

October 2022

Dear Parents and Carers,

Year 9 Reporting Arrangements

Northampton School for Girls is committed to excellent communication with parents so that they can play their important role in the success of their child. We report to parents on their child's effort and progress in four ways:



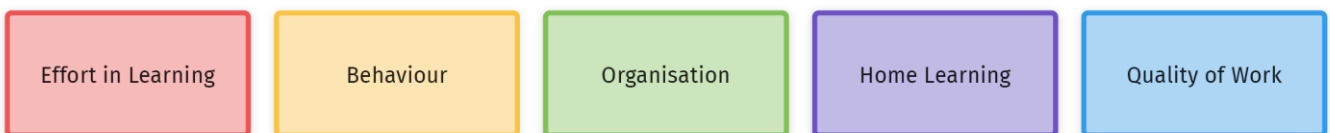
In summary, **Learning Indicators** are about your child's **effort**, **Progress Grades** are about your child's **academic progress**, the **Annual Report** gives an **overall picture** of your child's effort and attitude to learning at NSG, and **Attendance** indicates how often your child has been present at school.

You will receive reports three times a year, once per term. This is in addition to the Year 9 Parents' Evening, which takes place in the spring term.

Learning Indicators

For each subject, three times a year, you will receive Learning Indicators, which will show if your child is working hard and producing good work, the standard of their behaviour, and whether they are submitting homework.

There are **five** Learning Indicators issued for each subject. These are:



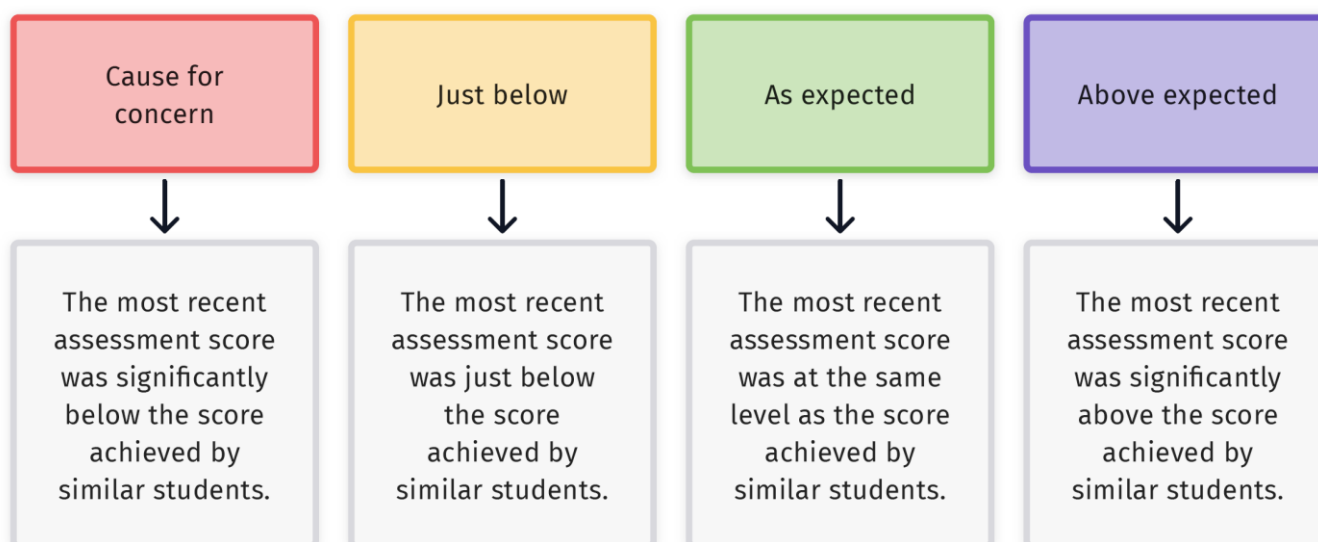
The Learning Indicator criteria are provided with each report so that you can see how and why your child is performing as they are.

Progress Grades

For most subjects, three times a year, you will receive a Progress Grade. This will tell you how well the student is performing compared with students who have a similar target grade and individual statistical information. It is based on a recent assessment taken by the student in that subject.

The Progress Grade is a **current snapshot** of progress, meaning that the grade received may vary from term to term depending on the topics taught. Some subjects will report twice a year instead of three times. This is because the length of the topics being taught in those subjects is greater than in others.

There are four Progress Grades. Students achieving “As expected” can be very pleased with their results:



Why might there appear to be a mismatch between Learning Indicators (effort) and Progress Grades (learning)?

On rare occasions, there may appear to be a slight mismatch, where the information on the learning indicators does not seem to match with the progress. Although this may appear unusual, there will always be important reasons for this that may not be immediately apparent.

Here is an example student report for Maths:

Subject	Effort in Learning	Behaviour	Organisation	Home Learning	Quality of Work	Progress
Maths	Excellent	Excellent	Good	Good	Good	Cause for Concern

In Maths, this student is clearly demonstrating excellent effort in their studies, as shown by the Excellent grade achieved for the first Learning Indicator. The Quality of Work and Home Learning effort put in is clearly good. However, their **recent** achievement has not reached the level that their baseline data suggests they are capable of. The student’s Maths teacher will be able to advise on which areas of the assessment the student did not perform well, and how they may improve their knowledge of that subject. It does **not** reflect that the student is not making a good effort in their studies – just that their **understanding** has not yet reached the expected level.

In instances such as these, your child’s tutor, or subject teacher, will be able to provide further information and clarity and we would always encourage you to discuss this with them.



Annual Report

The Annual Report, issued in the third term of the year, gives the tutor's summary of the student's year at NSG, taking into account their previous Learning Indicators, Progress Grades, and the tutor's unique knowledge of your child.

Attendance data

This shows the number of days your child was recorded as present at school.

Research evidence makes it very clear that good attendance supports improved academic progress and achievement. At NSG, we expect all students to be in school, all of the time, learning, giving them the best chance of achieving their potential. Sharing attendance information with you ensures that we can work together to encourage exceptional levels of attendance at all times. The Department for Education (2016) published research which found that:

- The higher the overall absence rate at KS4, the lower the likely level of attainment at the end KS4
- Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.
- Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent, including English and Mathematics than pupils that missed 15-20% of KS4 lessons

Yours sincerely



Catherine Carré | Deputy Headteacher
Northampton School for Girls

