



**Years 7-11**

# **Parent guide to reporting and parents' evenings 2026-27**

*Community – Integrity - Opportunity*

## Contents:

1. Communicating with parents 2026-27 (key dates for parents' evenings and other events)
2. Reporting arrangements for 2026-27
3. Reading Ages and reading assessment
4. Target-setting and Expected Performance Bands
5. GCSE (Level 2) grades and equivalences (what do the GCSE grades mean and how do they relate to grades we used to receive before qualifications were reformed?)

***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 Communicating with parents 2026-27

| Event                                         | Date                                  | Who For?                               |
|-----------------------------------------------|---------------------------------------|----------------------------------------|
| <b>Term 1</b>                                 |                                       |                                        |
| Year 7 Academic Information Evening           | 24 <sup>th</sup> September            | Year 7 Parents and Carers              |
| Year 10 and 11 Curriculum Information Evening | 8 <sup>th</sup> October               | Years 10 and 11 Parents and Carers     |
| Year 10 Learning Behaviours Overview          | By 23 <sup>rd</sup> October           | Year 10 Parents and Carers             |
| Years 7-9 Learning Overviews                  | By 23 <sup>rd</sup> October           | Years 7-9 Parents and Carers           |
| Year 11 Mock Exam window 1                    | 19 <sup>th</sup> October (2 weeks)    | Year 11 Students                       |
| <b>Term 2</b>                                 |                                       |                                        |
| Year 11 Mock Exam window 1                    | 19 <sup>th</sup> October (2 weeks)    | Year 11 Students                       |
| Year 11 Learning Overview 1                   | 19 <sup>th</sup> November             | Year 11 Parents and Carers             |
| Year 11 Parents' Evening (face to face)       | 19 <sup>th</sup> November             | Year 11 Students, Parents and Carers   |
| Year 7 Parents' Evening (online)              | 3 <sup>rd</sup> December              | Year 7 Students, Parents and Carers    |
| <b>Term 3</b>                                 |                                       |                                        |
| KS3 Mid-Year Assessment Window                | w/c 5 <sup>th</sup> January (4 weeks) | Years 7-9 Parents and Carers           |
| Year 10 Mid-Year Assessment Window            | w/c 5 <sup>th</sup> January (2 weeks) | Year 10 Teachers                       |
| Post-16 Open Evening                          | 14 <sup>th</sup> January              | Year 11 Students, Parents and Carers   |
| Year 10 Learning Overview                     | By 5 <sup>th</sup> February           | Year 10 Parents and Carers             |
| Year 11 Mock Exam window 2                    | 1 <sup>st</sup> February (2 weeks)    | Year 11 Students                       |
| Years 7-9 Learning Overview                   | By 26 <sup>th</sup> February          | Years 7-9 Students, Parents and Carers |
| Year 9 Parents' Evening/ Options Event        | 11 <sup>th</sup> February             | Year 9 Students, Parents and Carers    |
| <b>Term 4</b>                                 |                                       |                                        |
| Year 11 Learning Overview 2                   | By 12 <sup>th</sup> March             | Year 11 Parents and Carers             |
| Year 10 Parents' Evening (online)             | 11 <sup>th</sup> March                | Year 10 Students, Parents and Carers   |

**Term 5**

|                                   |                                   |                                     |
|-----------------------------------|-----------------------------------|-------------------------------------|
| Year 8 Parents' Evening (online)  | 22 <sup>nd</sup> April            | Year 8 Students, Parents and Carers |
| KS3 End of Year Assessment Window | w/c 4 <sup>th</sup> May (7 weeks) | Years 7-9 Students                  |
| Year 11 and 13 Public Exams begin | 10 <sup>th</sup> May              | Year 11 and 13 Students             |

**Term 6**

|                             |                                          |                              |
|-----------------------------|------------------------------------------|------------------------------|
| Years 7-9 Learning Overview | By 2 <sup>nd</sup> July                  | Years 7-9 Parents and Carers |
| Year 10 Mock Exams window   | 18 <sup>th</sup> – 24 <sup>th</sup> June | Year 10 Students             |
| Year 10 Learning Overview 3 | By 16 <sup>th</sup> July                 | Year 10 Parents and Carers   |

## 2.0 Reporting arrangements for 2026-27

During the summer term 2021, 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 were:

- Replacing Personal Responsibility for Learning (PRfL) with three new categories – Effort, Independent Learning and Conduct.
- Issued a **current working grade** for students in Years 10 and 11 as they work towards completion of their Level 2 courses. Students in Year 7 will receive Effort, Independent Learning and Conduct judgements only. Students in Years 8-11 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.

