



# The British School

Caroline Drumm  
Principal

P.O. Box 566, Jhamsikhel, Patan  
Kathmandu, Nepal

11th February 2022

Dear Parents and Carers,

## Year 13 Reporting Point 2 - Progress Review

Reporting Point 2 will be published on Tuesday, 15th February. It will be available to download from the TBS Parents' Portal. Please log in to the portal and click on 'View Details' in the 'Pupil Details' box. The report will be available under the 'Assessment Reports' tab. Please contact [Mr Soyam Khanal](#) if you require any technical assistance.

This report is a review of your child's progress to date. It contains your child's recent **mock examination grade** along with progress and prediction indicators. Also included in this report is an attitude to learning score and the target grade set in RP1 which your child has been working towards, with a traffic light to indicate whether your child's teacher believes they are on track to meet their target by the end of the year. Please note that for students absent from mock examinations, no examination grade has been reported.

## Parent Teacher Consultations

Following the report publication we have scheduled online Parent Teacher Consultations on **Thursday 17th February** for Year 13 parents and students. The evening will commence promptly at **4.15pm**. This should not be regarded as an optional event as it is an opportunity for you to follow-up on the report and discuss your child's progress.

At 4.15pm there will be a short Zoom information session and all parents are requested to join. This session will provide parents with important information regarding examinations and student expectations. Following this, individual teacher meetings will take place via Zoom between 4.30pm and 6.30pm. Your child should have already discussed your availability for this session and will book appointments with their teachers. If your conversation requires an extensive discussion, we encourage you to make an additional appointment with the teacher concerned. A list of Zoom links will be shared with you on the day of the event.

Please complete [this](#) form to confirm that you have received this letter and to let us know whether we can expect that your child will be booking appointment slots for you. An outline of our reporting procedures has been included below for your information. We look forward to seeing you at the Parent Teacher Consultation on **Thursday 17th February**.

Yours sincerely,

**Ms Hilary Knowles**  
Assistant Head

Patron: H.E.The British Ambassador

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## Reporting: Contents and Guidance

Over the course of the year, you will receive information on your child's progress at three reporting points. The first target setting report was followed by a Parent Teacher Consultation in October. This Reporting Point 2 is a progress review following the mock examinations which will be accompanied by a second Parent Teacher Consultation, detailed above. Reporting Point 3 will be a review of the year with written comments from teachers to explain what your child is doing well and what they need to focus on to continue to progress and improve.

At each reporting point, the following data will be shared with you:

### TG - Target Grade

- CAT scores (Cognitive Ability Tests completed at the start of each key stage are used as one way to measure potential achievement) and the teacher's knowledge of the student combined with their previous performance are used to set an ambitious target for the **end of the course**.
- Once the target grade has been met, it will be raised, and the subject teacher will issue a new target grade to ensure we are constantly challenging our students.

### PG - Predicted Grade

- The predicted grade is the grade the teacher believes, in their professional judgement, the student will achieve by the **end of the key stage**. This will be based on current performance against the relevant criteria, rate of progress so far and approach to learning.

### CWG - Current Working Grade

- This a cumulative overview of the quality of the students work based on classwork, homework and tests, as measured against the relevant grading criteria;
- It is not their latest test score or based solely on the unit currently being studied.

### TL - Traffic Light

	Meaning
Green	On track to meet or exceed their target grade
Amber	Making progress but not yet on track to meet target grade
Red	Making little to no progress and on track to miss target grade by at least 2 grades

### AtL - Approach to Learning

- AtL grades will be awarded based on a 'best fit' approach;
- The AtL grade awarded **does not** take attainment into account;
- The grade awarded is personalised.

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AtL Grade	Descriptor	Criteria
1	Excellent	<p>An <b>excellent</b> learner will <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>• Seek to understand strengths and areas for development and <b>challenge</b> themselves to improve;</li> <li>• Make changes to their approach after responding to feedback and support;</li> <li>• Go above and beyond the work set, for example attend extra rehearsals/ practices or carry out additional research on a topic;</li> <li>• Have the <b>confidence</b> to take risks;</li> <li>• Be inquisitive and <b>creative</b>, exploring new ideas and innovations;</li> <li>• Contribute fully to groups and teams, demonstrating kindness and <b>compassion</b> to other <b>community</b> members;</li> <li>• Meet all of the 'good' criteria below.</li> </ul>
2	Good	<p>A <b>good</b> learner will <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>• Meet deadlines;</li> <li>• Be punctual;</li> <li>• Be fully equipped for learning;</li> <li>• Respond to feedback;</li> <li>• Be engaged with their learning;</li> <li>• Work well with others;</li> <li>• Attempt tasks they find difficult;</li> <li>• Follow instructions.</li> </ul>
3	Positive Action Required	<p>Where there is <b>positive action required</b>, a learner will be inconsistent in their approach to the 'good' criteria for the period between reports <b>and incidents will have been recorded on Engage as appropriate</b>. Teachers should detail what action needs to be taken.</p>
4	Cause for Concern	<p>A learner who is a <b>cause for concern</b> will consistently fail to meet the criteria for a 'good' learner for a sustained period of time, usually over the course of two or more reports, or poor behaviour will be a consistent barrier to their learning. Therefore it is highly unlikely that a student should go from a '2' to a '4' over the course of one reporting period.</p>

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