

# Parent/Carer Reporting Guidance for KS4

## Overview of Data Items for Report

	Autumn Term	Spring Term	Summer Term
<b>Y10</b>	<ul style="list-style-type: none"> <li>GCSE Target Grade</li> <li>Term 1 Standard of Attainment grade</li> <li>Term 1 Concerns about progress</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Target Grade</li> <li>Term 2 Standard of Attainment grade</li> <li>Term 2 Concerns about progress</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Target Grade</li> <li>Term 3 Standard of Attainment grade</li> <li>Term 3 Concerns about progress</li> <li>Information about what was included in the Exam</li> <li>End of Year Exam Grade and %</li> <li><b>Form Tutor Comment</b></li> </ul>
<b>Y11</b>	<ul style="list-style-type: none"> <li>GCSE Target Grade</li> <li>Term 1 Standard of Attainment grade</li> <li>Term 1 Concerns about progress</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Target Grade</li> <li>Term 2 Standard of Attainment grade</li> <li>Term 2 Concerns about progress</li> <li>Information about what was included in the Mocks</li> <li>Mock Grade and %</li> </ul>	<ul style="list-style-type: none"> <li><b>Form Tutor Comment for Postcards</b></li> </ul>

## Expected Grade Matrix

The below matrix highlights how students will be working towards developing the skills, knowledge and understanding as a part of their GCSE studies.

	3	4	5	6	7	8	9
<b>Y10</b>	Only a few students to achieve a Grade 3	Year 10 Students are <i>likely</i> to achieve Grades 4-7				Only a few students to achieve a Grade 8	
<b>Y11</b>		Only a few students to achieve a Grade 4	Year 11 Students are <i>likely</i> to achieve Grades 4-7				Only a few students to achieve a Grade 9

Please remember that these are **holistic** grades based on all the work they have done to date. It is **not** a grade on a single piece of work/assessment.

## Standard of Attainment (SOA)

Student work is assessed regularly during the year in each subject. Once a term, a **holistic grade** is determined; this grade is based on all the work a student has completed to date during their course. Students may achieve the top grades in the holistic assessments if they are doing everything they have been asked to do at the highest standard.

Please refer to the departmental pages on the curriculum section of the website (<https://www.kechg.org.uk/main-school/curriculum/departments>) to see individual subject grade descriptors. Reference to these will also provide specific subject information about what the students need to master in order to achieve a higher grade.

## Target Grades

Target grades are awarded at the start of Year 10 for each subject. They are calculated externally and finalised by individual teachers. These will be the target grades assigned to students for Year 10 and Year 11.

## End of Year Exam & Mock Exam

A second grade (End of Year Exam Y10 or Mock Exam Y11) will only be reported after a formal assessment/examination and this will be based on examination criteria. This is separate to the Standard of Attainment Grade and could be different. This will allow effective tracking using the Standard of Attainment Grades throughout the course, but also enable a clear picture of achievements in “examination” conditions to be seen.

## Concerns about Progress

This will be highlighted on individual reports where there are concerns about progress for a specific subject, usually when a student is underperforming or not achieving an expected grade.

### Strategies for Improvement:

Your child needs to focus on improving their knowledge and understanding by reviewing key content and practising key skills in this subject. This could be achieved through:

- Completing practice tasks/activities
- Reviewing work after lessons and asking if unsure about any of the content
- Acting on feedback from teachers
- Ensuring that tests are prepared for effectively
- Using different revision techniques to review content, as advised by their teachers

Your child needs to focus on contributing more in this subject. This could be achieved through:

- Offering answers in class without worrying about making mistakes
- Taking opportunities to lead parts of activities, discussions, presentations in class
- Asking questions to clarify their understanding
- Working collaboratively with their peers

Your child needs to focus on improving their organisation in this subject. This could be achieved through:

- Using their planner effectively
- Ensuring they spend sufficient time on a task, and do not rush their work
- Completing homework on time
- Completing work set in lessons

Your child needs to focus on ensuring that they consistently demonstrate a positive attitude to learning. This could be achieved through:

- Ensuring that all work meets the requirements as set by the teacher. Regular reference to assessment criteria (where provided) will help with this
- Ensuring that they focus in lessons

- Ensuring that all work is completed in sufficient detail
- Ensuring that they take more responsibility for their own progress
- Acting on feedback from teachers to improve progress
- Identifying errors or faults in their own performance and taking steps to rectify them
- Proof reading work
- Preparing effectively for tests
- Seeking and accessing support from staff