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 from Key Stage 2. To be clear, this is not an indication of what they will get. It is possible that children can perform below, within and above their EPB.

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).

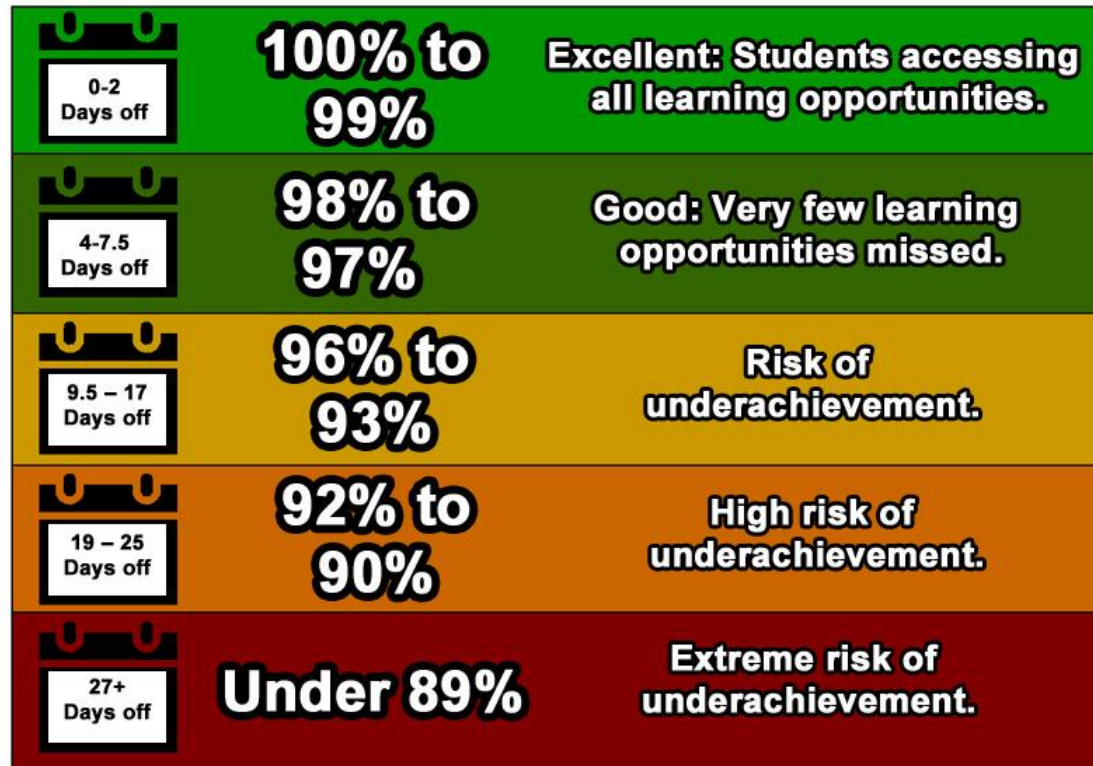
## 2.1 Attendance and reading age

With each Learning Overview, alongside reporting on the current performance of students in their subjects, we are also providing an attendance figure and a reading age for each child in Years 7-11 that has taken a reading assessment.

|             |                                                                                                                                                                                                                                   |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance  | Measured from the first day in September until the day the Learning Overview has been generated, the attendance figure is calculated from the records of attendance that we keep.                                                 |
| Reading age | We use an assessment called NGRT (New Group Reading Test) to assess the reading age of students. Further information about the information we provide to contextualise a child's reading ability <b>can be found in section 3</b> |

## The impact of attendance on achievement.

There is a significant correlation between attendance and achievement. Put simply, students that attend school all of the time or are very rarely off, achieve better.



## 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 |

## 2.3 Commitment to learning statements

|                                  | Outstanding                                                                                                                                                                                                                                                                                                                              | Good                                                                                                                                                                                                                                                                                                           | Inconsistent                                                                                                                                                                                                                                                                                                                                                                                                                          | Cause for Concern                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7-11 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 using Dedicated Improvement Time effectively and making purple pen 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 use Dedicated Improvement Time well and my work has lots of evidence of purple pen improvements.                                                                                                | 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 purple pen improvements in my book/folder. I need to improve my use of Dedicated Improvement Time.                                                                                                                                                                   | I give up easily and do not always complete tasks set. I do not act upon the feedback given and there are no or very limited purple pen improvements in my book/folder.                                                                                                                                                                                                                                    |
| <b>7-11 Independent Learning</b> | I always complete homework 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 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 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 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>7-11 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 may sometimes receive RTL or warnings in lessons. 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 often receive RTL or warnings in lessons. 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 Reading ages and reading assessment

On the Learning Overview, you will see we are reporting the chronological age (the age the student was when they took the assessment), the reading age (the reading age of the child the assessment indicates) and the SAS – Standard Age Score. It will look like this:

Chronological Age at date of NGRT: 15:08 - Reading Age Autumn 2021: 17:00+  
Standard Age Score: 122

#### 3.1 Why are we providing this information?

Reading ability plays a significant role in a learner's ability to make progress in their learning and to access information to broaden and deepen their knowledge. We want to share this information with parents so that you are aware of how your child is doing with their reading which is likely to be a good indicator of their ability to access our full curriculum.

