



# Parent Briefing

## Understanding the Grades

At Thorpe St Andrew School, we have always tried to keep parents informed of each student's progress through our reporting systems and Parent Consultation Evenings. Over the years, following wide consultation, we have developed our current system.

Our aim is to report to you on a number of occasions throughout the academic year. There will be at least one Parent Consultation Evening in the year but we do encourage you to make immediate contact with the school, starting with the Subject Teacher, if you have any questions or concerns.

All the reports we produce will appear on 'My Child at School' accessed via the school's website and this will ensure you have the most up to date information and that it is easily available.

Within this report we use three grades:

- Attitude Grades
- Target Minimum Grades
- Expected Level of Performance

Set out below are the definitions we use for the three grades:

**Attitude Grades** - This grade is based on a scale from 1 – 4 (1 being the highest grade). (Please see attached summary for criteria.) When allocating a grade, a teacher will look to the 'best fit' in each case.

**Target Minimum Grades (TMGs)** – The **Target Minimum Grades** are the minimum grades that should be achieved in each subject at the end of the key stage. They are calculated in a complex way, based upon previous achievement.

*Key Stage 3 covers Years 7, 8 and 9*

*Key Stage 4 covers Years 10 and 11*

*Key Stage 5 covers the Sixth Form*

**Expected Level of Performance (ELP)** – During the key stage, a student's progress is checked by the school and regular Expected Level of Performance grades are given. The ELP is based on the quality of work the student is producing at the time. The grade is what the school expects the student will achieve at the end of the key stage – IF THEY CONTINUE TO PROGRESS AT THE SAME RATE. The ELP should, ideally, be equal to, or above, the Target Minimum Grade. If it is below, there may be concerns with the student's performance.

ELPs will be followed by fine grades:

= indicates a secure ELP grade  
+ indicates a higher level performance within the ELP grade  
- indicates a weaker level performance within the ELP grade

**For example - If a grade is C= this indicates a 'solid' C. C+ would indicate movement towards a B. C- would suggest a danger of slipping towards a D.**

At **Key Stage 3**, TMGs and ELPs are set using the national number scale.

At **Key Stage 4**, GCSE TMGs and ELPs use A\* to G grades (with BTEC courses using Pass, Merit or Distinction).

At **Key Stage 5**, A Level TMGs and ELPs use A\* to E grades (with BTEC courses using Pass, Merit or Distinction).

When we publish each set of data it will be accompanied by a short comment indicating the teacher's views on the progress made. We encourage parents to look regularly at exercise books and marked work. Over a period of time there will be **T** (indicating a target) followed by a short comment on how to improve work in future. This more regular comment is more specific in helping progress.

We celebrate students' performance in our end of term assemblies. We also discuss these grades regularly with each student and they should be aware of their current grades.

We believe this three stage process

- ◆ Setting targets
- ◆ Monitoring progress
- ◆ Rewarding success or supporting underachievement

has become a vital element in helping each individual achieve their full potential. In this way, they are ready to progress to the next stage of their learning.

If you have any questions or concerns we would encourage you to contact the Subject Teacher and not wait for a Parent Consultation Evening.

Should you have any concerns with our grading and reporting system, please contact the school on 01603 497711.

**Ian Clayton**  
**Principal**

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Parents and students can expect the following feedback to a set of reports:

## **A**ttitude Grades

### **Celebration**

We believe your child is capable of achieving high scores for attitude. Attitude is not about ability in a subject. It is about having the right approach to learning.

Every student gaining good or outstanding scores will have this recognised by the presentation of a certificate in the end of term assembly. Letters will also be sent home for cases of individual 'high' achievement in these grades and for e-behaviour points achieving bronze, silver, gold or platinum levels in a term.

### **Concerns**

If your child has an average attitude grade of 3 or less you can expect follow up from the House team. This could include being placed on report which you can monitor with us, or closer monitoring by the team with a further review in approximately half a term. You, as parents, will be included in both processes.

If the concern is only in one subject, a subject specific report may be used.

## **E**xpected Level of Performance

### **Celebration**

- |  |   |
|--|---|
| <b>Form Tutors</b>                             | - The Form Tutor will see, as individuals or in small groups, all students who are generally achieving their TMG (but may be down by one grade in no more than two subjects) and allocate 10 e-behaviour points. (You, as parents, will see this on the My Child at School behaviour record). |
| <b>Heads of House and Assistant Principals</b> | - Heads of House will see all students who are achieving above TMG in four subjects (but may be down by one grade in no more than two subjects) and will allocate 20 e-behaviour points.  |
| <b>Vice Principals</b>                         | - Vice Principals will see all students who are achieving above TMG in seven subjects (but may be down by one grade in no more than two subjects) and will allocate 30 e-behaviour points and send a letter of congratulations home.  |

### **Concerns**

Where a student is falling below their TMG scores, the Head of House will investigate and activate an appropriate action plan, as appropriate to each individual student. This could involve one or more of the following:-

- Placed on subject specific report.
- Placed on House report for all subjects.
- Allocating a mentor to work with the individual student for a set period of time.
- Invite parents into a formal review meeting.
- Instigate a period of catch up on work which could include after school sessions.
- Set extra work to be undertaken at home under your supervision.

Whichever course of action is undertaken, parents will be consulted with regard to the school's plan.

