



# Year 12&13 Parent guide to reporting and parents' evenings 2021-22



## Contents:

1. 'Coombeunicating' with parents 2021-22 (key dates for parents' evenings and other events)
2. Reporting arrangements for 2021-22
3. Target-setting and Expected Performance Bands
4. A level (Level 3) grades and equivalences (what do D\*, D, M, P mean in relation to A level grades?)

***We send Learning Overviews to the email address we have registered for the first contact in Sims unless you tell us otherwise.***

***When you receive a Learning Overview, if you have any general questions relating to it, you should contact your child's tutor. If you have any specific questions, you should contact the relevant teacher. Enquiries can be directed to [office@coombedean.co.uk](mailto:office@coombedean.co.uk) and will be forwarded to the most relevant member of staff from there. There is an opportunity to discuss learning and development at our annual parents' evenings and we encourage parents to attend this to enable this important dialogue.***

## 1.0 'Coombeunicating' with parents 2021-22

Event	(Due) Date	Times	Involving
<b>Term 2 - 2021</b>			
Learning Overview Years 12&13	November	-	Post-16 teachers
Year 11 mock exams	17 <sup>th</sup> November – 3 <sup>rd</sup> December	-	All Year 11 teachers
Learning Overview Year 11	December	-	All Year 11 teachers
<b>Term 3 - 2022</b>			
Year 13 mock exams	10 <sup>th</sup> -21 <sup>st</sup> January	-	All Year 13 teachers
Learning Overview Years 7&8	January	-	All Year 7&8 teachers
Learning Overview Years 9&10	January	-	All Year 9&10 teachers
Parents' Evening and options event Year 11	20 <sup>th</sup> January	<b>tbc</b>	All Year 11 teachers
Learning Overview Years 12&13	February	<b>3pm</b>	All Year 12&13 teachers
Parents' Evening Years 12&13	10 <sup>th</sup> February	<b>3:30-6:15</b>	All Year 12&13 teachers
Parents' Evening Year 10	17 <sup>th</sup> February	<b>3:30-6:15</b>	All Year 10 teachers
<b>Term 4 - 2022</b>			
Year 11 Mock Window 2	28 <sup>th</sup> Feb-11 <sup>th</sup> March	-	Certain Year 11 subjects
Parents' Evening and options event Year 9	17 <sup>th</sup> March	<b>tbc</b>	All Year 9 teachers
Learning Overview Year 11	March	-	All Year 11 teachers
Parents' Evening Year 8	7 <sup>th</sup> April	<b>3:30-6:15</b>	All Year 8 teachers
<b>Term 5 - 2022</b>			
Parents' Evening Year 7	28 <sup>th</sup> April	<b>3:30-6:15</b>	All Year 7 teachers
Years 7-9 capture (assessment) fortnight	2 <sup>nd</sup> -13 <sup>th</sup> May	-	All Year 7-9 teachers
<b>Term 6 - 2022</b>			
Year 10&12 mock exams	13 <sup>th</sup> June-1 <sup>st</sup> July	-	All Year 10&12 teachers
Learning Overview Years 7&8	June	-	All Year 7&8 teachers
Learning Overviews Year 9, 10&12	July	-	All Year 9, 10&12 teachers

## 2.0 Reporting arrangements for 2021-22

During the summer term, WeST secondary schools worked towards further consistency in the way we report to parents on the progress being made by their children as they progress through the school.

The most significant changes in summary are:

- Replacing Personal Responsibility for Learning (PRfL) with three new categories – Effort, Independent Learning and Conduct.
- Replacing a projected grade with a current working grade for students in Years 10, 11, 12 and 13 as they work towards completion of their Level 2 and Level 3 courses. Students in Year 7 will receive Effort, Independent Learning and Conduct judgements only. Students in Years 8-13 will receive a progress statement which indicates the extent to which a learner is progressing through the taught curriculum as we would expect including any variations in this.

This is an adapted approach as learners progress through the school based more on what a learner knows, understands and can do, rather than where we think they are likely to be at a given point in the future. Grades (where provided) will reflect current working grade, rather than a projection. The current working grade should indicate, against grade descriptors, the level at which the learner is performing.

This change in what we report represents a shift towards progress statements that are rooted in the curriculum and a focus on a current working grade (from curriculum years 10 and above)

### Aspects of the Learning Overview that are remaining

We will continue to provide contextualised expectations for GCSE (Level 2) and A level (Level 3) learner outcomes which will provide an expected performance band which is used as an indicator of where a learner’s achievement typically falls based upon the assessment information we have about them.

In Year 7, we will just be reporting on effort, conduct and independent learning. Progress statements for students in Years 8-13 will indicate the progress being made by students based upon what they have been taught. This will be on a 5-point scale (significantly above expected progress, above expected progress, expected progress, below expected progress and significantly below expected progress).

### 2.1 Attendance

With each Learning Overview, alongside reporting on the current performance of students in their subjects, we are also providing an attendance figure.

Attendance	Measured from the first day in September until the day the Learning Overview has been generated, the attendance figure generation date appears on the LO.
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### 2.2 Who will get what?

