



Head

Rupert Moreton, BA, MA, M.Ed

Think for yourself, act for others

Dear Parent/Carer,

Your son/daughter will be bringing home their report this week. Please contact your child's form tutor if they do not bring this report home.

We are also very excited to let you know that you can now see their report on our new Parent Portal by [logging in](#), clicking on your son/daughter's student profile, and then 'reports' on the left hand side. If you need your log on details re-sent, please email communications@cheney.oxon.sch.uk.

We very much hope this report will provide you with a useful snapshot to discuss at home.

Because reports are now being produced in our new Management Information System, you will notice that they are a slightly different layout, but the information we are sharing is still the same.

The one big difference with the new reports is that the colour coding for target grades are slightly different - the new colour key is below:

Significantly Below Target
Below Target
On Target
Above Target

Additionally, Learner Characteristics definitions are no longer printed on the back of the report. They are on the end of this letter, or you can find them on our website - [here](#).

The report provides information on the following:

- a GCSE projected grade which is generated by Fisher Family Trust, an explanation of which can be found below.
- 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 5 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.
- a record of number of Cheney attributes (achievement points) and Incidents (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.



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- 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 impact 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

Steve Palmer

Assistant Head

SPA@cheney.oxon.sch.uk

What is an FFT20 Target?

Fischer Family Trust (FFT) is an organisation which provides schools with data relating to examination performance including estimates of GCSE grades based on their prior attainment. (For example, attainment in Key Stage 2 SATs). 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 6 to the end of Year 11. 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 yellow or orange, or a subject is yellow/orange over several reports, you may want to discuss your child's progress with school.

Significantly Below Target
Below Target
On Target
Above Target

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	1. Needs significant improvement	2. Needs improvement	3. Working well	4. Working very well	5. Exceptional
Presentation of Work	Work is often incomplete and shows a lack of care and/or structure. Often spends an inadequate amount of time on tasks and takes little pride in their work. Often requires reminding over expectations of presentation.	Work is inconsistent and can sometimes be incomplete and shows a lack of care and/or structure. Sometimes spends an inadequate amount of time on tasks and takes little pride in their work. Sometimes requires reminding over expectations of presentation.	Work is always completed and shows care and structure. Student spends time on tasks and takes pride in their work. Student rarely requires reminding over expectations of presentation. Work is presented with care and effort.	Work is always completed to a high standard and is always done with care and structure. Student spends time on tasks and takes pride in their work. Student never requires reminding over expectations of presentation. Work is presented with a high level of care and effort. Work is very carefully completed and shows a wide range of well implemented presentation skills.	As for working very well plus the student spends time outside of lessons improving presentation or redrafting work.
Personal Organisation	Often does not bring the correct kit or equipment for lessons. Often late to lessons/tutor/assembly. Often does not have correct uniform. Often misses deadlines. Fails to prepare for assessments. Often requires the teacher to set and monitor targets for learning.	Sometimes does not bring the correct kit or equipment for lessons. Sometimes is late to lessons/tutor/assembly. Sometimes does not have correct uniform. Sometimes misses deadlines. Sometimes fails to prepare for assessments. Sometimes requires the teacher to set and monitor targets for learning.	With a few exceptions: brings the correct kit or equipment for lessons, is on time to lessons/tutor/assembly, has the correct uniform, meets deadlines, prepares for assessments, and/or works well setting and monitoring their own targets for learning.	Always brings the correct kit or equipment for lessons. Always is on time to lessons/tutor/assembly. Always has the correct uniform. Always meets deadlines. Always prepares thoroughly for assessments. Always works well setting and monitoring their own targets for learning. Plans ahead and is always equipped and ready to learn.	As for working very well plus prepares for lessons by reading around the subject and completing research in advance to a very high level. Always plans learning in advance. Is totally reliable. Deepens knowledge of topics studied and makes links with other areas of learning. Directs own research confidently using a wide range of resources.

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<p>Attitude to Learning</p>	<p>Negative attitude. Makes no effort to be involved in the lesson, and often disrupts the learning of others. Often fails to act on feedback provided, and as a result, may not make much progress. Is not interested in being challenged and will give up without really trying. Often takes little or no responsibility for their own learning or behaviour. Effort is frequently a cause for concern.</p>	<p>Effort to be involved in the lesson is inconsistent and/or can sometimes disrupt the learning of others. Sometimes fails to act on feedback provided, and, as a result, may not make much progress. Sometimes is not interested in being challenged, and may give up without really trying. Sometimes takes little or no responsibility for their own learning or behaviour. Effort is sometimes a cause for concern.</p>	<p>Positive attitude to learning, active in teamwork. Makes effort to be involved in the lesson, and never disrupts the learning of others. Acts on feedback provided. Is interested and motivated to improve and face challenges. Does not give up without trying. Takes responsibility for their own learning or behaviour. Effort is never a cause for concern.</p>	<p>Engaged, works well with a variety of groups, always contributes to the learning. Very positive attitude to learning. Makes significant effort to be involved in the lesson and supports the learning of others. Always acts on feedback provided to a high standard. Is very interested and motivated to improve and face increasingly difficult challenges. Does not give up without trying. Very high standard of effort in all lessons.</p>	<p>As for working very well plus highly engaged in seeking independent learning challenges. Demonstrates a real passion for learning. Significantly supports the learning of others.</p>
<p>Communication Skills</p>	<p>Often does not work well in a group or independently. Often is unwilling to express understanding/knowledge by joining in class or group discussions. Often lets others down in the class by failing to complete group work. Often does not ask or attempt to answer questions. Often fails to complete written tasks.</p>	<p>Sometimes does not work well in a group or independently. Sometimes is unwilling to express understanding/knowledge by joining in class or group discussions. Sometimes lets others down in the class by failing to complete group work. Sometimes does not ask or attempt to answer questions. Sometimes fails to complete written tasks.</p>	<p>Always works well in a group or independently. Always expresses understanding/knowledge by joining in class or group discussions. Always supports others in the class by completing group work. Always prepared to ask or attempt to answer questions. Always completes written tasks. Expresses ideas clearly in written work and/or discussion. Acts on feedback.</p>	<p>Always works well in a group or independently. Always expresses understanding/knowledge by joining in class or group discussions. Always supports others in the class by completing group work. Always prepared to ask or attempt to answer questions. Always completes written tasks. Expresses ideas clearly in written work and/or discussion. Prepared to take a lead in discussions and group work. Is very articulate. Is willing to take risks in expressing ideas.</p>	<p>As for working very well plus is able to write very accurately, succinctly and effectively in all situations. Is extremely eloquent. Always looking to support the development of the learning of others. Is very comfortable and effective in teaching and presenting to the whole class.</p>

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Homework Quality	Often does not complete homework or homework is regularly of a poor quality.	Sometimes does not complete homework or homework is sometimes of a poor quality.	Always completes homework to a high standard.	Always completes all homework to a high standard and often adds additional information and research.	Always completes all homework beyond our expectations and seeks opportunities to complete additional work.
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