## Year 10/11 Report Autumn Term Example

<b>Name:</b>	Student A	<b>Attendance:</b>	100%
<b>Form:</b>	??	<b>No. of Authorised Absences:</b>	0
<b>House Points:</b>	5	<b>No. of Unauthorised Absences:</b>	0
		<b>No. of Lates:</b>	0

Subject & Teacher	Target Grade	Standard of Attainment	Concerns about progress
<b>English Language</b> Miss Coady	8	7	
<b>English Literature</b> Miss Coady	8	7	
<b>Mathematics</b> Dr Taylor	8	8	
<b>Chemistry</b> Ms Bunting	7	7	
<b>Physics</b> Mr Dewes	8	7	
<b>Biology</b> Ms Newman	6	7	
<b>Latin</b> Ms Kerr	6	6	
<b>Religious Studies</b> Ms Woodward	6	7	
<b>Drama</b> Mrs Morgan-Long	8	8	
<b>German</b> Ms Jambor	8	4	Yes

If you have any significant concerns across a range of subjects, please contact me at the school. If your concerns are subject specific, please contact the relevant subject teacher via [head@kechg.org.uk](mailto:head@kechg.org.uk).

(Head of Year)

## Year 11 Report Spring Term Example

<b>Name:</b>	Student A	<b>Attendance:</b>	100%
<b>Form:</b>	??	<b>No. of Authorised Absences:</b>	0
<b>House Points:</b>	5	<b>No. of Unauthorised Absences:</b>	0
		<b>No. of Lates:</b>	0

Subject & Teacher	Target Grade	Information about the Assessment	Mock Exam %	Mock Exam Grade	Standard of Attainment	Concerns about progress
<b>English Language</b> Miss Coady	8	Students were assessed on the Reading section of the English Language GCSE Paper 1 (Explorations in creative reading and writing). This represents 25% of the total GCSE English Language examination.	75	7	7	
<b>English Literature</b> Miss Coady	8	Students were assessed on their skills in analysing unseen poetry. This skill is assessed in GCSE English Literature Paper 2.	85	8	7	
<b>Mathematics</b> Dr Taylor	8	This assessment tested the work completed during the past year on the following topics: Algebra and Quadratics, Basic Number, Statistical Diagrams and Averages, Length/Area/Volume, Angles, Counting/Accuracy/Powers/Surds, Probability and Similarity/Congruence.	84	8	8	
<b>Religious Studies</b> Ms Woodward	9	The students have been assessed on their knowledge of three key topics: Religion, Crime and Punishment, Christianity Beliefs and Teachings and Christianity Practices.	83	8	7	
<b>Drama</b> Mrs Morgan-Long	8	The assessment tested Sections A of the written component of the GCSE course - Performance and Response. The questions assessed student knowledge of the set text, "Missing Dan Nolan".	90	9	8	

If you have any significant concerns across a range of subjects, please contact me at the school. If your concerns are subject specific, please contact the relevant subject teacher via [head@kechg.org.uk](mailto:head@kechg.org.uk).

(Head of Year)

## Year 10 Report Summer Term Example

<b>Name:</b>	Student A	<b>Attendance:</b>	100%
<b>Form:</b>	??	<b>No. of Authorised Absences:</b>	0
<b>House Points:</b>	5	<b>No. of Unauthorised Absences:</b>	0
		<b>No. of Lates:</b>	0

Subject & Teacher	Target Grade	Information about the Assessment	Assessment %	Assessment Grade	Standard of Attainment	Concerns about progress
<b>English Language</b> Miss Coady	8	Students were assessed on the Reading section of the English Language GCSE Paper 1 (Explorations in creative reading and writing). This represents 25% of the total GCSE English Language examination.	75	7	7	
<b>English Literature</b> Miss Coady	8	Students were assessed on their skills in analysing unseen poetry. This skill is assessed in GCSE English Literature Paper 2.	85	8	7	
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<b>Drama</b> Mrs Morgan-Long	8	The assessment tested Sections A of the written component of the GCSE course - Performance and Response. The questions assessed student knowledge of the set text, "Missing Dan Nolan".	90	9	8	

### Form Tutor Comment

STUDENT has an excellent attendance and punctuality record. She has adapted well to the demands of the GCSE courses, making steady progress across the curriculum. It has been really lovely to see STUDENT developing more confidence in herself this year; at times she does still worry about her academic performance and we will continue to work with her on strategies for dealing with this. She has been fully engaged in form activities and discussions, acts as both a peer mentor and librarian in school and has received the Good Egg award from her peers.