



Re-founded 1555

# Ripon Grammar School

*Helping shape the future since 1555*



## **Reporting at Ripon Grammar School**

### **A guide for parents and students**

#### **Key Stage 3**

Reports will be issued termly in paper form to parents via students. They will then become available electronically through the school's "eportal" system.

Each report will provide the following information:

- Forecast grade – this grade will provide an indication of the student's likely GCSE grade (awarded on the scale that will be used for that student's GCSE (Appendix A)
- Effort grade – see guidance on effort grades (Appendix B)

At the end of the autumn term, the Head of School and the Headmaster will provide a brief comment about each student's progress during that term.

At the end of the summer term, all subject teachers will provide a comment about each student's work throughout the year, including advice about what they can do to improve next year. In addition, the Form tutor, the Head of School and the Headmaster will write a comment about each student's work throughout the year.

In the Third Year, for all reports, students will be issued with a target grade for GCSE in that subject. This should be aspirational but based on a range of prior attainment data available to the teacher. This prior attainment data includes (where available) KS2 data, CAT data as well as information from the performance of students over the past two years. This target grade will be reviewed regularly and may be changed by the teacher but it will not change routinely.

The final annual report, issued in the summer term, will also contain a results sheet that will provide a mark for the end of year test in each subject. A year group average will be included. Students may be provided with these marks in advance of distribution but this summary will hopefully provide parents and guardians with a basis for discussion.

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## Key Stage 4

Reports will be issued to parents in paper form via students and they will then become available electronically through the school's "eportal" system. The schedule for reporting across a two year cycle is as follows:

- 4<sup>th</sup> Year
  - December (at the end of the Autumn Term) – summary report
  - May (after 4<sup>th</sup> Year tests) – full report
- 5<sup>th</sup> Year
  - October (prior to Parents Evening) – summary report
  - February (after mock examinations) – full report

Each report (summary and full) will provide the following information:

- Forecast grade – this grade will provide an indication of the student's likely GCSE grade (awarded on the scale that will be used for that student's GCSE (Appendix A).
- Target grade - this grade will provide an aspirational target and it will be based on available prior attainment data. This target grade will be reviewed regularly and is subject to change over the duration of the course although it should not change routinely.
- Effort grade – see guidance on effort grades (Appendix B).

At the end of the autumn term in Fourth Form, the Head of School and the Headmaster will provide a brief comment about each student's progress during that term.

Full reports will also include a comment from each subject teachers about each student's work throughout the year, including advice about what they can do to improve next year. In addition, the Form tutor, the Head of School and the Headmaster will write a comment about each student's work throughout the year.

After all formal assessments, students will be provided with a results sheet that will include a percentage and an attainment grade. Parents will be advised when these are issued by the Heads of School so they can discuss these with the students around the time of distribution.

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## Key Stage 5

Reports will be issued to parents in paper form via students and they will then become available electronically through the school's "eportal" system. The schedule for reporting across a two year cycle is as follows:

- L6<sup>th</sup> Year
  - October – summary report
  - December – summary report
  - February (after mock examinations) – full report
- U6<sup>th</sup> Year
  - October – summary report
  - December – summary report
  - March (after mock examinations) – full report

Each report (summary and full) will provide the following information:

- Forecast grade – this grade will provide an indication of the student's likely AS/A2 grade (Appendix A)
- Target grade - this grade will provide an aspirational grade and it will be based on the available prior attainment data. This target grade will be reviewed regularly and is subject to change over the duration of the course although it should not change routinely.
- Effort grade – see guidance on awarding effort (Appendix B)

Full reports will also include a comment from each subject teachers about each student's work throughout the year, including advice about what they can do to improve next year. In addition, the Form tutor, the Head of School and the Headmaster will write a comment about each student's work throughout the year.

After the mock examinations, students will be provided with a results sheet that will include a percentage and an attainment grade. Parents will be advised when these are issued by the Heads of School so they can discuss these with the students.

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## Non-examination subjects

A number of subjects in each key stage may not be reported upon in the same way due to the way that they are delivered or the fact that they do not directly lead to GCSE/Advanced Level qualifications

### **KS3 – PE/PSHCE/IT**

These subjects will award a level [9-1] and effort grade at each reporting point and subject teachers will provide a written comment on end of year reports. Assessments of skills throughout the term will provide evidence for the level. This will mirror the allocation of levels in other subjects.

### **KS4 – IT/PE/RE**

IT leads to a qualification in functional skills which is awarded on a pass/fail basis. Students who are successful in 4<sup>th</sup> Year will have an opportunity to start the EDCL. Only effort grades will be awarded in this subject and students will be notified of their success in subjects as appropriate.

PE: A level [9-1] and effort grade will be issued at each reporting point and subject teachers will provide a written comment on end of year reports. Assessments of skills throughout the term will provide evidence for the level. This will mirror the allocation of levels in other subjects.

