



A Parent's Guide to Understanding Reports

At Chapel-en-le-Frith High School we have an assessment and reporting system that tracks progress using grades linked to the GCSE 9-1 grading system.

Paper copies of reports are issued to students to take home and discuss with parents. Electronic copies can be accessed through [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 reports, 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 written report with teacher comments for each subject.

Teacher Assessed Grade

Teacher assessed grades show the overall grade that we **predict** your child will achieve in their final GCSEs, **if** they maintain their current level of performance.

Exam Grade

Exam grades reflect the student's performance in the exam aloneⁱ.

Aim High Grade

Aim high grades come from predictive data produced by the Department for Education (DfE) and Fischer Family Trust (FFT)ⁱⁱ. The aim high grades are ambitious yet achievable and are intended to encourage every student to do their best.

The 9-1 system

All GCSEs are graded 9 to 1. The system is norm referenced, with student performance measured against the performance of others in the cohort before grade boundaries are determined. 9 is the top grade awarded and reflects the performance of the top 3-5% of students in the country. 1 is the lowest grade awarded.

Cambridge Nationals and vocational awards

Not all subjects studied in years 10 and 11 lead to GCSEs. The grading system for these subjects, with their GCSE equivalence is as follows:

Level 2:	GCSE equivalence
Pass	4
Merit	5.5
Distinction	7
Distinction*	8.5

Entry Level

Some students are working towards Entry Level qualifications. These are expressed as EL 1, 2 or 3, with 3 being the highest grade.

Comments

Comments on full reports provide specific information regarding learning and performance. They also offer advice about useful resources and revision materials.

Learning Support reports

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 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.

Colours for 'Attitude to Learning'

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

Feedback

We value comments from parents and are happy to respond to queries about your son/daughter's report. Please contact one of the school's two Teaching and Learning Coordinators, or the Deputy Headteacher.

For queries about logons for Insight or if you have any difficulties viewing your son/daughter's report online, please contact us via our online support email address.

Teaching and Learning Coordinators

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

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

Deputy Headteacher

Year 7: Sarah Garratt sgarratt@chapelhigh.org.uk

Online support

onlinesupport@chapelhigh.org.uk

i If your son/daughter is unable to attend the exam, the most recent teacher assessed grade will be shown on the report.

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