



## Understanding your child's Report

A report is a formal, written document that provides an overview of a pupil's approach and attitude to learning, as well as an overview of their progress within their academic subjects. As well as written comments, which provide detailed feedback and support, we make use of grades and codes. These act as a helpful shorthand and are very useful in helping us to understand patterns regarding progress and effort.

In order to support you in understanding this information, please find a brief summary of the different elements of a report below. Please note that not all of this information will be included on all reports all of the time: there are slightly different approaches taken for different year groups.

Should you have any questions, or wish to discuss a report in more detail, please contact your son or daughter's tutor.

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### Attitude to Learning Grades

Separate judgements should be given for attitude to learning in the classroom and beyond the classroom.

Grades are on a four level scale (Exceptional, Exceeding Expectations, Meeting Expectations and Needs Improvement). Descriptions of grade criteria can be found below.

#### ATL beyond the classroom:

Grade	Descriptor
Exceptional	All the criteria for Exceeding Expectations must have been met for this grade to have been awarded. In addition the pupil must have done specific things that go above and beyond that grade descriptor and these should be described in the accompanying comment. This grade should be very hard to achieve and so the comment should always contain praise for the pupil.
Exceeding Expectations	<ul style="list-style-type: none"><li>- The pupil always completes prep on time, the quality of which consistently exceeds the expectations of what a pupil can reasonably be expected to achieve in the time allotted.</li><li>- Performance in class reveals that the pupil is regularly working independently (i.e. beyond the tasks explicitly set by the teacher).</li><li>- The pupil responds well to feedback and evidence of its implementation can regularly be seen in subsequent work.</li><li>- The pupil always arrives on time and has the necessary equipment with them.</li></ul>
Meeting Expectations	<ul style="list-style-type: none"><li>- The pupil consistently completes prep on time, the quality of which matches the expectations of what that pupil can reasonably be expected to achieve in the time allotted.</li><li>- Performance in class reveals that the pupil is undertaking some consolidatory tasks (i.e. considering the material in between lessons).</li><li>- The pupil listens to feedback and some evidence of its implementation can be seen in subsequent work.</li><li>- The pupil consistently arrives on time and has the necessary equipment with them.</li></ul>
Needs Improvement	The pupil doesn't reach the level described by the Meeting Expectations criteria. It is no small thing to use this grade in describing a pupil's attitude and so it should always be done sensitively and the accompanying comment should make it clear why the grade has been awarded and contain specific advice about how the pupil can improve.

ATL inside the classroom:

<i>Grade</i>	<i>Descriptor</i>
Exceptional	All the criteria for Exceeding Expectations must have been met for this grade to have been awarded. In addition the pupil must have done specific things that go above and beyond that grade descriptor and these should be described in the accompanying comment. This grade should be very hard to achieve and so the comment should always contain praise for the pupil.
Exceeding Expectations	<ul style="list-style-type: none"><li>- The pupil's behaviour in class is always excellent.</li><li>- The pupil is always highly engaged and proactive in contributing to lessons with helpful and insightful comments and questions.</li><li>- The pupil listens to the views of others and looks to support other pupils' ideas.</li><li>- The pupil takes an active role in group work.</li><li>- The pupil is fully focused and productive when working independently and proactive in identifying their own support mechanisms.</li></ul>
Meeting Expectations	<ul style="list-style-type: none"><li>- The pupil's behaviour in class is consistently excellent.</li><li>- The pupil is consistently engaged and contributes willingly and helpfully when called upon.</li><li>- The pupil participates well in group work, listening to the views of others.</li><li>- The pupil is focused when working independently and actively seeks appropriate support from peers/teachers.</li></ul>
Needs Improvement	The pupil doesn't reach the level described by the Meeting Expectations criteria. It is no small thing to use this grade in describing a pupil's attitude and so it should always be done sensitively and the accompanying comment should make it clear why the grade has been awarded and contain specific advice about how the pupil can improve.

**Improvement Codes**

Improvement codes are a mechanism for teachers to use to provide a bit more colour to interim reports should they wish. They provide brief details as to why the ATL grades have been awarded and can be helpful in establishing patterns or habits of work.

The improvement codes are as follows:

**Appendix: Improvement Codes**

AC	Improve the depth and/or accuracy of your written work
CO	Consolidate work in between lessons and undertake wider research around the subject
CS	Improve the quality of the work you produce in Connected Study
DL	Meet all deadlines
FE	Act on the feedback you are given
PA	Make more of an effort to proactively participate in class discussions
PR	Improve the structure and/or presentation of your work
PS	Concentrate and focus on your practical skills
RE	Be more resilient and don't give up/leave blanks
SS	Proactively seek support when it's required in/out of the classroom

### Attainment Grades

Lower School and Removes pupils are not awarded an exam style grade in reports. Instead, teachers will assign a grade outlining the current progress of the individual pupil in the subject:

<i>Grade</i>	<i>Descriptor</i>
Proficient	The pupil has dealt confidently with all topics covered during this reporting period, showing an impressive mix of both flair and accuracy in their work.
Intermediate	The pupil has worked confidently through the material covered in this reporting period but their work sometimes lacks either accuracy or flair.
Emergent	The pupil has lacked confidence with some of the topics covered in this reporting period and would do well to consolidate these, making use of the available workshops.

For pupils undertaking exam courses (Middles, Fifths and Sixth Form) reports will contain attainment grades which are linked to the grading system used by the examination board towards which pupils are working. Attainment grades are designed to give a snapshot of the pupil's performance in dealing with the material covered in the current reporting cycle. The thought process involved is "pupils who respond to this material at this level typically go on to secure a ...". As such it is likely that these grades will remain relatively constant throughout the duration of a course but, where needed, movement up or down is useful in highlighting particular areas of the course where pupils have had a greater or lesser degree of success than usual.

Where two (or more) teachers share a class, attainment grades do not need to be the same for the different teachers.

### Target Grades

Target grades reflect the teacher's professional judgement of what the pupil could achieve in terminal examinations and as such they should be realistic. However, within that, they should also err on the side of optimism and there is scope here for the teacher to use their knowledge of what drives the pupil to use these grades as a motivational tool where appropriate.

Where two (or more) teachers share a class, they should have agreed a target grade between them in advance of the report deadline; this grade should appear on each report.

It is not impossible for a target grade to be lower than an attainment grade but this is unusual; certainly, if a pupil has consistently achieved a certain attainment level over a number of reports, the target grade should not be below this.

<i>Year Group(s)</i>	<i>Target Grades</i>
LS1, LS2, Removes	No target grades set
Middles	End of Summer Term report
Vths	All reports
L6 (A Level & IB Diploma)	End of Summer Term report
U6 (A Level & IB Diploma)	All reports

**Projected Grades**

Unlike the previous grades, projected grades are not published to pupils or parents; they are intended for internal tracking purposes only. As such, they should reflect the grade that a teacher believes the pupil will attain in their terminal examination, taking into account coursework and all other elements. These grades should be determined using professional judgement as well as any other available data. They are to be as accurate and honest as possible. Using the same starting point as target grades (the end of Middles or the end of L6), they will then be collated half termly for the remainder of the exam course.

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