



**Report
Information
for
Parents and Carers

2018 - 2019**

Dates for Reporting 2018 – 2019

	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1			Grade Card To Parents – 18/10/18	Full Report To Parents – 19/10/18	Grade Card To Parents – 18/10/18
Term 2	Grade Card To Parents – 30/11/18	Full Report To Parents – 30/11/18			Mock Results & Full Report To Parents – 18/12/18
Term 3			Full Report To Parents – 25/01/19	Grade Card To Parents – 25/01/19	
Term 4	Full Report To Parents – 08/03/19	Grade Card To Parents – 08/03/19	Grade Card To Parents – 29/03/19	Grade Card To Parents – 29/03/19	Grade Card To Parents – 29/03/19
Term 5					
Term 6	Grade Card To Parents – 28/06/19	Grade Card To Parents – 28/06/19	Grade Card To Parents – 12/07/19	Grade Card To Parents – 12/07/19	

	Year 7	Year 8	Year 9	Year 10	Year 11
Parents/Options Evenings	21/03/19	Parents Eve - 17/01/19 Options Eve – 24/01/19	07/03/19	16/05/19	1 st – 01/11/18 2 nd – 04/04/19
Exams	03 & 05/07/19	23 & 24/04/19	25/04/19 until 10/05/19	17/06/19 until 28/06/19	Mocks - 19/11/18 until 30/11/18 GCSE's – 13/05/19 until 20/06/19

Report Information 2018 – 2019

Each report you receive, contains information regarding the progress of your child at school.

2/3 times a year you will receive a Grade Card Report containing:

- **an End of Key Stage 4 Target Grade**
 - **a Teacher Forecast Grade**
 - **an Attitude to Learning Grade**
- **and a coloured indicator of Progress for each subject.**

Once a year you will also receive a **Full Written Report**.

This will give fuller details of your child's performance and progress over the year.

Overall, Years 7, 8 & 11 will receive 3 reports per academic year.

Years 9 & 10 will receive 4 reports per academic year.

End of Key Stage 4 Target Grade:

This is your son's/daughter's expected End of Key stage 4 Target Grade in each subject.

It is based upon your son's/daughter's attainment in Key Stage 2 and 3, as well as our teachers knowledge of your child and their performance within each subject area.

The Target is challenging and aspirational, and if achieved would represent good progress.

A Target Grade will be revised upwards in cases where your son's/daughter's forecast grade consistently exceeds his/her target grade.

End of Key Stage 4 Teacher Forecast Grade:

This indicates the grade that your son/daughter is likely to achieve at the end of Year 11 if his/her recent standard of work and effort is sustained.

If this matches their Target Grade then they are progressing at a good rate.

It is based upon your son's/daughter's attainment and performance within each subject area, as well as our teachers knowledge of your child.

NEW Reformed GCSE Grading

GCSE's are now all graded from 9-1, instead of A*-G.

Ofqual

New GCSE grading structure

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

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Explanation of Grades for Attitude to Learning 2018 – 2019

All pupils are given a grade from 1 – 5 based on their attitude to learning over each term. This uses the following scale:

1= Outstanding 2=Good 3= Satisfactory 4= Needs Improvement 5= Cause for Concern

The table below shows more detail on the types of behaviour typically shown by pupils with each of these grades.

1 = OUTSTANDING	2 = GOOD	3 = SATISFACTORY	4 = NEEDS IMPROVEMENT	5 = CAUSE FOR CONCERN
1. Achieving an outstanding standard	2. Achieving a good standard	3. Achieving a satisfactory standard	4. Needs Improvement	5. Cause for concern
<ul style="list-style-type: none"> • Makes every effort to ensure others learn. • Engagement in lessons is excellent. • Progress is likely to be outstanding (5 levels ks2-4). • Every effort to extend homework is made. • Makes use of/participates in extra-curricular activities. • Is highly self-motivated and will use initiative to seek to extend learning. • Exceptional contribution to class learning. • Uses feedback given by the teacher to make higher than expected progress. • Shows respect towards all members of the college and wider community no matter what their background or beliefs and incorporates this into their work where appropriate. 	<ul style="list-style-type: none"> • Never interrupts the learning of others and celebrates their success. • Engagement in lessons is good and allows the lesson to flow smoothly. • Progress is likely to be good (4 levels ks2-4). • Classwork/homework shows care and attention. • Homework is always handed in by the deadline. • Is self-motivated and will enquire about methods to extend learning. • Makes a positive contribution to class learning. • Behaviour contributes to positive learning. • Always has all essential equipment for lessons. • Uses feedback given by the teacher to improve learning. • Shows respect towards all members of the college and wider community no matter what their background or beliefs. 	<ul style="list-style-type: none"> • Never interrupts the learning of others. • Engaged in lessons & taking an active part for the majority of the time. • Progress is likely to be satisfactory (3 levels ks2-4). • Classwork/homework shows some care and attention. • Homework is always handed in, and usually by the deadline. • Will stay on task without having to be reminded. • Sometimes makes a positive contribution to class learning. • Behaviour normally contributes to positive learning. • Always has all essential equipment for lessons. • When directed, reflects on the feedback given by teachers. • Initiative is shown as required. • Always on time for lessons. • Shows respect towards all members of the college community no matter what their background or beliefs. 	<ul style="list-style-type: none"> • Sometimes disrupts the learning of others. • Engagement in lessons is inconsistent. Does not always take an active part in lessons. • Progress is likely to be just below satisfactory (2 levels ks2-4). • Classwork/homework usually shows some care and attention. • Homework is usually handed in, although not always by the deadline. • May require some teacher support to stay on task. • Attempts on occasion to make a positive contribution to class. • Behaviour is inconsistent. • Is sometimes missing essential equipment for lessons. • Rarely uses feedback from teacher. • Occasionally late for lessons/LM time. • Is respectful to most members of the college community. 	<ul style="list-style-type: none"> • Behaviour often disrupts the learning of themselves or others. • Engagement in lessons is poor. • Progress is likely to be poor (1 level ks2-4). • Classwork/homework is usually of a disappointing standard. • Homework is rarely completed. • Demands a high amount of teacher time to stay on task. • Tends to lack focus. • Contribution to class learning tends to be rare or negative including during group work tasks. • Little work tends to be produced. • Deadlines are often not met. • Essential equipment for lessons is often missing. • Never uses feedback from teacher. • Regularly late for lessons/LM time. • Can be disrespectful to others.