



**Ramsey Grammar School**  
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**Re: Reporting and Academic Review Days**

Dear Parent/ Carer

We have spent a significant amount of time working on a new assessment and reporting system which will provide you with more regular feedback with greater comparability between subjects. Please find a document explaining the new system below. This is also available on the Ramsey Grammar School website.

**Reporting 2022/23**

The main changes to the reporting system are:

- We will report attainment, progress, and attitude to learning three times a year; in November, February, and June
- Attitude to learning and progress will be reported as Exceptional, Expected or Below Expected in line with the grade descriptors found on the report
- Attainment at Key Stage 3 will be reported as Mastery, Advanced, Secure or Developing which will indicate the GCSE grade which students are on track to achieve. Attainment at Key Stage 4 and 5 will continue to be reported in grades. (For GCSE History and Science in Year 10 this will be in GCSE numbered grades, 9-1)

We believe, along with high quality feedback, that these changes will help our students and you, their families, understand with greater clarity and regularity how students are achieving and where they need to focus to develop their knowledge and skills.

**Academic Review Days**

We would usually also provide face-to-face feedback through Academic Review Days, which afford an opportunity to meet with your child's Form Tutor. Students lead these meetings, considering their own areas of strength and development supported by statements from their subject teachers. Unfortunately, we are currently unable to feedback through Academic Review Days due to industrial action and restrictions this places upon us in terms of redirecting staff from teaching and lack of ability to cover staff internally. However, we are investigating alternative ways to provide information in respect to your child's progress around the time of the Academic Review Day.

Please find the new guidance on reporting below. If you have any further questions regarding reporting or Academic Review Days, please email school at [RGSenquiries@sch.im](mailto:RGSenquiries@sch.im) using 'Re: Reporting/Academic Review Days' as the subject title.

Kind regards

William Wood  
Assistant Headteacher



## Reporting Guidelines 2022-23

### Introduction

In a change to previous reporting systems, we will now report current attainment, progress and attitude to learning to you three times a year, in November, February and June. To give greater clarity in reporting at Key Stage 3 we have moved away from National Curriculum levels towards a system that provides increased comparability between subjects. We have retained mock exams and assessments for each year group and will also continue to run Academic Review Days.

### Attainment

#### Key Stage 3

At Key Stage 3 we have moved away from reporting in National Curriculum levels. This is primarily because achieving each level in different subjects required different levels of knowledge and skills. It was confusing for students and parents that different levels in different subjects meant the same level of attainment.

Going forward we will be reporting statements that are linked to expected GCSE performance. These statements will appear on each student's report, indicating whether they are currently on track to achieve different GCSE grades. This can be seen below:

Descriptor	On Target to Achieve
Developing	D/E
Secure	C
Advanced	B
Mastery	A*/A

For example, if a student achieves a grade of secure, they are showing the age-related skills of someone who would achieve a C in their GCSE studies within that subject. We expect most students to achieve a judgement of Secure, Advanced or Mastery. Through this mechanism there will be equity of judgement between subjects, as well as allowing you to understand your child's comparative strengths and areas of development between subjects.

We would not necessarily expect a student to be on the same grade throughout their studies. Rather students may move between grades as they build greater subject specific knowledge and skills.

## Key Stage 4 and 5

At Key Stage 4 and 5 we will report attainment in GCSE or A-Level grades. For most subjects this will be A\*- G for GCSE and A\*- E for A-Level. We do however sit some BTEC qualifications and Year 10 students in History and Science are studying the newer 9-1 numbered system of GCSEs. Below is a comparison of the different qualifications which we offer.

### GCSE Grades

Numbered Grades	Traditional Grades	Level 2 BTEC	Level 1 BTEC
9	A*	D*	
8			
7	A	D	
6	B	M	
5	C	P	
4			
3	D		D
2	E		M
1	F		P
	G		

### A-Level Grades

Traditional Grades	Level 3 BTEC
A*	D*
A	D
B	
C	M
D	
E	P

### L1-3 BTEC Grades

D*	Distinction*
D	Distinction
M	Merit
P	Pass

## Attitude to Learning and Progress

Attitude to Learning and Progress will also be reported three times a year. The descriptors we use are set out below:

Descriptor
Below Expected
Expected
Exceptional

**Attitude to learning** judgements are based upon each student's engagement in classroom activities and independent study.

**Progress** judgements reflect a student’s achievement over a period of time. For our purposes, that period of time is between the start of Year 7 and the end of Year 11 when GCSEs are taken. We derive student predicted grades from data from entry level assessments taken at key points in a student’s academic journey. Teachers arrive at a judgement on progress by taking a student’s current attainment and aligning this to where that student should be on their progression journey towards their predicted GCSE grades.

Judgements will be in the form of descriptors, indicated below:

	<b>Progress</b>	<b>Attitude to Learning</b>
<b>Below Expected</b>	Is working below the level required to reach their target grade.	Does not meet the expected standard of attitude to learning.
<b>Expected</b>	Is working at the level required to reach their target grade.	Completes all work to a high standard. Engages in classroom activities. Rarely off-task.
<b>Exceptional</b>	Is working above the level required to reach their target grade.	Approaches learning with active interest. Seeks challenge. Is an active member of the learning community.

By reporting attainment, attitude to learning and progress three times a year we will provide regular feedback highlighting your child’s strengths and areas of development.