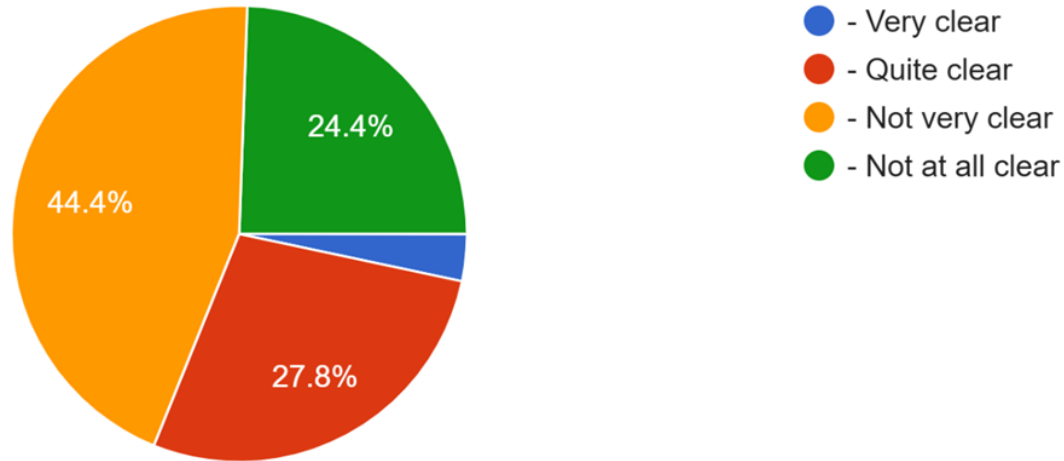
90 responses



Section A - Curriculum

How clear are you about what your child is learning in each subject?

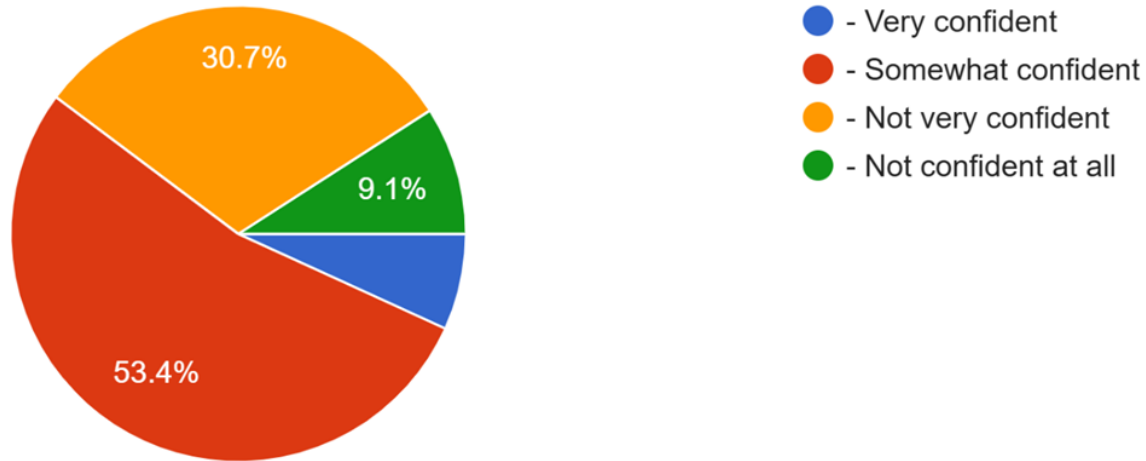
90 responses



Section A - Curriculum

How confident are you that the curriculum meets the needs of your child?

