

Primary Reporting - FAQs

1. Why the change and will report formats change again?

We have made these changes to our reporting procedures for a number of reasons: feedback from parents; feedback from staff and feedback from Nord Anglia. Each phase has worked together alongside other senior leaders to ensure a more consistent approach throughout the whole school. The graph on the back of the report shows we have high expectations for our students and achieve high outcomes. The longer a student is with us at BSG, the better they achieve. The dotted line shows this.

2. How are the end of year targets set?

These are set at the end of the previous academic year (late June) by your child's previous class teacher. Targets are based on:

- On-going teacher assessment throughout the previous year
- End of year assessment results
- The student's personal commitment to learning

3. How are the grades benchmarked and where do I find more details?

Year group expectations are based on UK achievement (UK National Curriculum). Detailed core curriculum documents are available to BSG parents in English, Chinese and Korean. These give a yearly overview of objectives in the three core subjects of Reading, Writing and Maths. In addition, an overview of the termly curriculum in all subjects is sent each term. The weekly Parent and Teacher Home Support (PATHS) letters, sent by teachers each Friday, are a great way to understand your child's learning too.

4. If the number stays the same each term, does it mean your child isn't making progress?

If the number on your child's report each term is the same as the end of year target, your child is making very good progress towards their target. There is no limit to learning at BSG. Teachers are ambitious for our students and will always set challenging but achievable targets. The student may have an exceptional year and achieve higher. This is encouraged, celebrated and will be noted as the year goes on but the original end of year target will not change. When setting targets for the following year, this progress is taken into account.

5. Why is my child not given the highest target of 9 at the start of each year?

Target setting is based on a deep understanding of each individual child. We ensure that every child receives an ambitious and challenging but achievable target. These targets can also change year on year based on the student's progress. It's important to note the longer your child stays with us, the more likely they are to achieve higher grades.

6. What do the numbers mean and how do they compare to the old 'IDAM' system?

Number	Description	IDAM Equivalent
9	Worked Beyond Age Related Expectations	M
8		M
7	Working at Age Related Expectations	A
6		A
5		A
4	Working Towards Age Related Expectations	D
3		D
2		D
1	Working Below Age Related Expectations	I
0		I

7. If you would like to find out how your child is progressing mid-year, who do you talk to?

Reports are issued three times a year and you will be invited to a formal Parent Teacher Consultation (PTC) twice each year. You are also welcome to email your class teacher to arrange a meeting at any time throughout the year.

8. When do formal diagnostic tests take place?

Throughout the year, teachers use a range of methods to assess students. Towards the end of the academic year, students complete an external assessment in Reading and Maths. Writing is teacher assessed and moderated throughout the year. These tests are used alongside on-going teacher assessment to inform the end of year attainment score.

9. Is this feedback system used in all BSG Primary year groups?

Yes. It also aligns with our Secondary School to show a clear path for your child leading to IGCSEs and A-Level qualifications. It is important to note that teachers in each year group moderate results to ensure consistency across the school and with students in the UK.

10. Why is there no science grade? How does the school decide which subjects to include?

In-line with UK National Curriculum guidelines, schools report progress in Reading, Writing and Mathematics. With the exception of Music, Physical Education (PE) and Mandarin, all other subjects are taught through cross-curricular learning linked to real-life and meaningful situations. Learning objectives for other subjects such as History, Geography and Science are planned to ensure all National Curriculum objectives are taught. To learn more, read the termly 'Curriculum Map' for your child's year group or simply talk with your child's teacher.

11. I would like more information from 'specialist teachers' in subjects such as Mandarin Language, Physical Education (PE) and Music.

Specialist teachers are available during Parent Teacher Consultation days (PTCs) or simply email them to request a meeting at any time during the school year to discuss progress and support.

12. Can students be separated into different classrooms based on their ability?

Research shows that mixed ability Primary classes are the best way to support learning of all abilities for your child's age. At BSG we recognise that children are different and have different areas of strength. By working in mixed ability classes, all children have the opportunity to excel; sharing and explaining their understanding with peers when confident and learning from others when unsure.

13. If my child moves to another school, will other teachers understand this report?

Yes. Our reports outline a very clear path that your child is on with trends of learning and personalised teacher comments. BSG can also provide a recommendation letter directly to other schools that includes assessment records, academic reports, teacher assessments and further information from the Head of School or School Principal. We have an amazing track record as a school with students moving to world class schools overseas and of graduates going to top universities.

14. What can you do at home to help your child's learning?

The best way to support your child's learning is by being interested in what they have done in class. Ask questions about what they enjoyed or learned that day. Our Home Learning policy also sets out the weekly guidance to both consolidate and extend learning from class. Additionally, we provide a curriculum guide for Maths and English for the whole year and termly 'Curriculum Maps' showing what your child will be learning. The weekly PATHS letter is also a useful place to find tips on how to help your child at home, including extra challenges. If you would like any more ideas, simply book a meeting with your child's teacher to discuss further.