We assess a student's reading age twice a year for each year group 7-10 (and only once in Year 11). Where we feel that a reading age may not be a true reflection, we may administer a re-test. It is important to be aware that one single test may not produce a result that is entirely accurate, but over time, it is expected that a picture of reading ability and reading progress will be built. We administer the NGRT from GL assessments - <https://www.gl-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/>

#### 3.2 What does the information mean?

The **Chronological Reading Age** is the age in years and months that the child was when they took the test. We provide this to make it clear how old the child was when they took the test reported on and to enable a comparison with the Reading Age generated by the test.

The **Reading Age** is the age at which a score is most likely to be achieved compared to all other students taking the test in the UK.

The **Standard Age Score** is based on the number of questions a student has answered correctly. The score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100, so a score above 100 indicates above average reading ability and a score below 100 indicates a below average reading ability.

The table below shows how the SAS fits in with reading ability categories (very low, below average, average, above average and very high) and the NPR (in other words the percentage of readers across the UK that have this score).

| Description                      | Very Low |    | Below Average |     | Average |     |     | Above Average |    | Very High |    |    |    |
|----------------------------------|----------|----|---------------|-----|---------|-----|-----|---------------|----|-----------|----|----|----|
| Stanine ( ST )                   | 1        | 2  | 3             | 4   | 5       | 6   | 7   | 8             | 9  |           |    |    |    |
| Standard Age Score ( SAS )       | 70       | 80 | 90            | 100 | 110     | 120 | 130 |               |    |           |    |    |    |
| National Percentile Rank ( NPR ) | 1        | 5  | 10            | 20  | 30      | 40  | 50  | 60            | 70 | 80        | 90 | 95 | 99 |

## 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

### 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

### 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

### 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

### 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

### 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

### 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

### 7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

## 3.3 What if my child has a below average reading ability?

For children identified as having a below average or low reading ability, in addition to the support offered by our curriculum and teaching, we usually conduct further diagnostic assessment in order to understand what the underlying issues might be, providing precision teaching on identified aspects based on need. Support can be offered by parents too which is why we are including the following tips and information.

## 3.4 The importance of reading

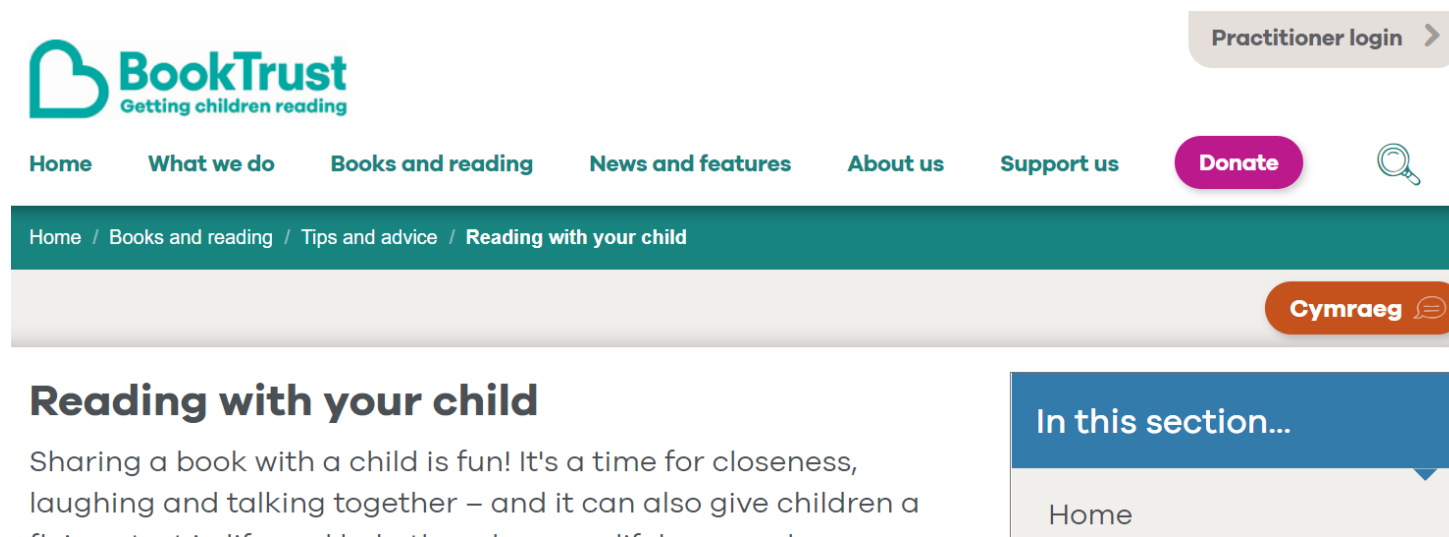
*"Reading is singular in importance because all school subjects rely on it."*