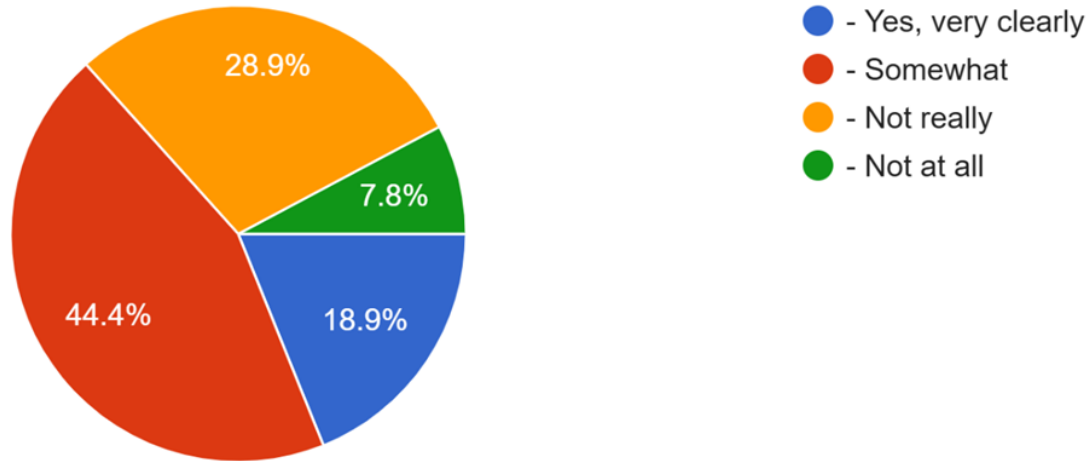
88 responses



Section B - Assessment

Do you understand how your child's progress is assessed (e.g. tests, coursework, classwork)?

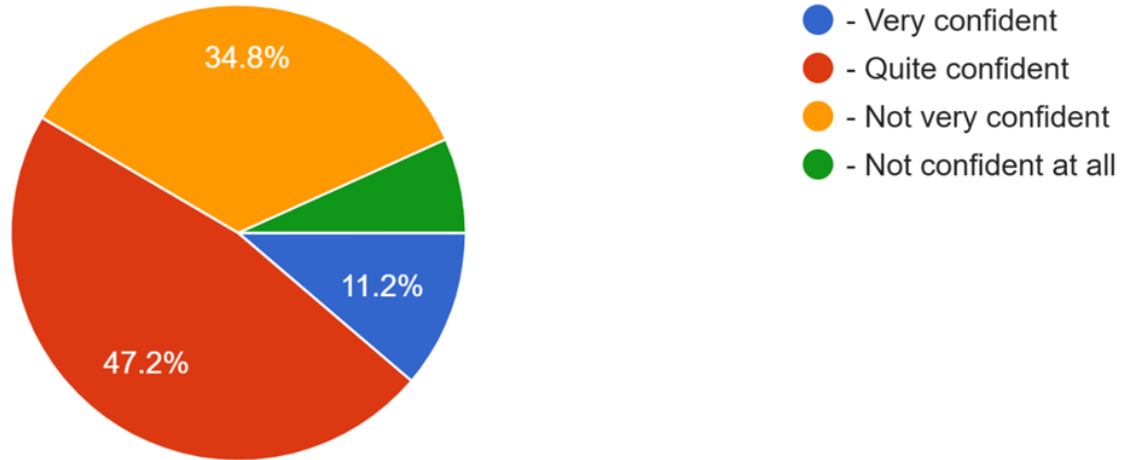
90 responses



Section B - Assessment

How confident are you that assessment is fair and consistent across different subjects?