Year	Effort, Conduct, Independent Learning	Progress Statement	Current Working Grade	EPB
7	Yes	No	No	Yes
8	Yes	Yes	No	Yes
9	Yes	Yes	No	Yes
10	Yes	Yes	Yes	Yes
11	Yes	Yes	Yes	Yes
12	Yes	Yes	Yes	Yes
13	Yes	Yes	Yes	Yes

## 2.3 Commitment to learning statements

### Year 12-13

	<b>Outstanding</b>	<b>Good</b>	<b>Inconsistent</b>	<b>Cause for Concern</b>
<b>12-13 Effort</b>	I always produce work to the best of my ability. I seek feedback on my learning and act upon it in detail. I show commitment to improvement by making improvements, redrafting work and completing additional tasks in my own time.	I produce work to the best of my ability. When given feedback, I act upon it and am keen to improve my work. I make improvements to my work.	I sometimes produce my best work. I can produce a higher standard of work with more effort. I do not always act upon the feedback given and so there are limited improvements in my book/folder. I need to improve my effort so that it is more consistent.	I give up easily and/or do not always complete tasks set. I do not act upon the feedback given and there are no or very limited improvements in my book/folder.
<b>12-13 Independent Learning</b>	I always complete homework/independent work to the best standard I can. I show commitment to improving my learning by regularly reviewing my work outside of the classroom. I am self-motivated and can act independently on feedback to improve.	I try to complete homework/independent work to a good standard and aim to exceed the minimum expectations. I am committed to improving but would benefit from adopting strategies to ensure that I maximise my learning outside of the classroom.	My homework/independent work often meets the minimum expectations but sometimes deadlines are missed. I can achieve a better standard with more effort. I need to focus on improving my learning outside of the classroom.	My homework/independent work is usually not completed satisfactorily or attempted, and I often miss deadlines. I do not take responsibility for my homework or my learning outside the classroom.
<b>12-13 Conduct</b>	I always demonstrate a positive committed attitude towards my learning and am respectful towards my teachers and other students. I follow instructions but also show initiative in leading my own learning. I know how to study effectively and take pride in my achievements. I have strategies to cope when things may not go to plan.	I generally take a positive committed attitude towards my learning and am respectful towards my teachers and other students. I follow instructions. I am developing my knowledge of how to study effectively and take pride in my achievements. I have some strategies to cope when things may not go to plan.	I display an inconsistent attitude towards my learning and my conduct can show a lack of respect towards my teachers and/or other students. I follow instructions but sometimes need reminders. I have an understanding of how to study effectively but need to practise this further. I can take pride in my achievements but can find it difficult if things do not go to plan.	I display a poor attitude towards my learning and my conduct often shows a lack of respect towards my teachers and other students. I do not follow instructions routinely and need frequent reminders. I do not take pride in my achievements in class and lack strategies to help in class and lack strategies to help me cope when things do not go to plan.

## 2.4 Current Working Grade definition

A current working grade, provided from the spring term of Year 10, is an indication of what a student knows, understands and can do. This is not a projected grade and is by no means the grade that students will be awarded until we approach the terminal examinations in years 11 and 13 - this is purely what a teacher's records of assessment would indicate in terms of where a pupil is operating currently based on the range of evidence that is available, compared with the intent and expectations laid out in our curriculum for each curriculum area.

### 3.0 Expected Performance Bands for Years 12 and 13 at Coombe Dean

Summary of key elements involved in setting Expected Performance Bands:

Takes into account KS4 Attainment 8 figure (average points across the best 8 GCSE subjects) which is then used to compare A level (or equivalent) performance with what is usually achieved by students with the same grade achievement at GCSE.

Provides an Expected Performance 'Band' which is 2 grades wide (e.g. A level grades B-C) where the lowest grade is broadly in line with the progress expected and the higher grade represents above-average performance taking into account expected progress estimate calculations (what grades the student should achieve) from the Department for Education.

For students in Key Stage 5 (the Sixth Form), EPBs are intended to support conversations that recognise expected progress but also support movement towards more than expected progress. Just as with the EPBs in Key Stages 3 and 4, students can achieve below, within, or depending on how high the EPB is, above their EPB and this progress is reflected in the progress statements that appear on the reporting information that we send home. Aspirationally, students should be aiming for the higher of the two grades in their EPB.

#### **Why do we use expected performance bands rather than just a target grade?**

Providing bands for students shouldn't restrict students to aiming for a single grade but allow them to be encouraged to aim as high as possible. A student's target will usually be the middle grade of the EPB, if they were to achieve their target in a subject at the end of the key stage (Year 13), it is likely they will be performing above average.

#### **For parents - what if my child is not performing within their EPB?**

Because we provide a grade for students in Years 10-13 which is a judgement on how they are currently performing, just because the 'current working grade' is below the EPB, doesn't necessarily mean they are making less than expected progress.

The progress statement is based upon the professional judgement of the teacher and is based upon how well a student knows, remembers and can do what we expect them to know, remember and do from what we have taught them.

The important outcome of looking at how a student is performing is to consider what the gaps are in their understanding and address these as well as considering their effort, conduct and independent learning category in that subject.

#### 4.0 – UCAS points equivalencies

<https://www.ucas.com/ucas/tariff-calculator/>

The UCAS points value of A level qualifications can be seen in the top table. For all qualifications that result in grades on the Distinction\*, Distinction, Merit and Pass scale, the points values can be seen in the lower table.

### A LEVEL

A level and Advanced VCE

Official title: Advanced GCE and Advanced VCE

Grade	Tariff points
A*	56
A	48
B	40
C	32
D	24
E	16

Size band: 4

Grade bands: 4-14

### BTEC

Pearson BTEC Subsidiary Diploma (QCF)

Grade	Tariff points
D*	56
D	48
M	32
P	16

Size band: 4

Grade bands: 4-14