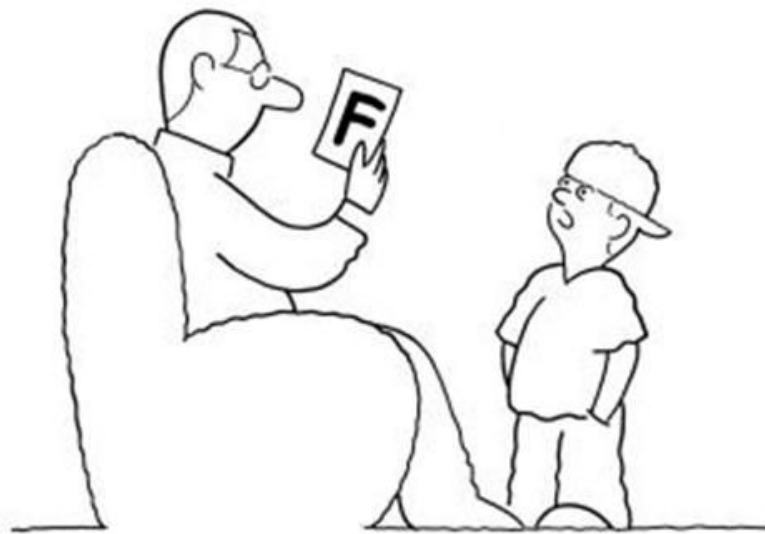


Highlands School

# Parent's Guide to Reporting



'What are you complaining about, you're the one  
who did my homework!'

January 2010

In order to answer some of the questions and address some of the issues raised over reporting and Target Setting, I've put together this document which I hope will do just that. This should be seen as a working document as we are constantly refining our systems, most recently due to some comments made on our survey on Reporting in November 2009.

## Target Setting

*We use four kinds of target in our school:*

### **1. Learning Behaviour Target**

Targets set for ways of behaving in order to improve learning. These are usually set by tutors and Heads of House and are written at the front of a Report Card. A student will then present this to each teacher who will indicate if the target has been met. There are four levels of Report Cards; White, Green, Yellow & Red.

### **2. Achievement Targets**

Clearly defined and assessed learning 'steps', usually short term, set by subject teacher and can be somewhat *informal* and linked to the lesson objectives, Every Child Matters and differentiation. Targets are also set and provided to parents at Parents' Evenings in order to serve as a basis for discussion (see over).

### **3. End of Key Stage Targets (Aspirational)**

This target represents the best grade we feel the student is likely to achieve if they work to the best of their ability and it is arrived at using all available data (see over). Set by Heads of Faculty with input from subject teachers.

### **4. Global Targets**

The performance of whole year groups, forms and sub groups within the school, set by SLT with guidance from Heads of Faculty and Heads of house.

*This guide is mainly concerned with number 3.*

Various information and data exists within the school and can be used to assist with the creation of the target for each student. The table on the following page (table 1) can be used as a quick reference and details whether targets are whole, divided into sub levels, and what information is used in order to arrive at the level. Sub levels should be interpreted in Key Stage 3 thus:

**5C** most work produced will be at level 5

**5B** work will firmly establish student at level 5

**5A** will be working toward level 6

**NOTE:** *Non-core subjects set targets for the end of Year 8, core subjects for the end of Year 9. Core subjects are English, Mathematics and Science*

- KS2:** Use KS2 results provided to the school
- MidYIS:** Middle Years Information System. Tests which are designed to measure, as far as possible, ability and aptitude for learning rather than achievement. The tests are comprised of Vocabulary, Maths, Non-verbal and Skills sections. The average score is 100.  
*Note: Accurate Year 7 target setting has proved to be somewhat of a problem as both KS2 data and that which is received from MidYIS can be inaccurate for some subjects, especially non-core. In order to address this, it could be possible in some cases to lower targets for some students when refining in Year 8. This should be the only time a target is lowered.*
- FFT:** The Fischer Family Trust is an independent registered charity which provides a report to schools to aid self evaluation. The report collates data on individual pupils' performance in the End of KS2, KS3 and KS4 tests, and analyses value-added progress over a three year period; it produces an overview of trends in performance for the school and for groups within it. Model D, the type of data we use, shows the same progress as similar pupils in the top quartile of similar schools.
- ALIS:** Advanced Level Information System. ALIS provides performance indicators for post-16 students and includes analysis of A level, AS level & BTEC Nationals. It provides fair comparisons between the progress made by students and the large sample of similar students in the Alis project. In order to make these comparisons, all students need to be measured against a common baseline representing their ability before starting their post-16 courses. The average GCSE score is the baseline for Alis
- ALPS:** Advanced Level Performance System reports are a practical tool to help raise standards. Specifically, it helps to identify areas of strengths and weaknesses for A Level & BTEC students and then to set agendas for change.

Table 1.

