



TRINITY

S C H O O L

October 2015

Fourth and Fifth Year Reporting 2015 - 2016

Dear Parents,

This letter explains the process by which we will be reporting to you on your son's progress during this academic year, and explains the grading system we use for awarding attainment and effort grades in the Fourth and Fifth Years. Grade reports and subject reports are e-mailed to parents and students and are also posted throughout the year on the Parent Report Gateway, which is accessed via the school website: <http://www.trinity-school.org/parent-gateway>.

Parents of students new to the school this year should have received an e-mail recently with your username and password and further details about how to access these reports. Your username and password do not change (and unfortunately cannot be changed) throughout your time with us as a Trinity parent. If you have any difficulties accessing reports then please contact us via e-mail at gatewaysupport@trinity.croydon.sch.uk

The first report in October for all years is a grade report. This will give grades for attainment and effort in all subjects. Future grade reports later in the year will replace previous ones as they are cumulative and include all grades for the year to date. This will allow both you and your son's Tutor to monitor progress effectively throughout the year. There will also be two Parents' Evenings in the Fourth Year and one in the Fifth Year when you will be invited to come into school to discuss your son's progress with his teachers. Once a year we also produce a full written report with comments in each subject. Please note that instead of writing a summative report at the end of the year, which may be forgotten about by September, we have chosen to produce the full written report in December so that your son has an opportunity to reflect and act on any advice given before the end of the year. At the end of each term we also produce Activities Reports, which list the supervised activities that your son has been attending regularly throughout the term. Each year in February and in July in the Fourth Year we shall also be producing Individual Progress Records (IPRs) for students which track each student's grades over time against the year averages. The full schedule for all these reports is available on the Parent Gateway page of the website.

I also take this opportunity to remind you that the term planner is a very useful method of communication for sending short messages to your son's Tutor. If you are particularly concerned about any aspect of your son's progress or wellbeing please contact your son's Tutor at any time by e-mail or by telephoning the school. If you have any questions about our reporting system then please do get in touch with me.

Below is an explanation of how grades are awarded in the Fourth and Fifth Years.

Yours sincerely,

N H Denman
Director of Studies

Attainment grades: A*, A, B, C, D, E

These grades indicate the standard of work produced and the progress made in understanding and learning during the reporting period. The grade will be informed by classwork, homework, coursework, test results, and relevant contributions in class. In the Fourth and Fifth Years the attainment grades relate to GCSE examination grade standards. During the Fourth Year they should not be regarded as predictions, but over the two year course it is anticipated that these attainment grades will move towards the likely final grade achieved in the GCSE examinations.

Parents might find it helpful to know that the average attainment grade awarded this October was B+.

Effort grade descriptors (revised in September 2014):

In order to clarify what teachers mean by the different effort grades awarded, we have decided to give more detailed information which we hope will help students and parents to understand how effort grades are awarded and what students might aim to do to improve their effort grade, where necessary.

The effort grade gives an assessment of each student's overall approach to study. It includes qualities such as **attentiveness** and **responsiveness** in class, **reliability** and **care taken** in the production of **classwork**, **homework** and **coursework**, **efficiency** in personal organisation, and general **enthusiasm and attitude** towards learning, including the **willingness to act on advice** given in order to improve understanding, skills, involvement or attitude.

It is quite possible that a student may show different levels of effort in the many aspects above, so the teacher will have to come to an overall judgement across all these areas. The descriptions below therefore need to be considered in relation to each of the areas mentioned above.

Students who do not complete homework properly or do not always pay attention in class etc should expect a poor effort grade (4 or 5)

Students who do significantly more than the bare minimum, who take care over their work, volunteer answers in class etc and are consistently trying to improve their performance should expect a good effort grade (2 or 1)

Students who fall between these two categories are likely to get a 3 grade for their effort, and if they are unsure which particular areas they should work on, then they should ask their teachers for advice, though in most cases it will probably be clear what they need to do to improve their 'moderate' effort towards good effort from the descriptions below.

Effort Grades:

1: consistently excellent levels of effort in all aspects of work with no significant exceptions; frequently takes the initiative and works independently; always aiming to stretch oneself academically; highly responsive to advice about improvement; strives to organise work effectively to best support one's own learning

2: good levels of effort in most areas; offers a positive contribution to learning activities; shows some initiative and works independently on occasions; responsive to advice about improvement; organises work effectively

3: moderate effort in most areas; homework generally reflects limited time or care taken; limited evidence of efforts to stretch oneself; limited response to advice about improvement;

4: poor effort shown in many areas, often leading to significantly less progress than expected; reluctant to take on learning challenges and to act on advice about improvement

5: very poor effort shown in most areas; homework frequently unsatisfactory; little or no evidence of a desire to work with us to improve the situation.

Parents might find it helpful to know that the average effort grade awarded in the 4th and 5th Year this October was 1.9