



A Parents' Guide to Understanding Reports

At Chapel-en-le-Frith High School we have an assessment system that we hope is easy to understand, tracks progress, uses meaningful grades and links into the GCSE grading system. We send assessment reports electronically to parents each yearⁱ using a secure web portal called [Insight](#).

Years 7, 8 and 9: We send 2 reports a year: 1 Teacher Assessment report, 1 exam report.

Years 10 and 11: We send 3 reports a year: 2 Teacher Assessment report, 1 exam report.

Teacher Assessment reports show the current Teacher Assessed grades, Aim High grades and a colour for 'attitude to learning'.

Exam reports show the latest exam grade, Aim High grades and a colour for 'attitude to learning'.

One of these reports each year will be a full report with teacher comments for each subject.

Teacher Assessed Grade

Based on class work and homework, Teacher Assessed grades show the overall grade that we predict your son/daughter will achieve in their final GCSEs if they continue to produce the same quality of work with the same level of effort as they are currently demonstrating.

Exam Grade

Exam grades reflect only the student's performance in the examⁱⁱ.

Aim High Grade

Aim High grades are the grade we believe your son/daughter could achieve in their final GCSEs if they work as hard as they possibly can. These grades come from predictive data produced by the DfE and Fischer Family Trust (FFT)ⁱⁱⁱ, but are moderated by members of the Senior Leadership Team using their knowledge and understanding of your child. The Aim High grade is intended to encourage every student to work at a pace that helps them achieve their full potential. Aim High grades are meant to be challenging but achievable and we recognise that some students may exceed this grade in their final exams.

Comments

Comments on reports provide specific information to help students focus on what is going well and areas for improvement to help them achieve the best possible results they can. They include information on school resources that are available, such as websites and after-school revision sessions.

Colours for 'Attitude to Learning'

Outstanding	Good	Requires some Improvement	Cause for concern
The behaviour of your child contributes positively to their own and others learning.	The behaviour of your child contributes positively to their own learning.	The inconsistent behaviour of your child limits their progress.	The inconsistent behaviour of your child limits their own and other's progress.
Your child is highly motivated. They fully engage with tasks set.	Your child is motivated in lessons to complete tasks set.	Your child requires some teacher support to stay on task.	Demands a high level of teacher time to stay on task.
Work produced by your child is always completed with a high level of care and attention.	Work produced by your child is completed with due care and attention.	Work completed by your child is usually completed but may be lacking in care and attention.	Work is rarely completed and lacks care and attention.
All independent learning tasks undertaken by your child are completed to an outstanding level. Deadlines are always met.	All independent learning tasks undertaken by your child are completed to a good standard. Deadlines are met.	Any independent learning undertaken by your child is usually completed but deadlines are not always met.	Independent learning is rarely completed by your child and/or deadlines are missed.
Your child's learning is enhanced as a result of them being fully equipped and always punctual to lessons.	Your child's learning is well supported as a result of them being fully equipped and punctual to lessons.	Your child's learning is sometimes hindered due to their lack of equipment and/or regular lateness to lessons.	Your child's learning is impeded as a result of their lack of equipment and/or regular lateness to lessons.

Description of Grades

GCSEs

New GCSEs have been introduced in all subjects and are now graded 9 to 1, with 9 being the top grade. New GCSEs in English language, English literature and maths were introduced in September 2015, with the first cohort of students receiving their results in August 2017.

The exceptions to the above are resistant materials, textiles and media for the current year 11 ,which still use legacy grades of A*-G.

Cambridge Nationals and Technical Awards

Health & social care and ICT both follow the Cambridge Nationals qualification structure and will be graded from Level 2 Distinction* to Level 1 Pass.

Here is how Cambridge Nationals and Technical Awards equate to the Legacy GCSEs:

Grade	Level 2	legacy grade equivalent	Level 1	legacy grade equivalent
Distinction *	L2D*	A*		
Distinction	L2D	A	L1D	D
Merit	L2M	B	L1M	E
Pass	L2P	C	L1P	F

Learning Support

If your child attends lessons in Learning Support, all reports consist of full written comments which describe what your child has been learning and their current progress. They will also include a colour for 'attitude to learning'. Where students attend mainstream lessons in years 7-9, they will receive reports in line with the whole school reporting system. Where students take GCSE or Entry Level courses, they will also have an Aim High grade, Teacher Assessed grades and, where applicable, exam grades. As a result of the individualised programmes that many students follow, reports may well reflect a mixture of grades, comments and colours.

Description of Learning Support Grades

Entry Level Qualifications

These are graded Entry level 1, 2 and 3. These are sub-GCSE qualifications.

BTEC Jamie Oliver Home Cooking Skills

This Pearson Edexcel introductory qualification carries unit award points towards a level 1 and/or 2 BTEC qualification. These are graded in terms of Pass, Merit, Distinction and Distinction*. Work is Teacher Assessed and externally moderated.

Arts Award (Bronze) and John Muir Award

These two courses result in certification for having achieved the award. Students need to complete a range of challenges and maintain a record of their work in order to achieve each award. Certification is awarded by the John Muir Trust and Arts Award. Arts Award work is teacher assessed and externally moderated.

ASDAN Lifeskills Challenge

Students complete a range of Lifeskill Challenges. Each challenge is accredited separately by ASDAN, building up a portfolio of achievement that recognises individual progress towards building the skills needed for independent living.

Insight

We use a secure web-based system called “Insight” to give parents access to their child’s school record, including attendance, behaviour, timetable and reports. You should be issued with a username and password for Insight when your child starts school here.

To access Insight, click the link from the school website. You can also find links here to the school’s ShowMyHomework system, and also a link to ParentPay.



Feedback

We value comments from parents and are available to help if you have any queries about your son/daughter's report. For information relating to your child's reports, please contact one of the school's two Learning Coordinators, or the Deputy Headteacher. For queries about logons for Insight or any difficulties viewing your son/daughter's report online, please contact the data manager.

Learning Coordinators

Years 7, 8 and 9: Sharon Davies sdavies@chapelhigh.org.uk

Years 10 and 11: Allison Griffiths agriffiths@chapelhigh.org.uk

Deputy Headteacher

Sarah Garratt: sgarratt@chapelhigh.org.uk

Data Manager

Helen Gant: datamanager@chapelhigh.org.uk

i If you're unable to access a computer please get in touch with the school office and we'll arrange for a paper copy to be sent.

ii If your son/daughter is unable to attend the exam, the most recent Teacher Assessed Grade will be shown on the report.

iii FFT is an organisation which provides predictors and analyses to all schools and LAs in England and Wales.