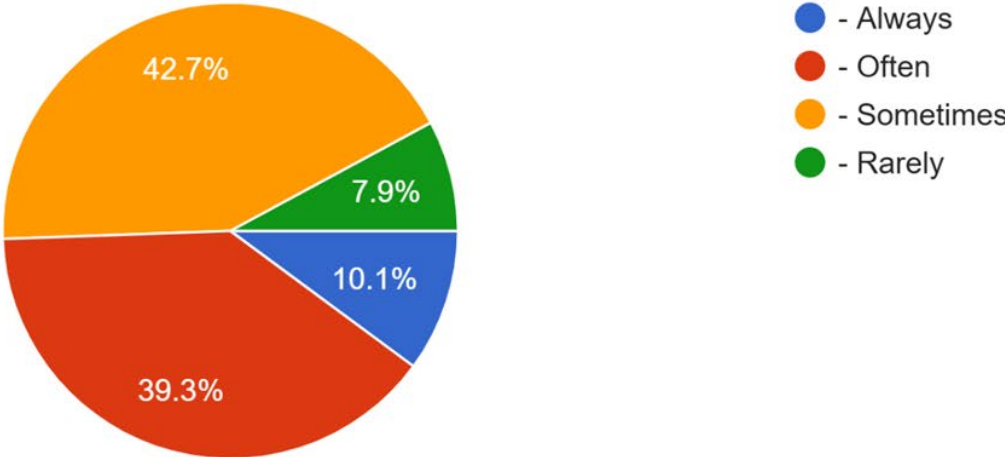
89 responses



Section B - Assessment

Do you feel assessment supports your child's learning and progress?

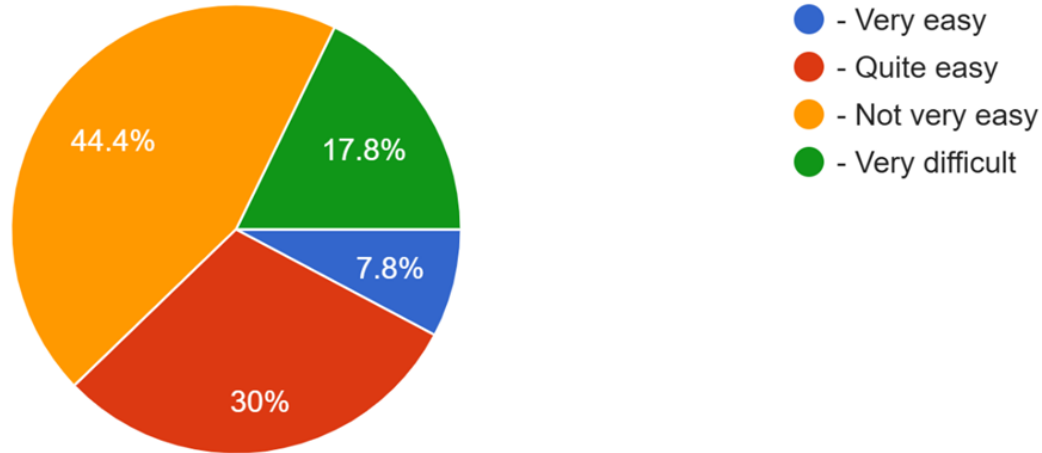
89 responses



Section C - Recording and Reporting

How easy is it to access your child's progress information (e.g. reports, online platforms, parent evenings)?

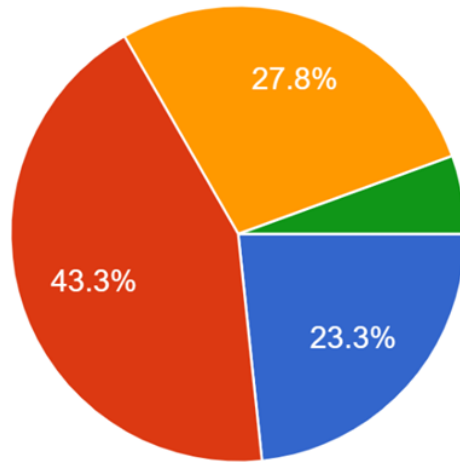
90 responses



Section C - Recording and Reporting

How useful do you find your child's school reports?

