



SEDBERGH SCHOOL

FOUNDED 1525

Parents' guide to Sedbergh School Reporting system 2017/18

Reporting at Sedbergh School is designed to transfer information from school to home in a way that will promote an educational partnership with our parents. The information below therefore aims to explain the processes and systems in place behind your child's report.

Report calendar

Parents will receive six reports in each academic year as detailed below. Each of these reports will contain effort and attainment grades. In addition, an average effort grade will be published in each cycle to illustrate changes in effort throughout the year.

Written comments

Pupil's personal tutors will write a comment on every report which summarises academic progress in that cycle and suggests advice for further improvement.

Housemasters and Housemistresses will write a comment at the end of each term which summarises the overall development of each pupil.

The Headmaster will write a concluding comment at the end of Michaelmas and Summer terms.

Reporting calendar

Report Cycle	Date published	Contents
Michaelmas term 1	13/10/17	Grades & tutor comment for all
Michaelmas term 2	18/12/17	Grades, teacher, tutor, Housemaster/Housemistress & Headmaster comments for all
Lent term 1	9/02/18	Grades & tutor comment for all
Lent term 2	26/3/18	Grades, teacher, tutor & Housemaster/Housemistress comment for all.
Summer term 1	11/5/18	Grades & tutor comment for all
Summer term 2	16/7/18	Grades, tutor, Housemaster/Housemistress & Headmaster comment for all. Teacher comments for Years 9, 10 & 12.

All reports will contain the following grades;

Baseline: This is a grade calculated from a pupil's CAT score (Years 9-11) or ALPS (Years 12-13). Cognitive Ability Tests (CAT) are nationally standardised quantitative, verbal and non-verbal tests which forecast GCSE outcomes. The **A-Level Prediction Service (ALPS)** are A Level predictions based on an individual pupil's GCSE profile. These are statistical forecasts and provide a measure of average performance for a pupil with a particular ability profile.

Effort: These are Effort grades from 9-1. Definitions are set out on page 3 of this document.

WG: This is a "*Working-at Grade*" given by the subject teacher in every report cycle. This is representative of the grade that the pupil is forecast to achieve at the end of the course if they continue working as they are at present.

- GCSE grades range from 9-1
- A-Level grades range from A*-E
- BTEC grades are D*, D, M, P (Distinction, Merit or Pass.)
- IELTS grades range from 4.5 to 8.5

Target: This is a realistic but aspirational grade informed by the information above.

Parent teacher meetings

	Date	Year group	Topic
Michaelmas term	Sunday 24 th September 11.30am Powell Hall	Upper Sixth	AS results
	Sunday 5 th November 6.00pm Queens Hall	Year 9 and new pupils in years 10 & 11.	Pupil progress
	Sunday 19 th November 11.30am Queens Hall	Lower Sixth	Pupil progress
Lent term	Sunday 28 th January 11.30am Powell Hall	Year 9	GCSE options
	Friday 9 th February 2.00pm Powell Hall	Year 11	Mock exam results
	Sunday 18 th February 6.00pm Powell Hall	Upper Sixth	Mock exam results
Summer term	Tuesday 17 th April 6.00pm Powell Hall	Year 10	Pupil progress
	Sunday 3 rd June 6.00pm Queens Hall	Lower Sixth	Pupil progress

	Effort Grade	Prep Effort	Classroom Effort
Exceptional	9	<p>Every piece of prep is completed by the deadline set</p> <p>Prep is well presented and reflects the very best of effort</p> <p>If the pupil finds the prep difficult, they make every effort to find out how to complete it</p> <p>Pupils read around the subject to find out more information</p>	<p>Is always fully prepared for every lesson</p> <p>Has a positive approach to every lesson</p> <p>Consistently focused in class work</p> <p>Very self-directed</p> <p>Contributes frequently to class discussions</p> <p>Listens to and supports the efforts of others</p> <p>Never disruptive to the lesson</p>
Good	7	<p>Every piece of prep is completed by the deadline set</p> <p>Prep is generally well presented.</p> <p>Usually spends the full amount of time on prep</p>	<p>Almost always brings all equipment needed to the lesson</p> <p>Has a positive approach in almost every lesson</p> <p>Focuses on class work most of the time</p> <p>Usually participates in class discussions</p> <p>Usually supports the efforts of others</p> <p>Is engaged in nearly every lesson and is not disruptive to any lesson</p>
Satisfactory	5	<p>Every piece of prep is completed by the deadline set</p> <p>Prep can appear rushed or have weak presentation at times</p>	<p>Usually brings the equipment needed to the lesson</p> <p>Often has a positive approach</p> <p>Sometimes participates in class discussions</p> <p>Is occasionally disruptive or distracting, but can engage well too</p>
Poor		<p>Prep deadlines are sometimes missed</p>	<p>Often brings the equipment needed to lesson, but</p>

	3	<p>Prep may occasionally be poor in presentation</p> <p>Work occasionally needs to be redone</p>	<p>occasionally needs to borrow</p> <p>Sometimes has a positive approach</p> <p>Often needs to be reminded to get on with the task set</p> <p>Can be very quiet in lessons</p> <p>Can support the efforts of others, but is often not actively listening</p> <p>Tends to be disruptive or distracting, unless told not to</p>
Unacceptable	1	<p>Prep deadlines are missed routinely</p> <p>Work is messy</p> <p>Makes no effort to find out how best to complete work set (if they find it difficult)</p>	<p>Usually forgets to bring something to lessons.</p> <p>Can have a negative approach towards the lesson and/or learning</p> <p>Can criticise others and/or be disrespectful.</p> <p>Rarely contributes to discussions</p> <p>Rarely focused</p> <p>Rarely listens to others</p> <p>Tends to disrupt lessons</p>