The British School

Caroline Drumm
Principal

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

5th November 2024

Dear Parents and Carers,

Parent Teacher Consultations

Parent Teacher Consultations will take place on **Tuesday 12th of November** for Year 9. This is an opportunity for you to follow-up on the report and discuss your child's progress with their teachers. We recommend that your child attends with you.

Individual teacher meetings will take place in school between 4:30 pm and 6:30 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.

The parents information session for the **Year 9 Expedition** will also take place on this afternoon at **3:45 pm in the secondary library** before the PTC consultations start at 4:30 pm.

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. We believe it is of vital importance for parents or guardians to attend, but 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 for such reasons, please contact Ms. Sajiya Maharjan.

Year 9 Reporting Point 1 - Target Setting

Reporting Point 1 will be published on Monday 11th of November, ahead of the PTC. An explanation of this report has been included on the next page; please use this to interpret the data. 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.

We look forward to seeing you at the Parent Teacher Consultation and Parent Information Session.

Yours sincerely,

Ms Cathy Williams
Academic Assistant Head for secondary

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

TG - 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.*

PG - Predicted Grade

The predicted grade is the grade the teacher believes the student will achieve by the end of year or end of the course. This will be based on their professional judgement of 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

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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: ● 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: ● 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. 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.

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TBS Grading System

At GCSE and A Level, relevant exam board criteria is used to mark all assessments. KS3 assessment criteria can be found on the school website here.

In KS5, students are graded A-E at AS level and A*-E at A level.

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.

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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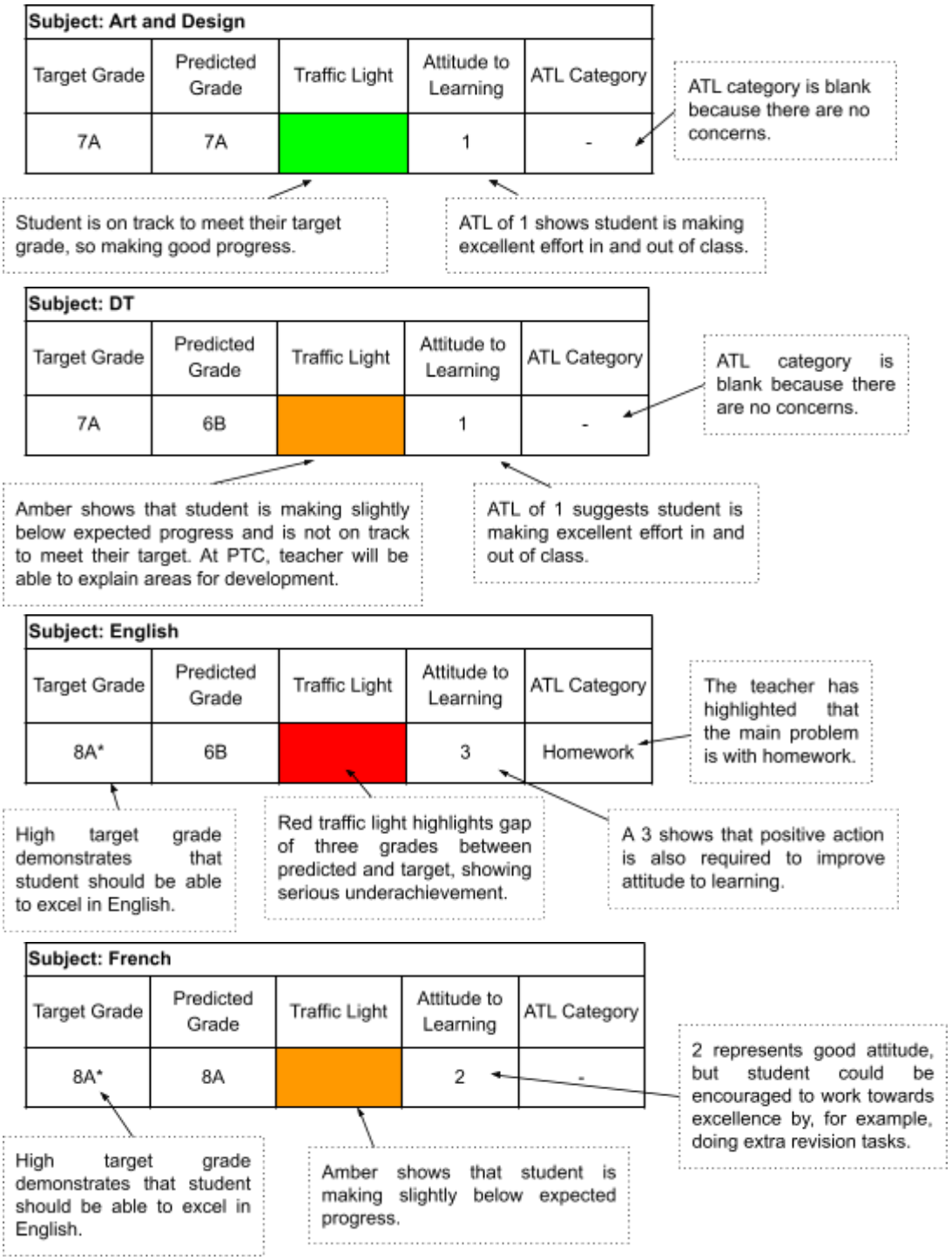
Example KS3/KS4 Report Extract