*Doug Lemov, 2018.*

Reading provides the widest vocabulary range possible for students. Reading exposes students to texts that will support their understanding of the world. Reading exposes students to texts that support their cross-curricular learning. An enriched vocabulary enables a better understanding of concepts and ideas, and facilitates access to, and the remembering of, substantive knowledge within and beyond subject areas. That is why all teachers prioritise reading to allow students access to the full curriculum offer. Reading unlocks our curriculum for students and, for those identified as needing additional support, we ensure we diagnose and target our support based on need.

### 3.5 Reading - 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning.



<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

### 4.0 Expected Performance Bands (EPBs) - Guide for parents and students of students in Years 7-11

Summary of key elements involved in setting Expected Performance Bands:

|                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EPBs take into account KS2 scores in maths and reading. Estimates then tell schools how students are expected to perform and the estimates are generated as follows: Maths KS2 and Reading KS2 both averaged for all subjects. For students currently in Year 8, we have used nationally benchmarked assessments to fill the gap left by the cancellation of KS2 SATs. |
| Provides an Expected Performance 'Band' which is 3 grades wide for students in Years 8-11.                                                                                                                                                                                                                                                                             |
| Enables parents and students to see how students are typically expected to perform in their exams at the end of Year 11.                                                                                                                                                                                                                                               |

From the 2017/18 academic year in an attempt to make it clearer for parents and students how students typically perform in their GCSE exams based on their achievement in primary school, we have included Expected Performance Bands in our Learning Overview documents.

### Why do we set Expected Performance Bands?

Calculating Expected Performance Bands gives parents and students an idea of how well students typically perform (what grades they typically achieve) based on their achievement at the end of primary school (this is how the outcomes of all students in schools across England are compared) or at the start of secondary school in the case of the current Years 8&9 who have not taken SATs.

### What are the different bands for?

| English                                                                           | Maths                                                                           | EBacc                                                                           | Open                                                                           |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| The English EPB provides an estimate for how a student is expected to perform in: | The maths EPB provides an estimate for how a student is expected to perform in: | The EBacc EPB provides an estimate for how a student is expected to perform in: | The Open EPB provides an estimate for how a student is expected to perform in: |
| English Language & English Literature                                             | Maths                                                                           | Science, Geography, History, French, German, Spanish, Computer Science          | All other GCSE subjects not already listed in English, maths and EBacc         |

### How do we set Expected Performance Bands?

Each year, the Government publishes a table of figures that shows how students are expected to attain in their GCSEs in the following year's Year 11 exams. The tables show how students are expected to attain across their best 8 GCSE subjects which have to include English, maths and science and subjects in the EBacc and Open category and the grades they should achieve in order to compare in line with or better than the results achieved by other students across England, based on their KS2 SATs results (with the exception of Years 8&9 in 2023-24 due to the cancellation of SATS).

### 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. An aspirational target will usually be the top grade of the EPB. If they were to achieve their target in a subject at the end of the key stage (Year 11 or 13), it is likely they will be performing well 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 mean they are necessarily 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 identified that they need to know and remember as they progress through our curriculum.

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.

### GCSE and Level 1-2 vocational

| Legacy GCSEs | New GCSE Grades | Vocational Qualifications |         |
|--------------|-----------------|---------------------------|---------|
| A*           | 9               | Distinction * 8.5         | Level 2 |
|              | 8               |                           |         |
|              | A               |                           |         |
| B            | 6               | Merit 5.5                 |         |
|              | 5               |                           |         |
| C            | 4               | Pass 4                    |         |
| D            | 3               | Distinction * 3           | Level 1 |
| E            | 2               | Distinction 2             |         |
| F            |                 | Merit 1.5                 |         |
| G            | 1               | Pass 1                    |         |
| U            | U               | Not Yet Achieved (NYA)    |         |

<https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>