

Understanding your child's report

1. What is the purpose of a report?

A report is a formal document that communicates the progress an individual pupil is making during their time with us. It is intended to be read by the pupil and their parent/guardian. We suggest that the report is read, discussed and reflected on by pupils with their parents, as well as with their tutors. There will be much to celebrate and, equally, some areas to target for improvement. A report also serves as a way for us to work together to support the overall progress of each child as an individual learner.

2. How often will you receive a report?

For non-exam years, the pattern will be for each pupil to have two full subject reports, one parents' conference and three interim reports spread across the year. Because of their reduced time in school over the year, exam years will have a slightly reduced number of interim reports. A full schedule of reporting and examinations for the academic year can be found alongside this guidance on the School website.

3. What will be included in a report?

All reports contain the following:

Attitude to Learning (ATL)

Separate statements are given for attitude to learning in the classroom and beyond the classroom. Statements are made on a scale (*Exceptional, Exceeding Expectations, Meeting Expectations* and *Needs Improvement*) and are intentionally demanding. Pupils should be aiming to obtain the top two levels by the end of the academic year. We expect the vast majority of pupils to be 'Meeting Expectations' most of the time, especially at the start of the year because our expectations are high.

A detailed description of the criteria we use when attributing statements is as follows:

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 are described in an accompanying comment.
Exceeding Expectations	<ul style="list-style-type: none"> 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. Performance in class reveals that the pupil is regularly working independently (i.e. beyond the tasks explicitly set by the teacher). The pupil responds well to feedback and evidence of its implementation can regularly be seen in subsequent work. The pupil always arrives on time and has the necessary equipment with them.
Meeting Expectations	<ul style="list-style-type: none"> 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. Performance in class reveals that the pupil is undertaking some consolidatory tasks (i.e. considering the material in between lessons). The pupil listens to feedback and some evidence of its implementation can be seen in subsequent work. The pupil consistently arrives on time and has the necessary equipment with them.
Needs Improvement	The pupil does not reach the level described by the Meeting Expectations criteria. An accompanying comment will make it clear why the grade has been awarded and contain specific advice about how the pupil can improve.

ATL inside 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 displayed specific behaviours that go above and beyond that grade descriptor and these should be described in an accompanying comment.
Exceeding Expectations	<ul style="list-style-type: none">• The pupil's behaviour in class is always excellent.• The pupil is always highly engaged and proactive in contributing to lessons with helpful and insightful comments and questions.• The pupil listens to the views of others and looks to support other pupils' ideas.• The pupil takes an active role in group work.• The pupil is fully focused and productive when working independently and proactive in identifying their own support mechanisms.
Meeting Expectations	<ul style="list-style-type: none">• The pupil's behaviour in class is consistently excellent.• The pupil is consistently engaged and contributes willingly and helpfully when called upon.• The pupil participates well in group work, listening to the views of others.• The pupil is focused when working independently and actively seeks appropriate support from peers/teachers.
Needs Improvement	The pupil does not reach the level described by the Meeting Expectations criteria. An accompanying comment should make it clear why the grade has been awarded and contain specific advice about how the pupil can improve.

For interim reports, no written comments are provided unless an 'Exceptional' or 'Needs Improvement' grade has been given; when either of these two grades are used a single short explanation will accompany the statement briefly highlighting why the grade has been given and including praise or advice for improvement as appropriate.

Attainment Grades

In order to communicate progress, attainment grades or statements are offered for all pupils. Lower School and Removes pupils are provided with a statement outlining the current progress of the individual pupil in the subject.

Grade	Descriptor
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.

Some reports will contain the following:

Target Grades

At the end of the first year of two-year exam courses (GCSE, A level and IB), a target grade is provided as something for each pupil to aim for. A target grade is an optimistic, positive grade that outlines what a pupil could go on to achieve, if they work as hard as possible and make strong progress. They are positive but in no way are they limiting; it is not uncommon for a target grade to go up as a pupil progresses through a course.

Improvement Codes

When interim reports are produced, full written comments are not provided. However, improvement codes are a mechanism for teachers to use to provide a bit more colour to interim reports should they wish. There is no requirement to use them but useful additional feedback can easily be given to pupils through the use of as many improvement codes (up to a maximum of three) as they feel are appropriate. In particular, patterns of work habits can be easily picked up through scanning improvement codes. A list of the available codes is given as an appendix to this document.

Full Written Comments

Where full written reports are produced, each series of statements or grades will be accompanied by written comments. These are individualised pieces of feedback, intended for the pupil and parents to understand the child's progress. The comments are separated into two sections in each subject. The first section focuses on what the pupil has done well and where they are succeeding; the second section focuses on next steps or areas for improvement.

4. What should I do if I have a question?

If you want to follow anything up, or speak with someone about your child's report, please contact their tutor in the first instance; it might also be appropriate to speak with the respective Head of Year if the question is broader in scope.

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 do not give up/leave blanks
 - SS** Proactively seek support when it is required in/out of the classroom
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