



The British School

Caroline Drumm
Principal

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

10th March 2023

Dear Parents and Carers,

Year 7 Parent Teacher Consultations

Year 7 reports will be on Engage by the end of the day today. Following the report publication we have scheduled an afternoon for Parent Teacher Consultations on **Tuesday 14th of March** for Year 7 parents/carers and students. 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.

Individual teacher meetings will take place in school between 4:00 pm and 6:00 pm. You should discuss with your child your availability for this session and they will make appropriate timed appointments with their teachers. If your conversation requires an extensive discussion, we encourage you to make an additional appointment with the teacher concerned.

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. If you do not fill in this form, as a matter of courtesy we will ring you to check you are attending, as we think it is of vital attendance that you do.

We understand that there may be unavoidable circumstances that prevent a parent/carer from attending campus on this day. If you are not able to attend the campus for such reasons, please contact [Ms. Saiya Maharjan](#). An outline of our reporting procedures has been included below for your information. We look forward to seeing you at the Parent Teacher Consultation.

Yours sincerely,

Dr. Jessica Barnecutt
Deputy Headteacher for secondary

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 was a target setting report followed by a Parent Teacher Consultation in term 2. The second point (the one we are at now), Reporting Point 2, is a progress review 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 year**.

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 judgment, the student will achieve by the **end of the year**. This will be based on current performance against the relevant criteria, rate of progress so far and approach to learning.

Traffic Light

| | Meaning |
|--------------|---|
| Green | Predicted grade shows student is on track to meet or exceed their target grade |
| Amber | Making progress but not yet on track to meet their challenging target grade |
| Red | Making little to no progress and on track to miss target grade by at least 2 grades |

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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;
- If a student receives an ATL grade of a 3 or 4, there will also be one word given to highlight the key area that needs development.

| 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. |

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