



The British School

Caroline Drumm
Principal

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

21st June 2024

Dear Parents and Carers,

Y10 Reporting Point 3 - Final Report

Reporting Point 3 has been published today. 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. An explanation of this report has been included on the next page; please use this to interpret the data. Please contact [Mr Soyam Khanal](#) if you require any technical assistance.

This report is a review of your child's year and includes comments on their progress from subject teachers and their mentor. As in all reports, data is holistic, so reflects progress across all formal and more informal assessments in the year, not just the recent end of year assessments. The traffic light indicates whether your child is on track to meet their challenging target in each subject at IGCSE. The comments from subject teachers are all divided into areas in which students have made progress and areas which should now be their focus for further development.

We are pleased with the excellent progress students have made this year and hope that you will find much to celebrate with them in this report. We look forward to seeing them back in school in August for another successful year.

Yours sincerely,

Ms Cathy Williams

Academic Assistant Head 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.

- Reporting Point 1 is the target setting report, which should set expectations for the year, and is followed by a Parent Teacher Consultation.
- Reporting Point 2 is a progress review following further assessments, 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 continue to improve in the following year.

A full explanation of our grading system can be found [here](#) for KS3/KS4. At this reporting point, the following data will be shared with you:

Target Grade

This is the grade which the teacher believes the student should strive to achieve at the end of year or end of the course. CAT* scores and the teacher's knowledge of the student, combined with their previous performance are used to set an ambitious target.

** Cognitive Ability Tests completed at the start of each key stage are used as one way to measure potential achievement and help inform teacher judgements where relevant.*

Predicted Grade

The predicted grade is the grade the teacher believes your child will achieve in their final IGCSE next year. This will be based on teachers' professional judgement of performance so far in both formal and more informal assessments, against the relevant exam board criteria. The traffic light is generated based on this predicted grade.

End of Year 10 Grade

The end of year grade is the grade the student has achieved overall this year. This will be based on teachers' professional judgement of performance across the year in both formal and more informal assessments, against the relevant criteria.



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Traffic Light Meaning	
Green	Meeting or exceed their challenging target grade
Amber	Making progress but not yet meeting their challenging target grade
Red	Missing their challenging target grade by at least two grades

AtL - Attitude to Learning Grade

- AtL grades will be awarded based on a 'best fit' approach;
- The AtL grade awarded **does not** take attainment into account;
- The box 'ATL category' will only be used to explain the main reason why a student has been assigned a 3 or a 4 for approach to learning. Eg) Homework, Behaviour, Attendance.

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.



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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. Teachers will have selected the main reason for this grade on the report. At PTC or in comments they will give further advice about what action needs to be taken by the student.
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. Teachers will have selected the main reason for this grade on the report. At PTC or in comments they will give further advice about what action needs to be taken by the student.

TBS Grading System

At GCSE and A Level, relevant exam board criteria is used to mark all assessments.

To report consistently at KS3 and KS4, we use a combination of GCSE letter and number grades for our internal grading. As you can see from the equivalency table below, criteria become progressively more challenging through KS3 into KS4, so if your child's grades remain the same year on year, this represents good progress.



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Year 7	Year 8	Year 9	Year 10/11
			9A*
		EP	8A*
	EP	9A*	8A
EP	9A*	8A*	7A
9A*	8A*	8A	6B
8A*	8A	7A	5B
8A	7A	6B	5C
7A	6B	5B	4C
6B	5B	5C	3D
5B	5C	4C	3E
5C	4C	3D	2E
4C	3D	3E	2F
3D	3E	2E	1F
3E	2E	2F	1G
2E	2F	1F	
2F	1F	1G	
1F	1G		
1G			

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Example Y10 Report Data Extract

Subject: Art and Design					
Target Grade	Predicted Grade	End of Y10 Grade	Traffic Light	Attitude to Learning	ATL Category
7A	7A	6B		1	-

ATL category is blank because there are no concerns.

Student is on track to meet their target grade, so making good progress.

ATL of 1 shows student is making excellent effort in and out of class.

Subject: DT					
Target Grade	Predicted Grade	End of Y10 Grade	Traffic Light	Attitude to Learning	ATL Category
7A	6B	5C		1	-

ATL category is blank because there are no concerns.

Amber shows that student is making slightly below expected progress and is not on track to meet their target. At PTC, teacher will be able to explain areas for development.

ATL of 1 suggests student is making excellent effort in and out of class.

Subject: English					
Target Grade	Predicted Grade	End of Y10 Grade	Traffic Light	Attitude to Learning	ATL Category
8A*	6B	5C		3	Homework

The teacher has highlighted that the main problem is with homework.

High target grade demonstrates that student should be able to excel in English.

Red traffic light highlights gap of three grades between predicted and target, showing serious underachievement.

A 3 shows that positive action is also required to improve attitude to learning.