



Year 12&13 Parent guide to reporting and parents' evenings 2022-23



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We send Learning Overviews to the email address we have registered for the first contact in Sims unless you tell us otherwise.

When you receive a Learning Overview, if you have any general questions relating to it, you should contact your child's tutor. If you have any specific questions, you should contact the relevant teacher. Enquiries can be directed to office@coombedean.co.uk and will be forwarded to the most relevant member of staff from there. There is an opportunity to discuss learning and development at our annual parents' evenings and we encourage parents to attend this to enable this important dialogue.

1.0 'Coombeunicating' with parents 2022-23

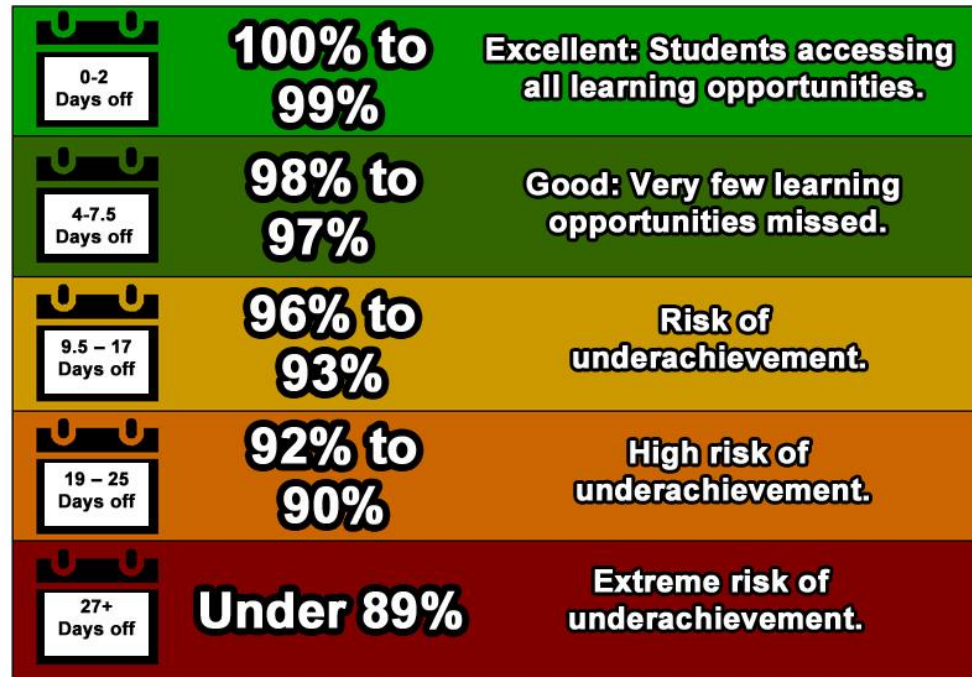
Event	Key Dates	Times
Term 1 – 2022		
Year 12 and 13 capture (assessment) week	26 th September – 30 th September	-
Tutor evening 12&13	20 th October	3:30-6:30
Term 2 – 2022		
Year 13 - 1 paper mock week	1 st November-4 th November	-
Learning Overview Year 13	Late November	3pm
Term 3 – 2023		
Year 13 mock exams	4 th -13 th January	-
Year 12 - 1 paper mock week	9 th – 13 th January	-
Learning Overview Years 10&12	Late January	3pm
Learning Overview Year 13	Early February	3pm
Parents' Evening Year 12	9 th February	3:30-6:15
Term 4 – 2023		
Year 13 parents' evening	23 rd Feb	3:30-6:15
Term 5 – 2023		
Year 12 mock exams	18 th -28 th April	-
Year 12 Learning Overview	Late May	3pm
Term 6 – 2023		

2.0 Aspects of the Learning Overview

We provide an **Expected Performance Band (EPB)** which gives an indication of where a learner's achievement **typically** falls based upon the prior attainment assessment information we have about them. Attainment at the higher end of the EPB, if achieved at the end of the course, is likely to indicate attainment that is above average based upon the prior attainment of the student.

2.1 Attendance

With each Learning Overview, alongside reporting on the current performance of students in their subjects, we are also providing attendance figures. These give an overall attendance figure, a figure for attendance to tutor group each morning (which is where personal development and careers guidance is provided and lesson attendance. Measured from the first day in September until the day the Learning Overview has been generated, the attendance figure generation date appears on the LO. **Attendance percentages provided overall, for tutor group and for individual subject lessons should be interpreted in the context of these following attendance categories.**



2.2 Who will get what?

Year	Effort, Conduct, Independent Learning	Progress Statement	Current Working Grade	EPB
7	Yes	No	No	Yes
8	Yes	Yes	No	Yes
9	Yes	Yes	No	Yes
10	Yes	Yes	Yes	Yes
11	Yes	Yes	Yes	Yes
12	Yes	Yes	Yes	Yes
13	Yes	Yes	Yes	Yes