90 responses

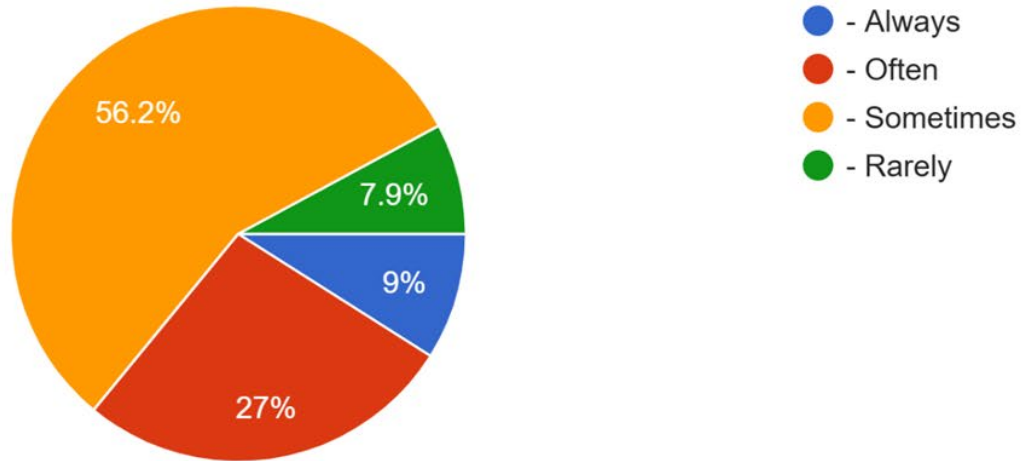


- - Very useful – they help me support learning at home
- - Somewhat useful
- - Not very useful
- - Not useful at all

Section C - Recording and Reporting

Do reports give you a clear picture of your child's strengths and areas to improve?

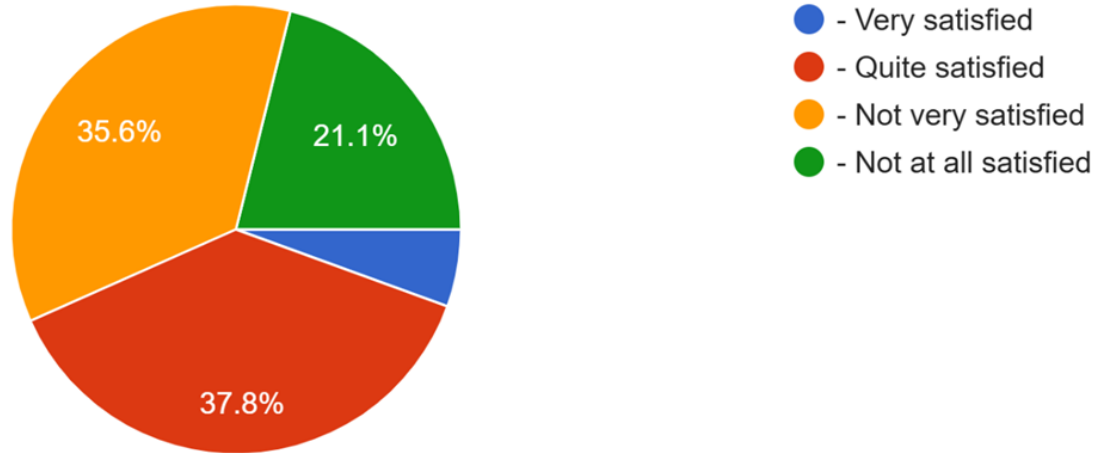
89 responses



Section C - Recording and Reporting

How satisfied are you with the opportunities you have to discuss your child's progress with teachers (e.g. parents' evenings, meetings, emails)?