# A ttitude Grades



<p>1 Outstanding <i>'always'</i></p> <ul style="list-style-type: none"> <li>You are <b>always</b> eager to learn</li> <li>You are <b>always</b> enthusiastic and committed</li> <li>You <b>always</b> produce work of an excellent personal standard</li> <li>Your contribution to lessons is <b>always</b> excellent</li> <li>You are <b>always</b> mature, independent and keen to improve</li> <li>You <b>always</b> respond positively to guidance</li> <li>You are <b>always</b> respectful and considerate of others</li> <li>You <b>always</b> enjoy challenge and will <b>never</b> give up</li> <li>You <b>never</b> waste your own or other people's time</li> <li>You are <b>always</b> positive and open-minded</li> <li>You are very good at working in teams and groups</li> <li>You <b>always</b> make a positive contribution to the School</li> </ul>	<p>2 Good <i>'almost always' 'frequent'</i></p> <ul style="list-style-type: none"> <li>You are <b>always</b> ready to learn</li> <li>You <b>frequently</b> produce work of a very good standard</li> <li>You <b>frequently</b> produce homework of a very good standard</li> <li>You are <b>often</b> enthusiastic</li> <li>You make <b>frequent</b> relevant contributions to lessons</li> <li>You respond well to guidance</li> <li>You are mature, independent and <b>usually</b> keen to improve</li> <li>You are respectful and considerate of others</li> <li>You <b>hardly ever</b> waste your own or other people's time</li> <li>You are <b>usually</b> positive and open-minded</li> <li>You enjoy challenge and don't give up easily</li> <li>You will <b>often</b> play an active role in teams and groups</li> <li>You make an important contribution to the School</li> </ul>
<p>3 Room for Improvement <i>'not enough' 'sometimes'</i></p> <ul style="list-style-type: none"> <li>You are usually ready to learn</li> <li>You often produce work which is only just good enough</li> <li>Your homework is only just good enough or sometimes incomplete</li> <li>You are <b>sometimes</b> unenthusiastic</li> <li>You make <b>some</b> contributions to lessons</li> <li>You <b>sometimes</b> let others do the work for you</li> <li>You are <b>sometimes</b> lacking in maturity or independence</li> <li>You usually respond to guidance from your teachers</li> <li>You are usually respectful and considerate of others</li> <li><b>Sometimes</b> you waste either your own time or that of others</li> <li>You are <b>usually</b> positive but <b>sometimes</b> give up too easily</li> <li>Your work in teams and groups could often be improved</li> <li>You do <b>not</b> contribute <b>enough</b> to the School</li> </ul>	<p>4 Inadequate <i>'often not' 'limited'</i></p> <ul style="list-style-type: none"> <li>You are not always ready to learn</li> <li>Your work is <b>often not</b> good enough</li> <li>Your homework is <b>often not</b> good enough or not completed</li> <li>Your contribution to lessons is <b>limited</b> or not appropriate</li> <li>You respond to guidance only briefly or not at all</li> <li>You show limited willingness to improve</li> <li>You are sometimes disrespectful and inconsiderate of others</li> <li>Often you waste either your own time or that of others</li> <li>You may often be too negative and give up too easily</li> <li>Your contribution to teams or groups is limited</li> <li>Your contribution to the School is limited</li> </ul>



## 1 Outstanding

- a. The student was fully prepared to learn
- b. The student was fully engaged in class activities
- c. The student showed an enthusiastic approach to learning
- d. The student produced excellent work
- e. The student's homework/assignments are up to date and show progress
- f. The student made excellent contributions in class
- g. The student showed a mature approach to independent learning
- h. The student showed a very positive response to guidance
- i. The student is always punctual to class
- j. Student's folder and notes are very well organised
- k. The student is an excellent role model to peer students in the school

## 2 Good

- a. The student was prepared to learn
- b. The student was engaged in class activities
- c. The student showed a good approach to learning
- d. The student produced good work
- e. The student's homework/assignments are up to date and show some progress
- f. The student made regular contributions in class
- g. The student showed some evidence of independent learning
- h. The student showed a positive response to guidance
- i. The student is generally punctual to class
- j. Student's folder and notes are well kept
- k. The student is a good role model to peer students in the school

## 3 Room for Improvement

- a. The student was not always prepared to learn
- b. The student needs to engage more in class activities
- c. The student showed an inconsistent approach to learning
- d. The work the student produced could be improved/more detailed
- e. The student's homework/assignments are not always up to date and show limited progress
- f. The student made few contributions in class
- g. The student needs to show more responsibility in developing independent learning
- h. The student did not always respond positively to guidance
- i. The student is not always punctual to class
- j. Student's folder needs to be more organised and notes more detailed
- k. The student should set a better example to his peer students

## 4 Inadequate

- a. The student was not prepared to learn
- b. The student did not engage in class activities
- c. The student showed an inadequate approach to learning
- d. The work produced by the student does not reflect their potential
- e. The student's homework/assignments are not up to date and show limited progress
- f. The student made no contributions in class
- g. The student showed no evidence of independent learning
- h. The student did not respond to guidance
- i. The student disrupted the learning of others by being late to class
- j. Student's folder and notes are completely disorganised
- k. The student is not setting a good example to peer students