



WIRRAL
GRAMMAR SCHOOL
FOR BOYS

REPORTING 2026/27

Parent guide



Discover, Thrive, Belong

Guide to Reporting 2026



The Reporting Calendar 2026-27

W K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46						
YR	IN B	A	B	A	B	A	B	A	OCTOBER HALF TERM	B	A	B	A	B	A	B	CHRISTMAS HOLIDAYS	A	B	A	B	A	B	FEBRUARY HALF TERM	A	B	A	B	A	SPRING BREAK	B	A	B	A	B	A	B	MAY HALF TERM	A	B	A	B	A	B								
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	Sep				Oct						Nov				Dec					Jan					Feb						Mar					Apr					May					Jun				Jul		

	Holiday
AW	Assessment week
M	Mock examinations
O	Oral examinations
C	CAT tests
P	Parents' Evening
TP	Year 7/10 Tutors' evening
EE	External examinations
FM	Faculty Meeting

G	Grade reports to parents
DD	Data deadline
T	Target reports to parents
F	Form Tutor reports
O	Options
Tw	Twilight
Yr	Year/House Team meeting
I	INSET



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Key Stage 3

Current Grade will be Mastering, Securing, Developing or Emerging.

Year 7

First data deadline – Monday 30 th November (Effort grades/Barriers to Progress) – no grades at this point
Grade Reports to Parents – Monday 7 th December
Second data deadline – Friday 19 th March (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Thursday 25 th March
Form Tutor Nomination for Awards Evening – Monday 7 th June
House Award deadline – Monday 14 th June
Third data deadline – Wednesday 30 th June (Current grade/Effort grades/Barriers to Progress)
Progress data reports to parents - Friday 9 th July

Year 8

First data deadline – Monday 30 th November (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Monday 7 th December
Second data deadline – Friday 19 th March (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Thursday 25 th March
Form Tutor Nomination for Awards Evening – Monday 7 th June
House Award deadline – Monday 14 th June
Third data deadline – Wednesday 30 th June (Current grade/Effort grades/Barriers to Progress)
Progress data reports to parents - Friday 9 th July



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Year 9

First data deadline – Monday 30 th November (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Monday 7 th December
Second data deadline – Friday 19 th March (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Thursday 25 th March
Form Tutor Nomination for Awards Evening – Monday 7 th June
House Award deadline – Monday 14 th June
Third data deadline – Wednesday 30 th June (Current grade/Effort grades/Barriers to Progress)
Tutor reports deadline – Thursday 8 th July
Progress data AND tutor reports to parents - Tuesday 14 th July

Key Stage 4

Projected Grade will be based on a 9-1 scale. ICT is graded on a scale of Pass, Merit or Distinction.

Year 10

First data deadline – Monday 30 th November (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Monday 7 th December
Form Tutor Nomination for Awards Evening – Friday 15 th May
House Award deadline – Monday 14 th June
Mock examinations completed - Friday 23 rd April
Second data deadline – Friday 7 th May (Mock grade/Effort grades/Barriers to Progress AND Target reports)
Mock results day Wednesday - 12 th May (outcomes to parents)
Target reports and mock data to parents - Monday 17 th May



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Year 11

Mock examinations completed - Thursday 17 th December
First data deadline – Friday 8 th January (Mock grade/Effort grades/Barriers to Progress AND Target reports)
Mock results day/data to parents – Wednesday 13 th January
Mock data AND Target Reports to parents – Tuesday 19 th January
Second data deadline – Friday 19 th March (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Thursday 25 th March

Key Stage 5

Projected Grade will be based on A*- U (apart from PE and Music)

Year 12

First data deadline – Monday 30 th November (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Monday 7 th December
Second data deadline – Friday 19 th March (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Thursday 25 th March
Form Tutor Nomination for Awards Evening – Monday 7 th June
House Award deadline – Monday 14 th June
Mock examinations completed – Friday 28 th May
Third data deadline – Friday 18 th June (Mock grade/Effort grades/Barriers to Progress AND Target Reports)
Mock results day – Wednesday 23 rd June (outcomes to parents)
Target Reports and mock data to parents – Monday 28 th June



