

**Head**

Rupert Moreton, BA, MA, M.Ed

*Think for yourself, act for others***Year 13 Reports – September 2018**

28 September 2018

Dear Parents and Carers,

This week your son/daughter will bring home a report. Please contact their form tutor if they do not bring this report home. We very much hope this will provide you with a useful snapshot to discuss at home.

This report provides information on the following:

- A teacher assessment of learner characteristics (please see the other side of the report for an explanation of the grading). It is very important to note that you should **not** see the number as a score or a level out of five but a code which links to the most appropriate definition of your child's learning characteristics. Therefore, if your child *does not* achieve a 4 or 5, it does not mean he/she is under-achieving.
- An attendance summary since the start of term.
- A record of number of achievement points and negative events.

**How can you support your child in their learning?**

- Discuss this report with them
- Talk to your child about their learner characteristic scores and how they could improve their grading.
- Go through your child's attendance record with them. If there are gaps in attendance explain how important school and education are and that, whilst illness does occur, attending school as much as possible goes hand in hand with better results and learner characteristic grading.
- Discuss how having a positive attitude to learning and school will have a direct impact on learning characteristics grading and achievement points.
- Talk about any negative events – what these were how they could be stopped from happening in future, and how negative events can affect learner characteristic grading.
- Ensure your child has a quiet place to study away from things such as gaming, social media and other distractions.
- Your child is set homework using the Show My Homework website and we would ask parents and carers to support and encourage their children to complete their homework in good time, working on tasks every day and not leaving it until the last minute.
- Encourage your child to read. There is a direct correlation between literacy and achievement – and as a school, we recommend 30 minutes reading every day.

If you have any questions about the report, or the information it provides, please contact your child's form tutor – they will be happy to help.

Yours Sincerely

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## What is an FFT20 Target?

Fischer Family Trust (FFT) is an organisation which provides schools with data relating to examination performance including estimates of GCE grades based on their prior attainment. (For example, attainment in Key Stage 4). FFT estimates are widely used and similar to the measures used by OFSTED. FFT provide estimates with varying degrees of challenge, and we use FFT 20 as the basis of our Key Stage 4 targets; these use the level of progress seen in the best 20% of schools to calculate estimates.

The target is statistically generated and is not specific to your child but it does give a statistical indicator of what good progress should look like from end of Year 11 to the end of Year 13. If we consider a student's FFT20 score to be too low, we would increase it – however we do not want to lower aspirations so would not lower the target grade.

Your child's report is colour coded to show if we think they are making sufficient progress to achieve this target. See below for colour key. Do not be alarmed if you see some orange on your child's report. Learning has its peaks and troughs, and children often make faster progress at some points and slower at others. However, do look for patterns over time. For example, if you are seeing lots of red or orange, or a subject is orange over several reports, you may want to discuss your child's progress with school.

Blue	Student is projected to exceed FFT target
Green	Student is projected to achieve FFT target
Orange	Student is projected 1 grade below FFT target
Red	Student is projected 2 or more grades below FFT target

