

Understanding the new reports

Tuesday, 12 October 2010

Following a review of the senior school reporting process, we have made a number of changes to the way in which we will communicate with parents regarding pupil progress.

Explanation of new Key Stage 3 report

Explanation of new Key Stage 4 and 5 report

Half term effort and attainment grades One of the first things you will notice is that you will receive these slightly later than you have received them before. This is to ensure that what is being reported is reflective of the full half term period.
Attainment grades.

- All girls will now receive a target for each subject that they should aim toward. This target is both motivational and aspirational. It may also be changed to take account of your daughter's progress so that it remains realistic.
- In Key Stage 3 (Years 7-9) attainment and target will be reported as a National Curriculum Attainment Level. Further details about these can be found on the website.
- In Key Stage 4 and 5 (Year 10-13) attainment and target will be reported as an examination grade equivalent.
- It must be stressed that the level/grade given for attainment is the level at which each pupil is currently working at. Neither the attainment level/grade or target level/grade are predictive of the final result.

Effort grades.For Key Stage 3, effort is reported on a scale A-E;

- A Excellent effort displayed consistently
- B Very good effort displayed consistently
- C Usually good effort displayed
- D Effort is inconsistent
- E Cause for concern.

For Key Stage 4 and 5, effort is reported on a scale 1-5;

- 1 Excellent effort displayed consistently
- 2 Very good effort displayed consistently

- 3 Usually good effort displayed
- 4 Effort is inconsistent
- 5 Cause for concern.

In both cases, an A or 1 is used to recognise effort over and above what is expected of a pupil in that class consistently. This will differ in each class; for some it might be completion of extension work, in others it might be that the level of participation in class is impressive, for example. As expectations change as the year progresses, effort marks may go lower as well as higher and so you may expect some variation here. The top mark for effort should be very difficult to achieve and thereby sets aside those pupils who really do impress on an ongoing basis.

Each teacher is in the process of communicating to their classes what pupils may be expected to do to achieve the highest marks for effort. Information regarding the changes to full reports will be posted in the next half term. If you have any queries regarding the information above, please do not hesitate to contact me at lmccale@howells.org.

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