



ABINGDON

PARENTS' AND GUARDIANS' GUIDE TO REPORTS

*Created: September 2012
Reviewed: October 2018*

REPORTS - an overview

When we reformed our reporting procedure a few years ago, we hoped that Abingdon's reports would be 'meaningful rather than mechanical' and that remains a central tenet as we inevitably adjust and tweak the process over time. We see that reporting has these key functions:

Academic

1. To pass on our professional judgment on a boy's academic position at the time of writing (i.e. a 'summative' statement of where he is right now).
2. To pass on our sense of what key things a boy should be focusing on in particular in order to improve his performance over the next academic period (i.e. a 'formative' statement to guide improvement).

Other Half

3. To reflect what activities a boy has been committed to across a term and, three times a year, to offer some more detailed comment on his performance in some of those activities, including instrumental practice.

Pastoral

4. To offer the perspective and guidance of tutor and housemaster as to a boy's progress in academic studies, in the Other Half as well as his general growth into manhood over his time at the School.

Reports are not a time for the School to pass on details of course content (which is freely available from other sources).

Communication with parents is also formally undertaken via parents' evenings and there are myriad opportunities for parents/guardians to communicate more informally with teachers, tutors, Heads of Department and housemasters, usually via email in the first place.

In each year, parents/guardians of boys in years 1-4 and L6th can expect:

- Two 'long' comment reports (grades + subject comments of up to 100 words)
- One 'short' comment reports (grades + subject comments of up to 30 words)
- Two 'grading' reports (just grades)

All of the above also have comments from tutor and housemaster.

Parents/guardians of boys in 5th year have one fewer grading report but an enhanced tutor and housemaster report during the summer term. U6th has no 'short' comment report but also an

enhanced tutor and housemaster report in the summer. These reflect the 'end of stage' nature of both of these years.

PATTERN OF THE YEAR

		1st	2nd	3rd	4th	5th	L6th	U6th
Mich #1	Exams	-	-	-	-	-	-	-
	Parents' Evening	-	-	-	-	-	-	YES
	Reports	Grades	Grades	Grades	Grades	Grades + long comment	Grades	Grades + long comment
Mich #2	Exams	-	-	-	-	-	<i>Nov Tests</i>	
	Parents' Evening	-	-	-	-	-	YES	-
	Reports	Grades + long comment	Grades + long comment	Grades + long comment	Grades + long comment	Grades	Grades + long comment	Grades
Lent #1	Exams	-	-	-	-	<i>Jan mocks</i>	-	
	Parents' Evening	-	-	-	-	YES	-	-
	Reports	Grades	Grades	Grades	Grades	Grades + short comment	Grades	Grades
Lent #2	Exams	-	-	-	-	-	-	<i>March mocks</i>
	Parents' Evening	-	YES	YES	-	-	-	-
	Reports	Grades + short comment	Grades + short comment	Grades + short comment	Grades + short comment	Grades + long comment	Grades + long comment	Grades + long comment
Summer #1	Exams	-	-	-	<i>internal exams</i>	[GCSEs]		[ALs]
	Parents' Evening	YES	-	-	-	-	-	-
	Reports	-	-	-	-	Tut&Hsm only	-	Tut&Hsm only
Summer #2	Exams	<i>internal exams</i>	<i>internal exams</i>	<i>internal exams</i>	-	[GCSEs]	internal exams	[ALs]
	Parents' Evening	-	-	-	YES	-	-	-
	Reports	Grades + long comment	Grades + long comment	Grades + long comment	Grades + long comment	-	Grades + short comment	-

ABINGDON'S GRADING SYSTEM

Abingdon's reports grades are as described below. **All subject reports for all sessions where subject reports exist** have grades on them:

Effort Grades (same for all year groups):

O: Outstanding - Highly engaged in the learning process; setting own pace; consistent evidence of independence
V: Very Good - Often going beyond what's required; very engaged in class
G: Good - Fully completing what is required; engaged in class
C: Coasting - Only just doing what is required; passive or unengaged in class
P: Poor - Failing to do what is expected; unengaged, distracted or distracting in class

Achievement Grades (these vary in their definition according to year groups):

For Years 1-3 (no linkage to public exam grades):

1: Outstanding
2: Very Good
3: Good
4: Modest
5: Poor

Achievement is measured not by a boy's set but by the school's expectation of a boy in that subject in his particular year group at this school.