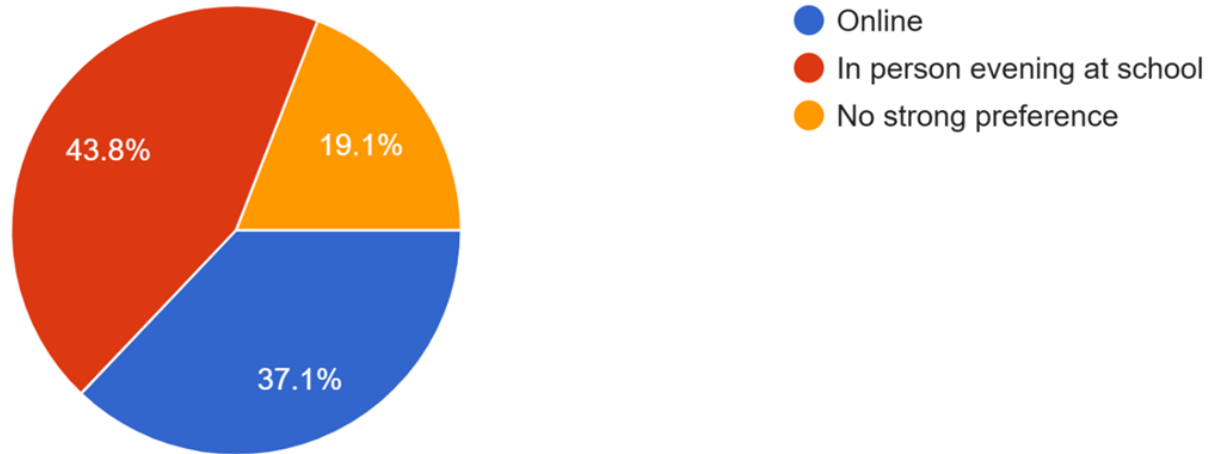
90 responses



Section C - Recording and Reporting

Regarding parents evening, would it be your preference to have an online appointment with a subject teacher (using schoolcloud software as in the past) or an in person appointment in school?

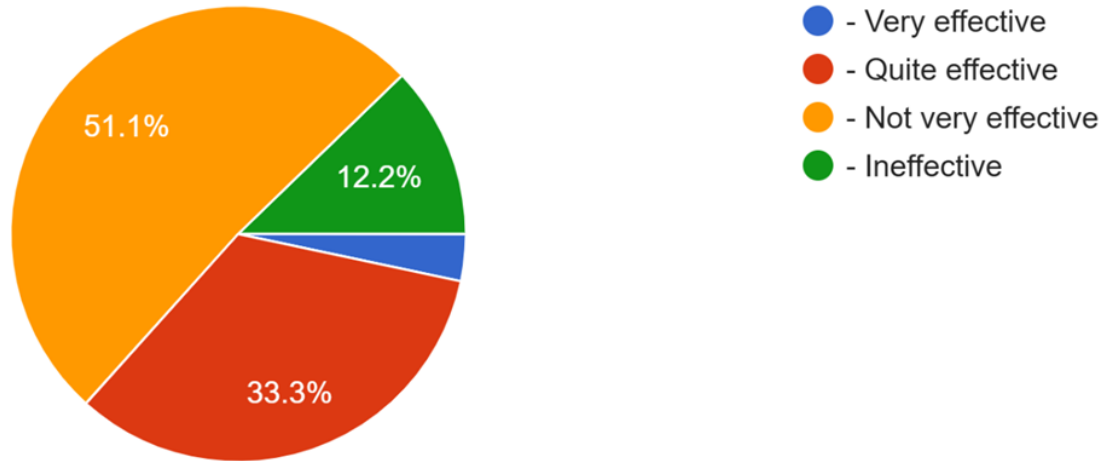
89 responses



Section D - Communication and Support

How effective is communication from school about your child's progress?

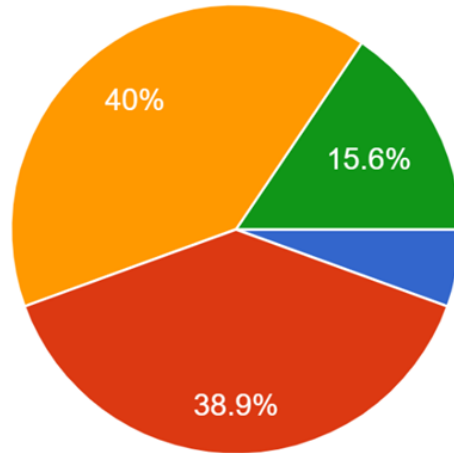
90 responses



Section D - Communication and Support

How confident do you feel in knowing how to support your child's learning at home based on school feedback?