2.3 Commitment to learning statements

Year 12-13

	Outstanding	Good	Inconsistent	Cause for Concern
12-13 Effort	I always produce work to the best of my ability. I seek feedback on my learning and act upon it in detail. I show commitment to improvement by making improvements, redrafting work and completing additional tasks in my own time.	I produce work to the best of my ability. When given feedback, I act upon it and am keen to improve my work. I make improvements to my work.	I sometimes produce my best work. I can produce a higher standard of work with more effort. I do not always act upon the feedback given and so there are limited improvements in my book/folder. I need to improve my effort so that it is more consistent.	I give up easily and/or do not always complete tasks set. I do not act upon the feedback given and there are no or very limited improvements in my book/folder.
12-13 Independent Learning	I always complete homework/independent work to the best standard I can. I show commitment to improving my learning by regularly reviewing my work outside of the classroom. I am self-motivated and can act independently on feedback to improve.	I try to complete homework/independent work to a good standard and aim to exceed the minimum expectations. I am committed to improving but would benefit from adopting strategies to ensure that I maximise my learning outside of the classroom.	My homework/independent work often meets the minimum expectations but sometimes deadlines are missed. I can achieve a better standard with more effort. I need to focus on improving my learning outside of the classroom.	My homework/independent work is usually not completed satisfactorily or attempted, and I often miss deadlines. I do not take responsibility for my homework or my learning outside the classroom.
12-13 Conduct	I always demonstrate a positive committed attitude towards my learning and am respectful towards my teachers and other students. I follow instructions but also show initiative in leading my own learning. I know how to study effectively and take pride in my achievements. I have strategies to cope when things may not go to plan.	I generally take a positive committed attitude towards my learning and am respectful towards my teachers and other students. I follow instructions. I am developing my knowledge of how to study effectively and take pride in my achievements. I have some strategies to cope when things may not go to plan.	I display an inconsistent attitude towards my learning and my conduct can show a lack of respect towards my teachers and/or other students. I follow instructions but sometimes need reminders. I have an understanding of how to study effectively but need to practise this further. I can take pride in my achievements but can find it difficult if things do not go to plan.	I display a poor attitude towards my learning and my conduct often shows a lack of respect towards my teachers and other students. I do not follow instructions routinely and need frequent reminders. I do not take pride in my achievements in class and lack strategies to help in class and lack strategies to help me cope when things do not go to plan.

2.4 Current Working Grade definition

A current working grade, provided from the spring term of Year 10, is an indication of what a student knows, understands and can do. This is not a projected grade and is by no means the grade that students will be awarded until we approach the terminal examinations in years 11 and 13 - this is purely what a teacher's records of assessment would indicate in terms of where a pupil is operating currently based on the range of evidence that is available, compared with the intent and expectations laid out in our curriculum for each curriculum area.

3.0 Expected Performance Bands for Years 12 and 13 at Coombe Dean

Summary of key elements involved in setting Expected Performance Bands:

Takes into account KS4 Attainment 8 figure (average points across the best 8 GCSE subjects) which is then used to compare A level (or equivalent) performance with what is usually achieved by students with the same grade achievement at GCSE.

Provides an Expected Performance 'Band' which is 2 grades wide (e.g. A level grades B-C) where the lowest grade is broadly in line with the progress typically made and the higher grade represents above-average performance taking into account expected progress estimate calculations (what grades the student typically achieve) from the Department for Education.

For students in Key Stage 5 (the Sixth Form), EPBs are intended to support conversations that recognise expected attainment but also support movement towards more than expected attainment. Just as with the EPBs in Key Stages 3 and 4, students can achieve below, within, or depending on how high the EPB is, above their EPB and this progress is reflected in the progress statements that appear on the reporting information that we send home. Aspirationally, students should be aiming for the higher of the two grades in their EPB and above. The EPB is not a guarantee that the student will attain at this level. Many other factors combine to influence the grade achieved at the end of the course.

Why do we use expected performance bands rather than just a target grade?

Providing bands for students shouldn't restrict students to aiming for a single grade but allow them to be encouraged to aim as high as possible. A student's target will usually be the higher grade of the EPB, if they were to achieve their target in a subject at the end of the key stage (Year 13), it is likely they will be attaining above average.

For parents - what if my child is not performing within their EPB?

Because we provide a grade for students in Years 10-13 which is a judgement on how they are currently performing, just because the 'current working grade' is below the EPB, doesn't necessarily mean they are making less than expected progress.

The progress statement is based upon the professional judgement of the teacher and is based upon how well a student knows, understands and can do what we expect them to know, understand and do from what we have taught them.

The important outcome of looking at how a student is performing is to consider what the gaps are in their understanding and address these as well as considering their attendance, effort, conduct and independent learning category in that subject.

4.0 – UCAS points equivalencies

<https://www.ucas.com/ucas/tariff-calculator/>

The UCAS points value of A level qualifications can be seen in the top table. For all qualifications that result in grades on the Distinction*, Distinction, Merit and Pass scale, the points values can be seen in the lower table.

A LEVEL	
A level and Advanced VCE	
Official title: Advanced GCE and Advanced VCE	
Grade	Tariff points
A*	56
A	48
B	40
C	32
D	24
E	16
Size band: 4	
Grade bands: 4-14	

BTEC	
Pearson BTEC Subsidiary Diploma (QCF)	
Grade	Tariff points
D*	56
D	48
M	32
P	16
Size band: 4	
Grade bands: 4-14	