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Year 13

First data deadline – Friday 6 th November (Projected grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Monday 16 th November
Mock examinations completed – Thursday 17 th December
Second data deadline – Friday 15 th January (Mock grade/Effort grades/Barriers to Progress/Target Reports)
Mock results day/data to parents – Wednesday 20 th January
Mock data AND Target Reports to parents – Monday 25 th January
Third data deadline – Friday 19 th March (Current grade/Effort grades/Barriers to Progress)
Grade Reports to Parents – Thursday 25 th March



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Report Contents

Whilst there are some Key Stage specific differences between the reports, the majority of content is shared. The numbered areas will be explained in the following pages.

Year 7 Progress Report Summer 2026

Student: Joe Briggs		Tutor Group: 7LEM
Attendance: 97%	Authorised Absence: 3%	Unauthorised Absence: 0 %
Commendations: 95 Year Group Average: 79	Behaviour Reprimands: 5	Academic Reprimands: 1

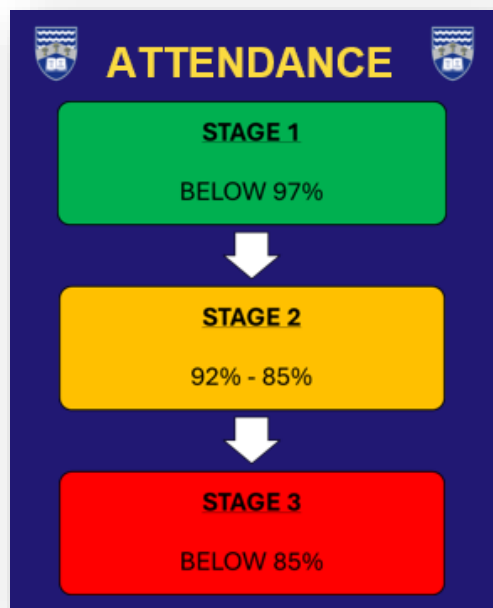
Subject	Spring Attainment Grade	Summer Attainment Grade	3 Effort Grade	4 Attributes (Optional)	5 Barriers (Optional)
Art	Mastering	Mastering	2	High Engagement in Lessons Organisation	
Computer Science & IT	Developing	Mastering	3	Excellent Behaviour	
Design Technology	Securing	Developing	3	Response to Challenge	Confidence Concern





1

Attendance



We have placed attendance at the start of all our reports. The reason is simple; those that attend school more, do better. It is the only 'group' (e.g. SEND, Pupil Premium, Middle Ability etc.) that consistently underachieves.

Heads of Year scrutinise attendance data each week. This then informs next steps with regards to our 3 staged system.

Stage 1—*Early awareness raising* – Letter home to parents to say their child's attendance has fallen below the school's expectation of 97%. Form tutor conversation with pupil will also happen.

Stage 2 – *HOY Panel meeting* – Where a pupil's absence has continued, parents are invited in for a supportive meeting to look at barriers to attendance and agree a route forward with the Head of Year and a member of the attendance team.

Stage 3 – *HOF Panel Meeting* – Where a pupil's absence has continued and is now a cause for concern, parents are invited in to school for another meeting to discuss their child's attendance. Milestones are set and parents are informed of the actions the school will take if their child's attendance does not improve.





Commendations & Reprimands

Throughout the year, you can see your child's behaviour record through the Bromcom MCAS app. This will show all behaviour points and totals from across all lessons and beyond. This works on a points system with negative being taken away from positive to give an overall score. The commendation year average is given for you to make a comparison.

Commendations

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. The reward system centres on the awarding of commendations in 4 key areas:

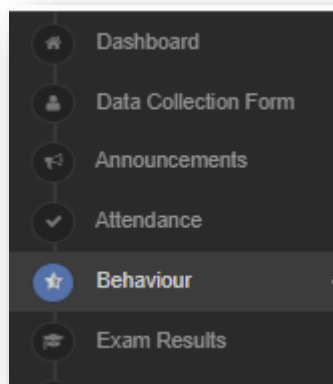
Academic Excellence	Has demonstrated outstanding achievement, commitment, and high standards within their academic studies.
Persistence & Perseverance	Has shown determination and resilience in overcoming challenges, leading to significant personal or academic improvement.
Participation & Leadership	Has made a valuable contribution to school life through active participation, commitment, and positive involvement beyond the classroom.
Helping Others	Has demonstrated kindness, support, and consideration for others, making a positive difference to the school community.





