



The British School

Caroline Drumm
Principal

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

23rd September 2022

Dear Parents and Carers,

Year 11 Reporting Point 1 - Target Setting

Reporting Point 1 has been published today. It is 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 key to setting targets for this crucial final year of the iGCSE programme. It contains your child's progress and prediction indicators, as described in more detail overleaf. Also included in this report is an approach to learning score and the target grade which has been set, 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.

Parent Teacher Consultations

To enable further discussion around your child's progress Parent Teacher Consultations will take place on **Wednesday 19th October**. This should not be regarded as an optional event as it is an opportunity for you to follow-up on your child's report and discuss their progress. Further information and sign up will be shared following the Dashain break.

An outline of our reporting procedures has been included below for your information. We look forward to seeing you at the Parent Teacher Consultations.

Yours sincerely,

Ms Cathy Williams
Academic Assistant Head for secondary



The British School

Caroline Drumm
Principal

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

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 is followed by a Parent Teacher Consultation in October. Reporting Point 2 is a progress review following the mock examinations which will be accompanied by a second Parent Teacher Consultation. 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 in the following year.

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*.

CWG - Current Working Grade

- This a cumulative overview of the quality of the students work now 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.

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 course*. This will be based on current performance against the relevant criteria, rate of progress so far and approach to learning.

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



The British School

Caroline Drumm
Principal

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

AtL - Approach to Learning

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

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