90 responses

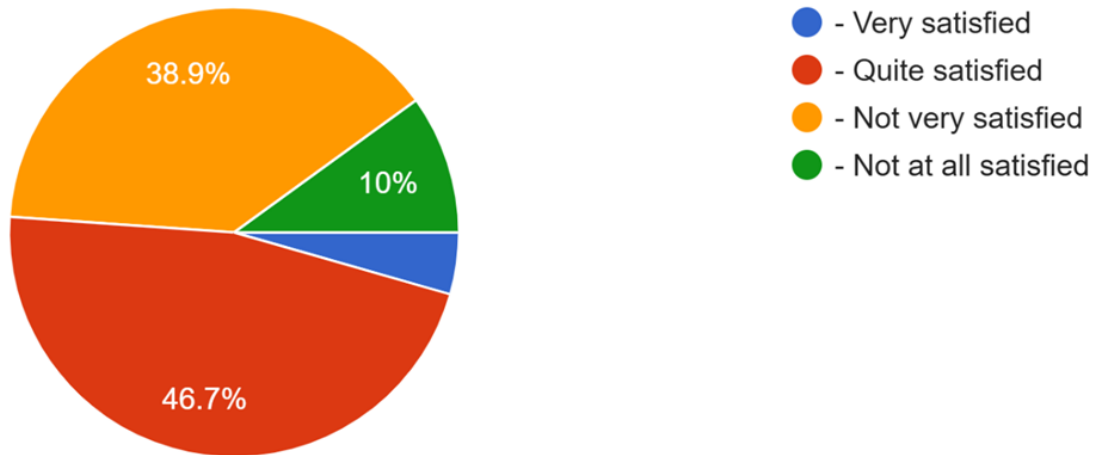


- - Very confident
- - Somewhat confident
- - Not very confident
- - Not confident at all

Section E - Overall

Overall, how satisfied are you with the school's current systems for curriculum, assessment, recording, and reporting?

90 responses



Main Themes - Parent Survey

- There is a lack of clarity for many parents regarding what their child is learning
- Only a few parents have a clear understanding of how their child is assessed
- Many parents feel that written reports are of limited use
- Around half of parents feel communication is effective, that they understand how to support their child, and that they are satisfied overall with current ARR systems

Planned Actions

- Curriculum letters for key stage 3
- Assessment timelines for key stage 4 alongside assessment guides for all year groups
- Introduction of assessment week
- Consistent and progress centred reports focused less on a narrative and more on moving learning forward
- Hybrid model for parents evening

Curriculum letters - Lower school

MUSIC

We intend to cover the following units:

- **Reggae** – students will perform and appraise Reggae music. They will learn a piece on the keyboard and will create a group arrangement of the same piece in any style they want.
- **Chords** – students will have the chance to learn the bass guitar, guitar, drums and keyboards. They will perform and compose songs and take part in a 'Battle of the Bands' competition.
- **Music Technology** - individual composition/remix using Cubase software.
- **Blues Music** – students will learn about the history of blues music through playing and improvising in the blues style
- **Music in the Media** – students will learn about film music and music in computer games through listening and performance.

Supporting learning from home:

- Opportunities to receive group or individual instrumental/vocal tuition in school through the Cardiff County and Vale of Glamorgan Music Service <https://www.cfmusiceducation.co.uk/>
- Pupil participation in Year 7 & 8 Choir, Orchestra & Big Band
- Practice rooms may be booked for rehearsing.
- If keyboards/instruments are accessible at home, please encourage students to practise performance pieces and to develop composition ideas.
- Students are able to use the Music Department facilities during lunchtimes to improve their work.
- After school Music Technology & Rock Clubs

Details of assessment throughout the term:

Assessment is approached both formally and informally. Students will undertake self and peer assessment informally and will be assessed formally in an individual computer composition and performance.]



FRENCH

Autumn topics covered:

- Saying what musical instruments you play.
- Talking about sports and games you like and play.
- Talking about your hobbies/things you like doing.
- Talking about what you like watching on TV and why
- Talking about why you use your mobile phone, computer and the internet

Spring topics covered:

- Using the future tense to say where you are going to go on holiday, what you are going to do, where you are going to stay, how you are going to travel.
- Talking about what you like to eat and what you eat for breakfast and other meals.
- Shopping for food.
- Understanding menus and ordering food in a restaurant.

Summer topics covered:

- Using the past tense to talk about what you did and where you went last weekend, what other people did and where they went.
- Using the past tense to say what you did not do last weekend.
- Talking about your family, their jobs, where you live and come from, what you do with your pocket money

Supporting learning from home:

Encourage your child to speak French at home, help to learn vocabulary (look, cover, write, check), help them to complete written work and encourage them to use the Internet e.g. www.languagesonline.org.uk. Purchasing a pocket dictionary will be helpful for use in the classroom and at home.