Reprimands

Reprimands exist on three levels with level 3 being the most serious. Both academic (pink) and behaviour (blue, yellow and red) reprimands are recorded and used by subject staff and support staff. It is used for tracking behaviour by members of staff across the school, especially by the Heads of Year, Heads of Department and Heads of Faculty. The awarding of reprimands would likely see some form of action take place. This action could range from a conversation to a detention. Please see the Behaviour, Attendance and Anti-Bullying Policy on the school website for more details.



You can see your child's behaviour records on the MCAS Parent App and web portal.

Go to the 'Behaviour' tab from your dashboard.





3

Effort Grade

To simplify the Effort score for students, we have reduced this to one effort grade. This summarises the students' approach to learning across areas such as engagement, behaviour, homework etc. In this school, our expected grade for effort is defaulted to '3'. Exceptionally, a small number of students will gain '1' for some areas and this is to be celebrated. If students are gaining '5', we would expect contact to have been made already.

Effort Grades 1-5	
1	Exceptional effort which is <u>above and beyond</u> what is typical for the <u>majority</u> of students
2	Above expected - A real effort is being made
3	Meets expectations - Enough effort is being applied not to cause concern although perhaps there is more that could be done to reach potential
4	Below expectations - The current effort is reducing the chances of potential being reached
5	Significant cause for concern - The effort or attitude is having a detrimental effect on their education and possibly others. Without improvement, potential is very unlikely to be reached





Attributes

Most of our students, most of the time, do exactly what we ask of them; these students make impressive progress in learning and outcomes; these behaviours and attitudes are to be celebrated. We call these 'Attributes' and we want to ensure that teachers have the opportunity to highlight them in our reporting system. These should be applauded as they ensure that learning is being maximised where it matters most; in lessons. This is not an exhaustive list but it will indicate where we see a positive approach to life in this school.

Attributes descriptors	
High engagement in lessons	Participates enthusiastically in learning activities Active involvement is improving progress
High Standard of Homework	Homework is always completed or submitted on time High-quality work is produced outside lessons
Long-term Memory	There are rarely issues in retaining previous learning Preparation for assessments is excellent and therefore leading to positive outcomes
Quality of work	The quality of work demonstrates care and attention to detail <u>consequently</u> , it aids long-term learning. Presentation shows care.
Independent Worker	Works independently without support to complete tasks. Responsibility taken for learning
Excellent Behaviour	Demonstrates a positive approach to all aspects of learning Consistently strives to be their very best
Response to Challenge	Perseveres through difficult tasks Responds positively to setbacks
Organisation	Always ready for learning; there has very rarely been an occasion when there is a failure to bring in the correct equipment for learning e.g. books, calculator, PE kit
Focus	Prompts are never required to engage with the lesson or to continue a task. Active listening means that progress is rapid as key knowledge is gained quickly
Leadership Qualities	Acts as a positive role model for other students Supports others appropriately in lessons and sometimes beyond
Teamwork & Collaboration	Works effectively and respectfully with peers in various settings This supports collaborative learning in lessons





Barriers

Of course, we understand that not all students get it all right all the time. We may be indicating some concerns if students are getting grade '4' or '5' for effort. We'd expect to see the reasons for this identified in the 'Barriers' section. We have codes for each of the 'effort' areas; if there are concerns in one of these areas, you may expect to see the reason identified in this column. Again, this is not an exhaustive list but will give you a broad understanding of the issues. As always, if you have a concern about your child's progress, please contact his Form Tutor in the first instance.

