The British School

Caroline Drumm
Principal

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

27th October 2026

Dear Parents and Carers,

Year 7 Target Setting Report & Parent-Teacher Conference (PTCs) Tuesday 3rd November

Tuesday 3rd November Schedule	
3.30 pm Onwards	Year 7 Rangoli on display around site
4.00 pm	PIS Understanding Your Child's Report Secondary Library
4.30 pm	Individual Subject Teacher Meetings in the Hall

Your child's first report of the year will be published on Engage on Tuesday 3rd November. This will also be the first Parent-Teacher Conference for Year 7 in secondary.

At 4:00 pm, there will be a short Parent Information Session in the secondary library on 'Understanding Your Child's Report'. It is aimed at parents who are new to the secondary section.

Year 7 students will also have displayed their own rangoli around the site for you to enjoy. This is the culmination of a cross-curricular project that links mathematics, Nepali and art & design.

About the PTCs

In the secondary section, parents can meet all of your child's subject teachers to ask questions and hear the key targets they are setting. Your child's mentor is also a subject teacher, so you will only meet them if they teach your child.

Meetings take place in school from 4:30 pm to 6:30 pm. Each lasts five minutes, so please leave five minutes between appointments to allow time to move between rooms. If you need longer, ask the teacher for a follow-up meeting.

How to book

Following parent feedback, we are trialling booking through the Engage Parent Portal. Booking opens at 4:00 pm tomorrow, Wednesday 28th October, and closes at 4:00 pm on Monday 2nd November.

Some appointments may already be booked for you. Teachers can reserve slots for longer conversations, and our academic team may book you where there is a wider issue to discuss. You may have received Engage notifications about these, but you cannot view them until booking opens.

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To change one, please contact the teacher through Engage or by email.

One parent (ideally the primary parent on Engage) should:

1. Log in to the Engage parent portal. If there are any issues with this, contact Mr Soyam Khanal (engagesupport@tbs.edu.np).
2. Find your child on the home screen and click “Book Parent Meetings” under “What do you want to do”.
3. Click “make booking link” next to each teacher to choose a time. Please leave five minutes between bookings.
4. Click “Export booking” at the top of the page to save your bookings to your device.

Reporting Point 1: Target Setting Report

Your child’s first report of the year will also be published on Engage on Tuesday 3rd of November, and you will receive a printed copy on arrival at the PTC. An outline of our reporting procedures has been included below for your information, and we will be running a parent information session to talk through the reports ahead of the PTC in the secondary library.

We look forward to seeing you on Tuesday 3rd of November.

Yours sincerely
Ms Cathy Williams
Secondary Assistant Headteacher

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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. This first report is a target setting report followed by a Parent Teacher Consultation. The second is a progress review accompanied by a second Parent Teacher Consultation. The third 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***.

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 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: ● 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 detail what action needs to be taken in the PTC or written comments.
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.

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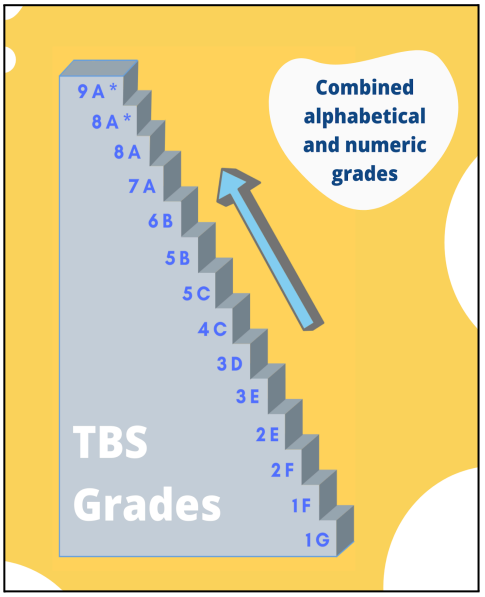
TBS Grading System

To report consistently at KS3, we use a combination of the iGCSE letter and new UK GCSE number grades for our internal grading.

