

# **A guide to the new style Year 9 Burton Borough annual report**

**Information for families**



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## Welcome to the annual report guide

This report guide is aimed at giving you a greater understanding of your child's report to determine how they are progressing at Burton Borough School both in terms of performance, effort and attendance.

If you have any questions once you have read through this document and your child's report, please contact your child's small school via the email contact form on the school website. If the query is subject specific, please contact the subject area through the contact form on the website.

You will notice that the grading system used for the majority of subjects is 9 to 1 and not A\* to G. This is due to the fact that GCSEs will no longer be graded A\* to G for all GCSEs moving forward but will follow the 9 to 1 grading system. Where subject grades differ from the 9 to 1 grading system, this is due to the different type of qualification or exam board that they are sitting i.e. BTEC, Cambridge Nationals etc.

This chart from Ofqual (the Office of Examinations and Qualification Regulations) shows where the new 9 to 1 grades 'sit' compared to the old A\* to G grades:



**Grading new GCSEs from 2017**

New grading structure	Current grading structure
9	
8	A*
7	A
6	
5	B
4	C
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

As you can see from the chart above, a 'good pass' is a grade 5 or above. A grade 4 is known as a 'standard pass'. Grade 5 will be the new benchmark for schools, whereas it used to be a C grade which is more in line with a grade 4.

Many sixth-forms and colleges will currently accept a grade 4 for their entry requirements (especially in English and Mathematics) although some will only accept a grade 5. You will need to contact your preferred 6<sup>th</sup> form/college to see what their entrance requirements are for the courses your child wishes to take.

## Example annual report – further details on pages 5 and 6

The new style annual report looks like this. There is brief guidance here and further guidance on pages 5 and 6. Each box in the diagram is numbered and corresponds to each point on the following pages.



### Year 9 Annual Report

<b>Student Name</b>		<b>Attendance</b>	<b>No Days Absent</b>	<b>Phase 3 (Behaviour)</b>
		<b>Lates</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>
<b>Attendance Guide</b>				
<b>School Name</b>	Good	100-97%	Satisfactory	95-96.9%
<b>Tutor Group</b>	Continued attendance at % will result in missing days throughout the whole academic year			
		Less than 95%		

Subject	KS4 (Y11) Target Grade	Current working at grade	Effort	Teacher comments	Teacher Initials
Art					
Design Technology					
Drama					
English					
French					
Geography					
History					
IT					
Philosophy					
Maths					
Music					
PE					
RE					
Science					
Spanish					

<b>Form Tutor Comments:</b>	<b>Form Tutor:</b>

1. Small School name (Hawkstone/Chetwynd /Aqualate)

2. Number of phase 3 behaviour incidents

3. Attendance percentages. The school target is 97%. The national average is 95%.

4. The percentage and number of school days missed if the current level of attendance is maintained

5. End of year 11 target grade. These may have been adjusted from the previous report if not high enough.

6. Current 'working at' grade. This is the standard at which your child is currently working

7. Effort Grade. These are rated 'A' for outstanding effort.

8. This section is for your child's teachers to comment on progress so far and any actions that need to take place.

9. Your child's form tutor will comment on how your child is doing at BBS here.

## Further information on the new style annual report

1. **Small School:** Your child's small school name will be inserted here (Chetwynd, Hawkstone or Aqualate). Should you have any general queries regarding your child's report, this is the small school team you should contact using the contact form on the school website. (Subject queries should be directed to your child's classroom teacher on the contact form).
2. **Phase 3 (behaviour):** The number of phase 3 incidents will be inserted here. This is the number of times your child has had to be removed from class because of their behaviour. These incidents are becoming increasingly rare at Burton Borough School so if there are phase 3 incidents logged here, we would be grateful if you could have a conversation with your child about their conduct in school.
3. **Attendance and Attendance Guide:** This is your child's current attendance. The national average is 95% and our school target is 97%. Attendance at 97% and above is coloured green for good, 95% to 96.9% is amber for satisfactory and anything less than 95% is red. We are aware that special circumstances such as major/one-off medical reasons will mean some students may have attendance lower than 95%. Our small school teams will liaise closely with the child and their families to support them under these special circumstances and help wherever possible.
4. This section informs you of your child's current attendance and how many days they will have lost if that level of attendance is maintained.
5. **KS4 (year 11) target grade:** This is the end of Year 11 target set for your child. This target grade is based on 'FFT20 benchmarks' and adjusted accordingly by teachers. Usually, this is where a teacher feels that your child should be challenged more and the FFT20 benchmark is not ambitious enough as your child is gifted in that particular subject. Very rarely will these targets be lowered (only under special circumstances where we believe that the target set will actually be de-motivating for the student).

FFT stands for the 'Fischer Family Trust', a charitable organisation that provides data services to schools and the National Health Service. There are three commonly used benchmarks:

- **FFT50:** these benchmarks show what average progress would look like based on students' prior attainment, month of birth and gender
- **FFT20:** these benchmarks show what high progress would look like based on students' prior attainment, month of birth and gender. These are aspirational and as we are aiming for more than average, these are the benchmarks we use as a starting point for your child.
- **FFT5:** these benchmarks show what very high progress would look like based on students' prior attainment, month of birth and gender.

These benchmarks are created using information gathered through research from over 13,500 schools across the UK on the likely grades your child will achieve. This does not mean that they cannot surpass these targets if hard work and effort is put into their studies. It is also not a guarantee that they will achieve these grades if they choose not to study hard, revise or attend all lessons.

6. **Current working at grade:** The 'current working at' grade shows the GCSE grade your child is currently producing work at. This is not a predicted grade that the teacher believes your

child will achieve by the end of year 11. Teachers have input this grade based on assessments and work that your child has completed already. It is expected that throughout year 9 and into year 10 and 11, this grade will increase. However, this grade may also decrease if your child does not revise covered content regularly or does not complete the relevant coursework (where applicable). The definition for sub grades are as follows:

If your child has been predicted a grade 5 for example in a subject...

- A 5a means they are producing work nearly at a grade 6
- A 5b means they are producing work solidly at a grade 5
- A 5c means they could potentially fall to a grade 4

7. **Effort Grade:** This indicates how much effort your child is showing in lessons. The table below shows what each letter means.

A	Outstanding effort. Student shows initiative and works beyond the tasks set in class. Deadlines are always met and homework is completed thoroughly. Presentation of work shows pride.
B	Good effort shown consistently. Student works reliably, completes homework and meets deadlines. Takes care with presentations
C	Inconsistent effort. Some work is good and completed on time with reasonable care but there are occasional lapses with missed deadlines. There is evidence of incomplete work and/or poor presentation.
D	Poor effort consistently. Work is often incomplete and missed out. There is little care over presentation.

8. **Teacher Comments:** This section is for your child's teacher to comment on how your child is doing in their subject. There may also be developmental points here. Please go through these with your child and discuss how you can help support them at home.

9. **Form Tutor Comments:** Your child's form tutor will write a comment here about your child's general conduct in school.