

Reports Information for Parents

Parents will receive two types of report for their son/daughter. All students will receive a Tracking, Reporting, Intervention and Planning System (TRIPS) report approximately every half term starting with the first one in November. TRIPS reports show an academic target grade, your son/daughter's present attainment grade and an effort grade. Each TRIPS report gives basic information in a simple form and allows you and the school to monitor progress on a regular basis. The second type of report is either an end of Year or end of Key Stage report. This gives the same factual information but also has a short written comment from each teacher. All these reports are supported by a number of Parent/Staff meetings.

The 'Target Grade' on the reports is what your son/daughter is believed capable of achieving at the end of the Key Stage. It is neither guaranteed nor a limit of future success. The gap between the target grade and the present level of attainment is the essential indicator of academic progress.

Students in Year 7, 8 or 9

All students will receive a TRIPS report in November and subsequently further reports of one type or another in January, March and June. The parents of Year 7 students will have the opportunity to meet their child's Form Tutor in the week beginning 28th November to see how they have settled into school. Students in Year 7 and 8 will have a short written report in June which simply indicates progress and sets targets for the future. Students in Year 9 will have a longer end of Key Stage report which will comment on progress and set targets for those subjects they are taking further.

The curriculum Levels used in all reports are shown below as are the effort grades. Please note that the subject Levels are only comparable at the end of the Key Stage so it is perfectly reasonable to have a lower level in maths in Year 7 than they left Primary School with in summer. It would not be acceptable for this situation to be the case at the end of year nine when we would hope to see at least one and a half levels of improvement. As a rule of thumb that would be about half a Level a year. The Levels for languages will lag behind other subjects, at least initially, as most students have not studied a foreign language before. Please do not worry too much about this as it will improve at a faster rate over the Key Stage. We expect all students to gain a 1 or 2 for effort.

Attainment Grades - KS3 – Years 7, 8, 9

Level	Descriptor
E	Exceptional Performance
8	Very High Performance
7	High Performance
6	Expected Level KS3 (National)
5	Expected Level KS3 (National)
4	Expected Level of Performance at KS2 (National)
3	Below expected performance
2	Below expected performance
1	Below expected performance
W	Working towards Level 1
N	No Level awarded due to absence, or failure to meet minimum criteria

Grade sub-division	Descriptor
a	Working towards next grade
b	Working well at this grade
c	Just achieved this grade

Students in Year 10 and 11

Students in Year 10 and 11 will receive a TRIPS report in November and subsequently further reports of one type or another in January, March and June for Year 10 but only in January and March for Year 11.

The GCSE grades used in all reports are shown below as are the effort grades. As a very rough guide a Level 7 at Key Stage 3 would equate to a grade C in GCSE and we would expect one and a half grades of improvement over Key Stage 4. We expect all students to gain a 1 or 2 for effort.

Attainment Grades - KS4 – Years 10, 11

Grade	Descriptor
A*	Exceptional Performance
A	Very High Performance
B	High Performance
C	Expected KS4 Grade (National)
D	Below expected KS4 Grade (National)
E	Pass
F	Pass
G	Pass
U	Ungraded

Grade sub-division	Descriptor
a	Working towards next grade
b	Working well at this grade
c	Just achieved this grade

Students in Year 12 and 13

Students in Year 12 and 13 will receive a TRIPS report in November and subsequently further reports of one type or another in January, March, May and June for Year 12 but only in January, March and June for Year 12, but only in January and March for Year 13. Parent/Staff meetings are planned for November to update you on progress and to give you further information on the University application programme.

The GCE grades used in all reports are shown below as are the effort grades. As a very rough guide we would expect a Year 12 student to be within 2 grades of their target at this stage and a Year 13 student to be within one grade. We expect all students to gain a 1 or 2 for effort.

Attainment Grades - KS5 – Years 12, 13

Grade	Descriptor
A*	Exceptional Performance
A	Very High Performance
B	High Performance
C	Expected KS5 Grade (National)
D	Below expected KS5 Grade (National)
E	Pass
U	Ungraded

Grade sub-division	Descriptor
a	Working towards next grade
b	Working well at this grade
c	Just achieved this grade

Effort Grades – Years 7, 8, 9, 10, 11, 12, 13

Effort Grade	Description	
1	Student always: <ul style="list-style-type: none"> • Tries their very best • Listens carefully to teachers and students • Is ready to learn • Makes a good contribution to group work and class discussion 	<ul style="list-style-type: none"> • Completes all set tasks • Produces homework and class work of a high quality • Hands in all homework on time
2	Student usually: <ul style="list-style-type: none"> • Tries their very best • Listens carefully to teachers and students • Is ready to learn • Makes a good contribution to group work and class discussion 	<ul style="list-style-type: none"> • Completes all set tasks • Produces work of a high quality • Hands in all homework on time
3	Student sometimes does not : <ul style="list-style-type: none"> • Put in their best effort • Listen carefully to teachers and students • Display behaviour conducive to learning 	<ul style="list-style-type: none"> • Make a good contribution to group work and class discussion • Complete all set tasks • Produce work of high quality • Hand in all homework on time
4	Student shows more than three instances of any of the features below: <ul style="list-style-type: none"> • Makes little effort • Arrives late • Interrupts lessons, thereby slowing learning • Insufficient work in lessons 	<ul style="list-style-type: none"> • Produces work of insufficient quality • Distracts others and is easily distracted • Refuses reasonable requests • Fails to hand homework in on time
5	Student consistently does any of these: <ul style="list-style-type: none"> • Makes little effort • Shows no improvement despite help given • Truants lessons • Interrupts lessons 	<ul style="list-style-type: none"> • Challenges teachers and other students • Produces work of poor quality • Fails to hand homework in on time