



REPORTING TO PARENTS POLICY

Date Agreed by LGB [TBA]

Review Date [July 2023]

Overview

It is our intention at Cleeve Park School to report home to parents **up to** two times in an academic year so they are kept up to date with the progress their child is making in each subject. This will come in the form of an interim report and an end of academic year report. The end of year report will allow parents to see how well their child is progressing across **all subjects** whereas the interim report will only show progress made in core and ebacc subjects (normally at the halfway point of the academic year).

These reports will include the student's:

- Target grade for each subject
- Performance grade for each subject
- Overall attendance
- Attitude to learning grade for each subject
- Reading age (year 7 to 10 only)
- Total number of behaviour points accrued (credits and debits)

The purpose of the reports is to:

- Clearly identify whether a student is excelling or underperforming across their subjects in order for the relevant actions to take place
- Provide information for parents
- Promote good home/school relationships
- Allow opportunity for discussion with parents

Key terminology within this policy

Performance grade - This is the grade given to a student based on their performance in that subject when assessed. This grade is relative to the year group they are in and is not intended to be compared against the grade of another student in a different year group.

Target grade - This is the minimum grade that should be achieved by a student to be considered on track. They also represent the grade they should be aiming to achieve by the end of year 11 or 13 if they are in key stage 5

Target grades

Every student at Cleeve Park School will receive a target grade. This is the minimum benchmark their performance will be measured against at all times. Target grades may differ depending on the subject the student takes but will not vary greatly in most instances. We calculate all target grades using FFT 20 and FFT 50 data. Therefore the target grades we share and use are influenced by KS2 data and are not formed using an individual teacher's judgement. With consistent hard work, consistent practice and consistent commitment, it is more likely that a student will exceed their target grade.

Determining performance grades

To assess academic performance over time and identify whether a student is on track, a performance grade in each subject will be determined based on how well the student performed in assessments conducted within each subject. In many instances, the assessment completed by the student will be a TKAT wide common assessment. This allows for comparisons to be made within Cleeve Park School and with other schools in the trust should it be appropriate

Key stage 4 and 5

Grades in KS4 and KS5 will always reflect the students' performance when measured against the content outlined in the GCSE/vocational/A-level specification for that subject. In order to make sure the grades given are as robust as they can be, grades will always be based on moderated work or the grades awarded in previous years using the exam board's grade boundaries. A final decision as to the method chosen will be made by either the head of subject or the raising standards leader of that key stage - whichever is the most appropriate. The grades should make it simple for all stakeholders to understand how much improvement is still needed to meet the student's target grade

Please note: In KS4, grades range from either 1 to 9 or Level 1 Pass to Distinction* (star). In KS5, grades range from either E to A* (star) or Level 1 Pass to Distinction* (star). In both instances, a grade U is the lowest grade possible that a student can be awarded

Key stage 3

Performance grades in KS3 range from 1 to 9, similar to KS4 where grade 9 is the highest grade and grade 1 is the lowest (not including grade R). Only if a student is performing below the standard attributed to a grade 1, will they be graded as R instead

How to interpret grades at KS3

Performance grades in KS3 are meant to serve as a guide for how advanced a student's skill level/understanding is in comparison to other students in their year group, not as a GCSE indicator. See the table below for how each grade should be interpreted. The skill level and grade of the student will be calculated based on which band (ranking) they fall into when all students have completed the same assessment

	Skill level (descriptor)	Student band (ranking)
R	Beginner	0-5%
1	Beginner	5-15%
2	Beginner	15-30%
3	Developing	30-40%
4	Developing	40-50%
5	Secure	50-60%
6	Secure	60-80%
7	Advanced	80-90%
8	Advanced	90-99%
9	Exceptional	Student with highest mark

Example of what a student report would look like in KS3

Subject	Attitude to learning grade	Target		Assessment		
		Grade	Band	Rank	Grade	Skill level
Maths	Exceeding	5	50-60%	38%	3	Developing
English	Met	4	40-50%	52%	5	Secure
Science	Met	5	50-60%	49%	4	Developing

Please note: The topics covered/skills tested within each assessment can change between terms. It is therefore possible for a student's grade to rise or fall from the last recorded entry if they are weaker or stronger at the skill being tested at that time. Context and feedback from the subject teacher must always be considered if there are serious concerns about whether a student is doing well or not based on the information given.

How to determine if a student is working at the expected level

The same method is used for all students regardless of year group or key stage to determine whether they are working at the expected level

- **A student with a performance grade below their target grade** is not showing the skills/level of understanding expected at this stage
- **A student with a performance grade equal to their target grade** is showing the skills/level of understanding expected at this stage
- **A student with a performance grade above their target grade** is showing more skills/level of understanding than expected at this stage