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**Executive Principal:** Mr M Oldman

**Principal:** Mr S Piggot

Dear Parent/Carer,

### **Kibworth Mead Academy Termly Reports**

Today you will receive your child's termly report. The purpose of this letter is to outline the information contained within the report.

#### **Attendance**

Research shows that student absence has a negative effect on achievement. If a student is not in school then they are not being given the opportunity to learn information at a similar rate to their peers. Studies have shown that for every 5% drop in attendance this can be the equivalent of a GCSE grade, especially when entering Year 10 and Year 11.

In addition to the above, we have to include information on attendance on College references.

We always recommend students strive to meet an attendance score of 95% or over.

#### **Achievement and sanctions**

Through the My Child At School (MCAS) app you have instant access to the reward points and behaviour points your child has been issued. Currently these are added together to give an overall total.

On reports we want you to be able to celebrate the rewards your child has worked hard for. Therefore, we have included a separate total for reward points and behaviour points.

Please note these may vary slightly from the live total you have access to, but will have been correct at the time the data was pulled from the central system.



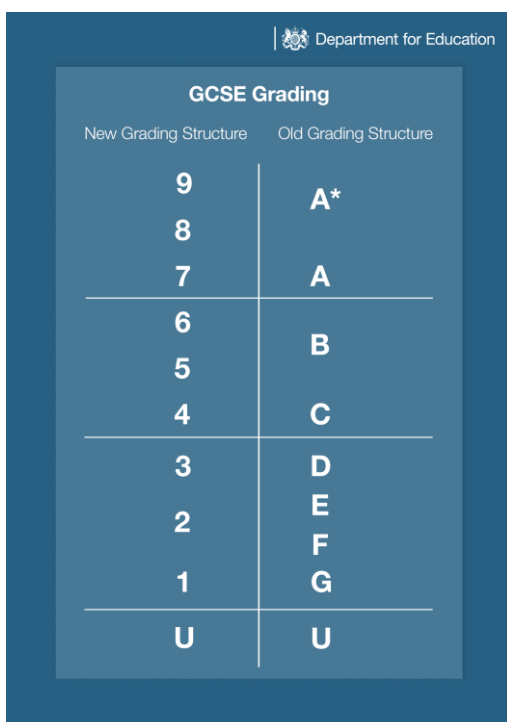
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## Target Grades

This is your child's aspirational target for their GCSE grade at the end of Year 11. These are calculated in line with a Trust wide approach.

## Progress grade

This is the GCSE grade your child is expected to achieve at the end of Year 11 based on their current attainment and work ethic. This grade is based on several sources of information to give a holistic approach, including knowledge quizzes, topic tests and homework. It will take into account how well your child is retaining, retrieving and applying their knowledge.



The image shows a table titled 'GCSE Grading' from the Department for Education. It compares the 'New Grading Structure' (grades 9-1 and U) with the 'Old Grading Structure' (grades A\*-G and U). The table is as follows:

New Grading Structure	Old Grading Structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

To support parents who have not had a child complete GCSEs yet the table to the left outlines how numbered grades relate to the old letter grades for GCSE.

Grade 4 is considered a standard pass, grade 5 is considered a strong pass.

## Progress colour

We use a colour code system to help highlight how your child is performing in relation to their GCSE target grade. Due to the aspirational nature of our targets we use positive language to show where students are making progress.

- Exceptional progress (blue): A student is on track to meet or exceed their target grade.
- Good progress (green): A student is on track to be within one grade of their target grade.
- Some progress (orange): A student is on track to be within two grades of their target grade.
- Concerns about progress (red): A student is on track to achieve over two grades below their target grade.

## **Progress Comments (new)**

Where a student has been identified to have concerns about their progress teachers will include a comment to help support the student further. If there is no comment, there are no significant concerns about progress at this time.

### **Attitude to learning in the classroom and homework**

Teachers will give your child a score to indicate how focused they are in lessons and how organised they are with homework. This is on a scale of 1 to 4.

1 = Outstanding

- The student's attitude to learning is exemplary, truly outstanding in all aspects, often going beyond what is asked of him/her.

2 = Good

- The student's attitude to learning is good in all aspects. He/she willingly does everything that is asked of him/her to a good standard, is organised and consistently meets deadlines.

3 = Inconsistent

- The student's attitude to learning is mixed; it is good in some respects but not consistently so, or not across all areas of the subject. He/she willingly completes all tasks set but not always to a good standard

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4 = Poor

- The student's attitude to learning is causing significant concern. There is a significant failure to engage with work in class or at home, work is sometimes of a poor standard or homework is sometimes not completed.

If you have any specific queries about our reporting structure please don't hesitate to get in touch through the school office. For questions directly linked to a subject please contact your child's class teacher in the first instance or their form tutor.

Yours faithfully,

**Helen Stockwell**

**Vice Principal**