Barriers to progress descriptors	
Low engagement in lessons	Participation levels are inconsistent More active involvement would improve progress
Homework Concern	Homework is not always completed or submitted on time Greater consistency is needed
Long-term Memory Concern	There are some issues in retaining previous learning More time may be needed preparing for assessments
Quality of work	The quality of work could be better if a bit more care was taken. Presentation may also make it difficult to read and therefore mark
Limited Independent Work	Requires significant support to complete tasks. Needs to develop greater independence.
Disruptive Behaviour	Disruptive behaviour can be distracting to the extent that it is disrupting learning Needs to make more positive choices in lessons
Response to Challenge	As tasks become more demanding, there are occasions when there is evidence of 'giving up' or losing focus
Organisation Concern	On a few occasions, there has been a failure to bring in the correct equipment for learning e.g. books, calculator, PE kit
Focus Concern	Prompts are required to engage with the lesson or to continue a task. On occasion, distraction and concentration cause concern
Attendance Concern	There are some gaps in learning that need to be caught up on, possibly due to absence or other commitments
Confidence Concern	Sometimes reluctant to contribute despite having good ideas





Current Progress

Measures of current progress will depend on the Key Stage your child is in. For more information on curriculum content and assessment, please visit the school website. Please look in the 'School Information' section and the pertinent curriculum areas.

Key Stage 3

At Key Stage 3, in general the attainment grade can be viewed as a 'working at' grade. The Key Stage 3 Curriculum Guides detail what has been taught, how they have been assessed and how that information has been used to determine a descriptor for attainment. These descriptors provide an indication of how your child has attained from the start of the Key Stage or since the last report. At KS3, there are 4 attainment descriptors; Mastering, Securing, Developing & Emerging. We would expect to see some variation in attainment across the Key Stage as your child tackles more challenging topics and themes. If they are 'mastering' at one stage, they may not be doing so later in the year.

It is important to use the information within the Curriculum Guide to have in-depth conversations with your child about the descriptors they receive for each subject. The assessment maps will show you what they need to work on and what they need to maintain. The attainment grade gives parents, students and teachers an indication of progress.

Key Stage 4

For Key Stage 4, the 9-1 grade system is used (apart from IT) which reflects the final gradings given after final examinations. Departments are asked to consistently review assessments and the recording of outcomes to gain an accurate understanding of current performance. These grades are a 'working at' grade. For example, if a child in Y10 receives a Grade 8 for Biology, that does not mean they can sit the paper now and gain that grade. It means they are performing in-line with students from the past who have gone on to receive that grade. This is NOT a 'flightpath'.





Key Stage 4 GCSE targets are based upon the CAT assessments undertaken in Year 7 and Year 9. We combine this data with two other external online systems to generate accurate and challenging targets. Again, if students gain the higher grade in their bespoke range, they will be achieving in the top 20% of the national cohort for similar students.

Key Stage 5

At Key Stage 5, we use the A*-E grades which also reflect the end of Key Stage examination outcomes (apart from PE and Music). Similarly, they will be gaining grades that are a projection to what we think they are capable of achieving at the end of the Key Stage; students in Y12 will gain 'A*' grades despite being unlikely to perform at that level in a full examination just yet. Grades at KS4 and 5 are drawn from multiple sources including classwork, homework, in-class assessments, examinations, project work, etc.

Target grades are used as a benchmark by which current attainment can be measured. For Key Stage 5, we use GCSE average scores and utilise a number of external systems to create and monitor our accuracy. Targets are bespoke to each student and depend not only on GCSE performance but also school age, sex, and any educational needs. We provide a range of outcomes and if students achieve the higher grade, they will be achieving in the top 20% of students nationally. The upper grade is not a 'ceiling' and we expect many students to exceed these grades. Target grade ranges are given at KS4.

We hope that you find this guide useful in understanding the content and reasons for the changes we have made to the reporting process. By reading and engaging with this guide, we hope that you are more informed about where your child is making progress and if there are areas upon which we can all work on.

As always, we welcome your feedback. If you have any observations or queries, please contact the School Office in the first instance. The e-mail address is schooloffice@wirralgrammarboys.com

Thank you for your ongoing support and interest.