Details of assessment throughout the term:

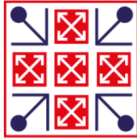
Fortnightly vocabulary tests - set as homework and based on vocabulary learnt in class.

Assessed tasks will be completed throughout the year assessing all 4 skills (listening, speaking, reading and writing)



Upper school assessment timelines

Llantwit Major School - Ysgol Llanilltud Fawr

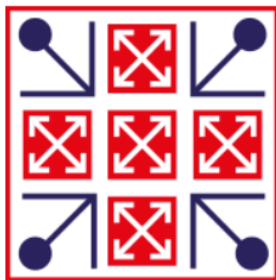


Year 11 Assessment Timelines

The following tables give a termly breakdown of the external assessments that learners complete throughout year 11.

Subject	Board	Assessment Details	Year 11 Autumn Term 2025	Year 11 Spring Term 2026	Year 11 Summer Term 2026
Drama	WJEC	<ul style="list-style-type: none"> Unit 1 – Devising (40%) <ul style="list-style-type: none"> Performance Portfolio Evaluation Unit 2 – Performing Theatre (20%) <ul style="list-style-type: none"> Performance Unit 3 – Written Exam (40%) 	Nov 2025: Unit 1 complete (40%)	March 2026: Unit 2 (20%)	May/June 2026 External Exam Written Exam (40%)
Food and Nutrition	WJEC	<ul style="list-style-type: none"> Unit 1: Principles of food and nutrition Written Exam (40%) Unit 2: Two Controlled Assessment NEA (Non-Exam Assessment) NEA1 Food Investigation Assessment (20%) NEA2 Food and Nutrition in action. Assessment (40%) 	Complete NEA2 (40%) November 2025	Complete NEA1 February 2026	May/June 2026 External Exam Written Theory Exam (40%)
French	WJEC	<ul style="list-style-type: none"> Four skill areas are assessed via 4 exams <ul style="list-style-type: none"> Listening (25%) 		MOCK GCSE Speaking exam Wednesday 4 February 2026	April 2026 GCSE Speaking Exam Thursday 16 April (25%)

Llantwit Major School



Assessment, Recording and Reporting

Parent/Carer Guide

ARR guide

Attitude to Learning – Grade Descriptors

Attitude to Learning:	How much effort do I put into my learning?	How do I behave in lessons?
1 Exceptional	<ul style="list-style-type: none"> I am always ambitious and try my best, even if I find something difficult I always concentrate fully throughout all my lessons I always contribute positively to activities I always show that I want to do well I always show that I care about my work 	<ul style="list-style-type: none"> I am always kind, respectful, and friendly to everyone, teachers, visitors and other learners I behave perfectly throughout all my lessons I always work very well, both on my own and with others I support other people
2 Good	<ul style="list-style-type: none"> I try my best, and remain ambitious even if I find something difficult I concentrate well throughout my lessons I contribute positively to activities I show ambition and that I want to do well I show that I care about my work 	<ul style="list-style-type: none"> I am kind, respectful and friendly to everyone, teachers, visitors and other learners I behave well in my lessons I work well, both on my own and with others
3 Needs Improvement	<ul style="list-style-type: none"> I sometimes try my best, but I can be put off if I find something difficult I concentrate well in some lessons but at times I need reminding to focus on my work I sometimes contribute to activities I sometimes show ambition and that I want to do well I sometimes show that I care about my work 	<ul style="list-style-type: none"> I am usually kind and respectful to others, but sometimes need reminding I behave well in some lessons, but at times I need reminding on the rules I usually work well both on my own and with others, but sometimes need reminding to follow instructions

Descriptions of learning used in Year 7, 8, 9

Learning Descriptors	
Mastering	A very high level of understanding and skill has been developed. Learners have consistently demonstrated an outstanding grasp of at least all aspects of the curriculum studied.
Excelling	A high level of understanding and skill has been developed. Learners have consistently demonstrated an excellent grasp of nearly all aspects of the curriculum studied.
Securing	A strong level of understanding and skill has been developed. Learners have consistently demonstrated a secure grasp of most aspects of the curriculum studied.
Developing	A good level of understanding and skill has been developed. Learners have consistently demonstrated a good grasp of many aspects of the curriculum studied.
Emerging	A basic level of understanding and skill has been developed. Learners have consistently demonstrated a basic grasp of some aspects of the curriculum studied.