	Time	Target	Core	Non-Core	Data
<b>Year 7</b>	Aut 1	Set KS3	Sub level	Whole level	KS2 & MidYIS
<b>Year 8</b>	Aut 1	Review KS3	Sub level	Create sub level	FFT & Yr 7 exams
<b>Year 9*</b>	Aut 1	Review KS3	Sub level		FFT & Yr 8 exams
	Aut 1	Set KS4		Whole grade	FFT & Yr 8 exams
<b>Year 10</b>	Aut 1	Set KS4	Whole grade		FFT & Yr 9 exams
<b>Year 10</b>	Aut 2	Review KS4	Whole grade	Whole grade	FFT**

<b>Year 12</b>	Aut 1	Set AS/BTEC	Whole grade	GCSE, ALIS/ALPS
<b>Year 13</b>	Aut 1	Set A2 BTEC review	Whole grade	AS res, ALIS/ALPS

\* Core subjects will continue to set and review KS3 targets until the production of End of Key Stage 3 levels are reported in Spring 2 (following the demise of SATs), when KS4 targets will be created based on End of KS3 levels.

\*\* Updated.

What level should your child be working at?

At the end of each Key Stage, children are expected to reach certain levels of knowledge, skills and understanding in each subject. The expected Attainment Level for children at the end of each Key Stage is as follows:

<b>Key Stage</b>	<b>Most children expected to work between levels</b>	<b>Expected attainment at end of Key Stage</b>
Key Stage 1	1 - 3	2 (at age 7)
Key Stage 2	2 - 5	4 (at age 11)
Key Stage 3	3 - 7	5 or 6 (at age 14)

### **Targets for Parents' Evenings**

In order to make Parents Evenings even more productive and to avoid the need for note-taking, we begin this year a system whereby we provide three targets to parents from every subject. This will be handed to you when you arrive at the hall and will:

- provide a focus for your discussions
- allow you to leave with a meaningful record of the *next step*
- it can provide future teachers with valuable information, especially if at the end of year / change of staff / carousel.

If we feel it necessary, we can even post the targets home if you were unable to attend.

The dates for Parents' Evenings are decided on at the start of the year depending on the position of our own and national examinations.

## **Predicted Grades**

Do not confuse Target Grades with Predicted Grades. Predicted grades are those which we fully expect your son or daughter to achieve if they work to the best of their ability. A *Fine Predicted grade* has the addition of a 1, 2 or 3 added and identifies how 'strong' the

grade is and how near the boundary it may be. Fine Predicted Grades are collected for Years 10 and above and will appear on the reports.

**Key Stage 4 & 5 fine predicted**

- Grade + 3** the lower end of a grade
- Grade + 2** firmly established at that grade
- Grade + 1** the upper end of that grade

## **Reporting**

At the end of each half-term, we provide an *Interim Report* and once per year a student receives a *Final Report* which includes a written comment from the Form Tutor. As the year progresses, you will see the new report information alongside all the previous terms'.

These are the sections which are included in the Interim Report:

**Target Level/Grade**

See the section above on Target Setting.

**Predicted Grade (Year 10 and above)**

See above.

**On Target and Below Target (OT/BT)**

This is an indication of whether your son or daughter is currently working at a level which will allow them to reach the end of KS target grade/level.

If a student has a target of an A grade and is currently producing work which the teacher feels will not achieve this grade or level at the end of the Key Stage and/or is *predicted* a B, then that student will be BT.

**Application**

A letter will be added following the OT/BT and indicates the students' level of application, they are:

- O:** Outstanding
- G:** Good
- I:** Inconsistent
- C:** Concern

**Comment Code**

Should a student be *Inconsistent* or *Concern* (and *usually* BT), staff will follow this with a comment code. Comment Codes are numbered 1 – 11 and are:

- 1 Limited or no completion of homework tasks
- 2 Poor concentration in lessons preventing progress

3	Poor behaviour in lessons preventing progress
4	Poor attendance and failing to catch up missing work
5	Consistently failing to bring required resource materials/kit
6	Failing to correct their mis-understandings
7	Failing to take responsibility for their own learning
8	Lacking in confidence for self expression
9	Insufficient application to fully reach potential
10	Limited or no completion of coursework
11	Extenuating Circumstances

Note: Number 11 is to be used rarely and only to let you know that we are aware of a situation which has led to a drop in application and or achievement, i.e. a long-term absence due to family circumstances or illness.

### Academic Review Day

Academic Review Day (is an opportunity for you to come into school to meet your child's Form Tutor and to help with the setting of individual targets ie. on Behaviour, Communication Skills, or whatever may be appropriate.

## Reports Summary

Table 2 shows what sort of report you will receive and when. Please check this along with other important dates on the calendar also on our website.

### Reporting Calendar

Table 2

	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>7</b>	Interim	Interim	Interim	Interim	Interim	Final Report
<b>8</b>	Interim	Interim	Interim	Interim	Interim	Final Report
<b>9</b>	Interim	Interim	Interim	Interim	Interim	Final Report
<b>10</b>	Interim	Interim	Interim	Interim	Final Report	No report
<b>11</b>	Interim	Interim	Interim	Final Report	No report	No report
<b>12</b>	Interim	Interim	No report	Final Report	BTEC only	Interim
<b>13</b>	Interim	Interim	No report	Final Report	BTEC only	No report

Note: Subjects which only have one KS3 lesson per week (Art, Citizenship, RE) will only report at the end of each term, not at the end of each half-term.