A* - G	9 - 1	TBS Gr
A*	9	9A*
	8	8A*
A		8A
	7	7A
B	6	6B
	5	5B
C		5C
	4	4C
D	3	3D
		3E
E	2	2E
F		2F
		1F
G	1	1G



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	

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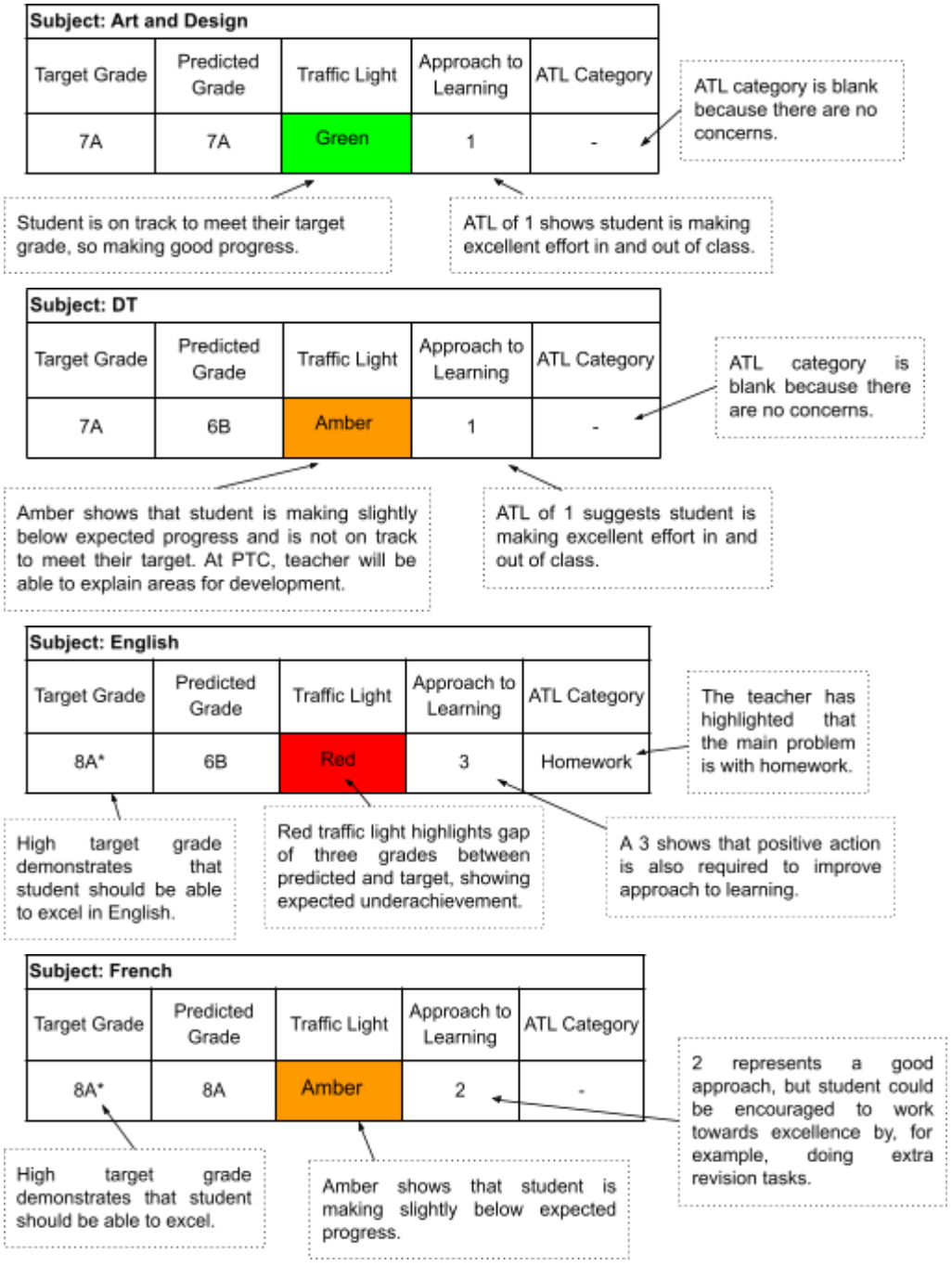
Example Report Extract

The example extract of a KS3 report below has been annotated to answer some frequently asked questions about reports.