Assessment, recording and reporting calendar 2025/26

Reporting is an integral part of our communication and collaboration with parents. Our reporting calendar is carefully co-ordinated with Parent Consultation Evenings (PCE), Options Evenings, and examinations to ensure that information is useful, relevant and timely.

Our aim is to provide information which enables you to understand how your child is performing at school and to enable you to help and support your child to improve.

The reporting system in school is multi-purpose. It enables:

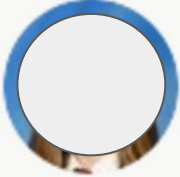
- 1. Learners** to accurately reflect on all aspects of their academic and pastoral performance.
- 2. Teachers** to accurately report on progress and attainment and identify how an individual's learning may be moved forward.
- 3. Parents** to understand how their child is performing at school and enable them to help and support their child to improve.
- 4. All Llantwit Major staff** to have a detailed record of a learner's progress, attendance, punctuality and behaviour to enable support and intervention where necessary.

The calendar is on the next page.

Draft document available to parents this evening


Reporting

Example of interim report - progress update



DCP1 Standard Report Trial

Llantwit Major School



Year group	Form		
Year 11	11NJS		
Head of Year	Form tutor		
Mrs M Watson	Mr N Sherrin		

Attendance*	Lates	Unauthorised Absences	Authorised Absences	
100.0%	6	0	0	
Negative Incidents	Positive Incidents	Detentions	Ark positives	Report date
1	6	1	97	20 Oct 2025
Reminder points				
0				

Llantwit Major School DCP

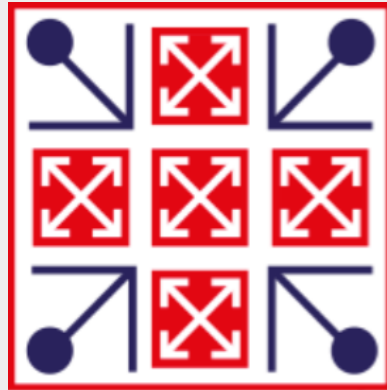
This report provides an overview of your child's current progress in each subject. The *Target Grade* reflects the aspirational outcome we believe they can achieve by the end of Year 11. The *Current Estimated Grade (CEG)* indicates the grade they are currently on track to achieve, based on their performance and engagement so far. Alongside this, we include *Attitude to Learning* grades for both *Effort* and *Behaviour*, which help us understand how your child is approaching their studies. We encourage you to discuss this report with your child, celebrating successes and identifying areas where further support or focus may be beneficial. Together, we can help every student reach their full potential.

Course	Teacher	Current Estimated Grade	A2L Behaviour	A2L Effort	Aspirational Target
English Language: US English Language CEG	Mrs L Gardiner	C2			C
English Language: US English Literature CEG	Mrs L Gardiner	C2			
Home Economics: US Home Economics CEG	Miss R Newbrook	C2	2	2	C
Health & Social Care: US Health & Social Care CEG	Miss N Richards	C2	2	2	C
Mathematics: US Mathematics CEG	Mr M Wagner	D2	2	2	C
Mathematics: US Maths Numeracy CEG	Mr M Wagner	D2			

Overview of our ethos going forward

- Assessment is used primarily to support learning, with a focus on identifying next steps and celebrating progress rather than labelling learners by ability
- Teachers, learners, and parents all understand assessment information and use it collaboratively to improve learning outcomes
- A common language and approach to ARR ensures that all learners experience high expectations, clear and timely communication, and a clear sense of how to improve.

Opportunity for questions



EIN SAIL YW ILLTUD SANT