RE: Effort grades only will be awarded in this subject.

### **KS5 – EPQ/General studies/Critical thinking/Enrichment**

No reports will be provided in these subjects

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## Appendix A

### Purpose of Reporting

- To provide feedback to parents/guardians about the current attainment of their students' progress so that they can make progress in their learning.
- To engage parents/guardians in a dialogue about students and their learning by helping to establish challenging and aspirational targets based on prior attainment.
- To enable leaders, teachers and students to track progress in relation to agreed targets (informed by school and national data).
- To provide an indication of student attainment against nationally recognised standards (GCSE and A level grades) to monitor student progress.

### Definitions for reporting

**Forecast:** The forecast grade on the report should be an indication of the likely outcome of the student in future examinations based on the work produced by the student over a period of time: it should represent the final (GCSE/AS/A2) grade/level based on **expected** progress over the whole course.

**Target (Third year onwards):** The target grade should be based on the best outcome for the student given their prior attainment and potential. It should be aspirational but realistic and agreed with the student. The grade can be changed by the teacher during the course subject to the performance of the student although this should be discussed with the student at the same time.

### Timeline of GCSE changes

	Start date	Academic Year 2015-16			
		1 <sup>st</sup> Year 2 <sup>nd</sup> year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
English Language	September 2015	9 -1	9 -1	9 -1	A* - G
English Literature	September 2015	9 -1	9 -1	9 -1	A* - G
Mathematics	September 2015	9 -1	9 -1	9 -1	A* - G
Geography	September 2016	9 -1	9 -1	A* - G	A* - G
History	September 2016	9 -1	9 -1	A* - G	A* - G
Science including biology, chemistry & physics	September 2016	9 -1	9 -1	A* - G	A* - G
MFL (French, German and Spanish)	September 2016	9 -1	9 -1	A* - G	A* - G
Latin	September 2016	9 -1	9 -1	A* - G	A* - G
Religious studies	September 2016	9 -1	9 -1	A* - G	A* - G
Art and design	September 2016	9 -1	9 -1	A* - G	A* - G
Music	September 2016	9 -1	9 -1	A* - G	A* - G
Food preparation and nutrition	September 2016	9 -1	9 -1	A* - G	A* - G
All other GCSEs	September 2016	9 -1	A* - G	A* - G	A* - G

## Appendix B

### Effort Grades

At Ripon Grammar School, we recognise the importance in maximising student potential. We have drawn up a set of guidelines that elaborate upon what the expectations are for students in terms of effort. Teachers will refer to these criteria when awarding effort grades and they shall inform students what they need to do in order to improve their effort, either orally or in writing, should it be necessary.

Effort grades are used to identify students who are working well and these achievements will be acknowledged by senior colleagues including Heads of School and the Headmaster. In particular, at Key Stage 3 they are used to identify prize winners. They are also used to identify students who could try harder and students will be identified from their effort grades if their effort drops below a certain level. Intervention strategies will be employed to improve effort.

Effort level	Effort Descriptor
<b>1 Outstanding</b>	<ul style="list-style-type: none"><li>• Student's behaviour is usually outstanding</li><li>• Student is well motivated and focused throughout all lessons</li><li>• Student can work independently on all tasks and consistently performs to an exceptionally high level</li><li>• Homework is usually completed to a high standard</li><li>• Deadlines are always met</li></ul>
<b>2 Good</b>	<ul style="list-style-type: none"><li>• Student's behaviour is very good</li><li>• Student is usually motivated and focused throughout lessons</li><li>• Student can work independently on most tasks</li><li>• Homework is usually completed to the required standard</li><li>• Deadlines are usually met</li></ul>
<b>3 Inconsistent</b>	<ul style="list-style-type: none"><li>• Student's behaviour is usually good</li><li>• Student is sometimes motivated but can be reluctant to participate voluntarily</li><li>• Student can work to their potential on most independent tasks but needs some guidance and encouragement</li><li>• Homework is usually completed to the required standard</li><li>• Deadlines are sometimes missed and equipment is sometimes forgotten</li></ul>
<b>4 Cause for concern</b>	<ul style="list-style-type: none"><li>• Student's behaviour is sometimes unsatisfactory and can be disruptive</li><li>• Student is poorly motivated</li><li>• Student can work independently at times but needs regular guidance and encouragement</li><li>• Homework is rarely completed to the required standard</li><li>• Deadlines are often missed and equipment is frequently forgotten</li></ul>
<b>5 Serious concern</b>	<ul style="list-style-type: none"><li>• Student's behaviour is persistently poor and disruptive</li><li>• Student is rarely motivated and needs considerable guidance and support throughout the lesson</li><li>• Student often refuses to work independently and fails to engage in the lessons</li><li>• Homework is never completed to the required standard</li><li>• Deadlines are rarely met and the student is poorly equipped for lessons</li></ul>

The effort level will be awarded on a **best fit model basis**.