



Reporting and Assessment Guidance for Parents

Year Twelve & Thirteen

2026-2027





We aim to keep you informed about your child's progress in a variety of ways; progress reports, parent-teacher consultation evenings and guidance meetings.

Year 12

Progress report 1:	November
Progress report 2:	February
Parent teacher consultation evening:	Thursday 25 February
Exam and UCAS report:	June
Guidance meetings:	Wednesday 30 June

Year 13

Progress report 1:	October
Progress report 2:	January
Progress report 3:	March
Parent teacher consultation evening:	Thursday 11 March

Assessments periods:

Students in Year 12 will have an assessment fortnight starting in the school week beginning Tuesday 5 May. In all subjects, students will sit two exams which reflect the A-Level exams that they will sit in summer 2028 and cover material they have studied throughout Year 12. The outcomes of these exams will inform each student's UCAS predicted grades. These predictions are submitted to universities who use them, alongside a range of other information, to determine offers for specific courses. Students who do not pass the end of Year 12 exams have an opportunity to resit the exams at the beginning of Year 13. The outcome of the resit will not alter the UCAS prediction determined in June.

Students in Year 13 will have an assessment fortnight in which they will complete mock examinations. This fortnight will commence week beginning 18 January.

Parent teacher consultation evening:

Parent teacher consultations for Sixth Form students are valuable, face-to-face meetings, in school. Appointments are booked via the Arbor parent portal and approximately a fortnight before the event you will receive an email explaining how to set up your appointments. Appointments will open a few days after this to give everyone a chance to read the instructions. It is a simple procedure. Appointments will last for a minimum of five minutes.

As form tutors are also subject teachers you will not be able to book an appointment with your daughter's form tutor. Therefore, should you have any concerns about your daughter's social and/or emotional well-being, please contact the Form Tutor or Head of Year separately.

You will find that the focus of the meetings will be on progress rather than attainment. Teachers will make you aware of any minor concerns and discuss with you the next steps that your daughter should take to



make the best progress. You will hear from the subject teacher or Head of Year before this if there are any major concerns. We strongly encourage students to attend the appointment alongside their parents so that they can fully participate in the discussion.

Y12 Guidance Meetings:

In July, you will be invited to attend a guidance meeting with your child. This will be held after the end of Year 12 exam period and is designed to help students review and refine their further education or career choices in light of their exam performance and future plans.

Progress reports:

Progress reports are shared on the Arbor parent portal and you will be alerted to a new report by email.

After the first progress report your daughter will have a learning conversation with individual subject teachers to discuss targets that support further progress through the course.

Progress reports will provide you with the following information:

1. Best Fit Grade (BFG)

The Best Fit Grade (BFG) is a teacher assessment on the student's work to-date and is intended to give a holistic view of how that student is performing. It is based on classwork, homework and performance in tests or timed essays. Mock exams will carry more weight if included in the Best Fit Grade. Each report will provide subject specific guidance that, if followed, will support good progress.

When a progress report follows the Y12 end of year examinations or the Y13 mock examinations, the Best Fit Grade will be replaced with the Exam Grade achieved in each subject.

2. Most Likely Outcome (MLO)

From the summer of Year 12 onwards, reports will include a grade in each subject that your child studies, indicating the most likely achievement in the final A-Level exams. It is an indication of how well they could perform but is by no means a cap on their potential or a guarantee that they will reach this level. With an increasingly positive approach to learning, students can increase their potential.

3. Approach to Learning

Students are also awarded a colour to indicate the attributes that they have displayed as a learner. Descriptors of each colour can be found overleaf and will be included with each report. Please use this as a guide when discussing progress and achievement. It can be far more informative than actual grades as it reveals how well a student is learning. Evidence from our A level results show that most students with a good approach to learning make good progress, whilst those with a poor approach tend to underachieve. We want to develop students to become curious, resilient and reflective individuals as this, in the end, will make them more successful learners both at school and beyond. You will see that the comments found on each report, providing subject specific guidance on how to improve, very often focus on approach to learning.

Reports will also provide you with information on attendance and punctuality to school.



Purple Exceptional	Students who consistently meet our “Exceeding NHSG Expectations” (Blue)
Blue Exceeding NHSG Expectations	<p>Students who, in addition to meeting our expected requirements, are also proactive in at least two of the following:</p> <ul style="list-style-type: none"> • Regularly asking and answering challenging questions. • Frequently reviewing work and revising thoroughly for assessments. • Undertaking additional work without being prompted. • Engaging in wider reading around the subject. • Taking part in and/or leading extra- and supra-curricular activities in the Department.
Green NHSG Expectations	<p>Students demonstrate independent and proactive learning habits by:</p> <ul style="list-style-type: none"> • Actively participating in lessons. • Asking and/or answering questions. • Actively listening to others. • Reflecting on work and actively engaging with feedback. • Cooperating with and being respectful towards staff and peers. • Completing all homework to the best of her ability. • Reflecting and enacting upon feedback. • Reviewing work and revising for assessments. • Proactively catching up on work missed. • Engaging with Independent Study. • Attending revision or support sessions including seeking support before work is due in if help is required. • Being punctual to lessons. • Having all necessary books and equipment for the lesson. • Meeting all deadlines. • Handing in work in advance when an absence is foreseeable. • Finding a teacher before work is due in if an extension is required.
Yellow Below NHSG Expectations	<p>Students who do not meet one or two of our expected criteria, for example:</p> <ul style="list-style-type: none"> • Inconsistently reflecting on work and engaging with feedback. • Not always having all necessary books and equipment for lessons. • Not meeting all deadlines/handing in work late without agreeing extensions in advance. • Passive or disengaged in lessons. • Homework below expected standard. • Inconsistent effort to review work and revise for assessments. • Requires prompting to catch up on work. • Does not request help with work that she finds challenging. • Does not attend support/revision sessions (if applicable). • Sometimes late to lessons.
Orange	Students who do not consistently meet three or more of our expected criteria