For 4th & 5th year (increasing linkage to likely GCSE performance)

1: Outstanding - Work consistently indicating strong Grade 8 or 9 potential (A/A* equivalent)
2: Very Good - Work often indicating Grade 7 or 8 potential (A/A* equivalent)
3: Good - Work often indicating Grade 6 or 7 potential (B/A equivalent)
4: Modest - Work often indicating Grade 5 or 6 potential (C/B equivalent)
5: Poor - Work often indicating Grade 4 or below potential (C and below equivalent)

For 6th form (increasing linkage to likely AL/pre-U performance)

1: Outstanding - Work consistently indicating strong A or A* grade potential (D1-D2 for pre-U subjects)
2: Very Good - Work often indicating A grade potential (D3/M1 for pre-U subjects)
3: Good - Work often indicating B grade potential (M2 for pre-U subjects)
4: Modest - Work often indicating C grade potential (M3 for pre-U subjects)
5: Poor - Work often indicating grade D or below potential (P1-P3 for pre-U subjects)

Notes on grades:

Teachers are asked to be honest in their grading throughout the school so that what parents (and boys) receive is genuinely meaningful. Thus we attempt to avoid our own form of 'grade inflation' and keep judgments based in the reality of actual experience and evidence. We consider the **O** grade for Effort to be a rare grade to which all boys should be aspiring. It is there to encourage and acknowledge times when boys really are stretching beyond the confines of classroom and teacher and becoming truly independent. As such, it is more common to see them awarded higher up the school as boys mature and, indeed, have more opportunities for independent work. That said, individual excellence in, say, a research project in Lower School could well find itself rewarded with an O at that time. The award of a **V** grade for Effort does, though, still indicate impressive commitment by a boy.

We have deliberately avoided linking achievement grades in years 3 and below to even the most tentative predictions of public examination standards as we think it's too early to be doing that.

Instead, we have gone for what may seem like a much vaguer statement (our 'expectation of a boy in that subject in his particular year at this school'). Odd as it may sound at first, in fact this gives all concerned pretty good sense of whether the particular boy is progressing as we would expect him to in our experience. Thus a "3: good" for achievement indicates perfectly acceptable progress whereas a "4: modest" probably indicates that that individual is performing somewhat below par for us.

Each report that has subject grades also has overall Achievement and Effort percentages. These are formed by averaging numerical values assigned to the grades awarded on that report and offer readers a 'ready reckoner' of performance. In broad terms, percentages in the 60-75% range indicate all is going well, percentages above 75% indicate things are going extremely well and percentages below 60% usually give an early warning that things are not going as well as we would hope.

CONSULTATION WITH BOYS

Though we recognise that the report is essentially directed to a boy's parents/guardians, we think it is important that boys are directly involved in the process, similar to our policy on inviting boys in 4th year and above to parents' evenings. To this end, parents will often find that the content of a report has already been discussed between boy and tutor and/or housemaster before it reaches home, especially those at the ends of terms. This allows tutors to have a good discussion about what has happened over the recent academic session with the information and feelings fresh in mind, in order to set some sensible, agreed, targets for the next session. Often tutor and housemaster reports will not be finalised until that discussion has taken place.

DELIVERY OF REPORTS

All reports are posted as pdfs to the parent portal and sent by email on or shortly after the last day of the relevant half or full term. Parents who have difficulty accessing the portal should send a message to support@abingdon.org.uk. Please do not contact anyone else to help with this kind of issue (e.g. Common Room secretaries).

'RIGHT OF REPLY'

We are very happy to hear parental responses to our reports. In the first place, please contact your son's housemaster.