

Reporting

Guidance for Parents and Students [December 2019]

The purpose of this guidance is explain the rationale of reporting at Ripon Grammar School for Years 7 -10

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.

Frequency of Reporting

Throughout Key Stage 3 [Y7-9] parents will be provided with two interim reports (Autumn/Spring Term) and one full report (Summer Term) each year - details of the contents of these reports are outlined below. In addition, there will be a Parents' Consultation Evening in the Spring Term to allow for a brief verbal update on progress. (Please note that it may not be possible for all parents to have an appointment at the PCE due to limitations on time and therefore teachers will prioritise those parents they need to see more in the first instance).

Throughout Key Stage 4 [Y10-11] parents will be provided with one interim report (Autumn Term) and one full report (Spring/Summer Term) each year - details of the contents of these reports are outlined below. In addition, there will be a Parents' Consultation Evening in the Autumn Term for Year 11 and the Spring Term for Year 10 to allow for a brief verbal update on progress. (Please note that it may not be possible for all parents to have an appointment at the PCE due to limitations on time and therefore teachers will prioritise those parents they need to see more in the first instance).

Written comments

Full reports contain a written comment from each subject teacher, the student's form tutor, Head of Year/School and the Headmaster, which will provide feedback on the student's approach to learning, and any aspects of their work on which they can improve in the future.

Benchmark Grade (BG) – all reports from Year 9 will contain a BG, which is based on prior attainment in relation to progression measures typically achieved by the school in relation to National measures.

For GCSE, these grades are based on KS2 outcomes, where available, or CAT tests if KS2 scores are not available. In the small number of cases where neither of these are available, the teacher sets the grade.

The aim is to keep the BM constant to aid monitoring but they might be amended in certain circumstances. The BM grade should be seen as an indication of likely outcome based on prior data and students will be encouraged to consider their own personal targets in relation to these and their current attainment. BM grades should be seen as challenging but not limiting, and a high number of students will exceed these grades in the final examination.

These will only be published for subjects that can be studied at GCSE.

Attitude to Learning (AtL) – this will replace “Effort” grade in Y7-10 for this academic year and beyond

We recognise that effort and work ethic are key indicators for maximising student progress and we have emphasised this with the students. We have drawn up a set of criteria (see below) to emphasise the main attributes that are expected of the students – students who meet this expectation will be awarded a “Grade 2”. Students who demonstrate more than expected routinely across the reporting point will be awarded a “Grade 1” and those who need to improve in one or more areas will be awarded a “Grade 3” or “Grade 4” depending on the extent of the problem. The student should be aware of the areas on which they need to improve and if they are unsure they should speak to the teacher. The intention of this grade is to provide quick and accurate feedback to parents on how a student is approaching their work over the most recent reporting point and someone who is achieving straight “2s” is performing well and demonstrating the characteristics of a good learner.

AtL	Descriptor
1 (Expected+)	<ul style="list-style-type: none">• The student works consistently to the expected standards of an RGS students (as defined below) but also demonstrates some of the following attributes:<ul style="list-style-type: none">• Resilience (e.g. when tackling demanding problems)• Makes a contribution to the learning of others (e.g. supporting others in class, asking questions)• Submits work to a consistently high standard
2 (Expected)	<ul style="list-style-type: none">• The student’s conduct is appropriate and “on task”• They can work well independently or as part of a group, as appropriate• The student is well organised, properly equipped for lessons and meets deadlines consistently• Homework is completed and submitted on time to an appropriate standard
3 (Requires Improvement)	<ul style="list-style-type: none">• The student meets most but not all of the expected standards (AtL 2) and needs to improve in one or more areas
4 (Significant improvement required)	<ul style="list-style-type: none">• Student does not meet a significant number of the expected standard (AtL2) and they must change their approach to learning - further details will be provided to the student.

Indicative Attainment Grade (IAG):

This grade will be allocated on the GCSE (9-1) scale and will be based on the assessed work generated by the student throughout the reporting point. Teachers will consider the portfolio of work produced by the student but more weighting will be given to test scores.

The IAG for subjects that can be studied at GCSE should provide an indication of a GCSE outcome for a student given the content studied over that reporting point. It can be aligned to GCSE grades and, in the case of Y9 and Y10, should be compared with the BM grade.

The IAG for subjects that are not studied at GCSE should provide an indication of the students’ attainment over that reporting point and the following scale provides an indication of the scale that is used by the teacher allocating the grade:

9	Exceptional
7-8	Very Good
5-6	Good
3-4	Basic
1-2	Foundation