

29th June 2021

Dear Parent(s)/Guardian(s)

Remove, Lower Four, Upper Four and Lower Five End of Year Reports

We are very pleased to inform you that your daughter's end of year report will be available on the Parent Portal today. Please find attached a copy of the normalised score information, which is relevant to Remove, Lower Four and Upper Four and a letter which is relevant to Lower Five. Please do use this information when considering your daughter's achievements. If you have any difficulties please visit the parent portal page on our website <https://www.ladiescollege.com/information/communication-to-parents> in the first instance and then contact portal@ladiescollege.ac.gg if the advice present does not resolve your issue.

We hope that your daughter is encouraged by her report and it will add to her confidence, as she is able to see the progress made. We also hope that you will be pleased to read the feedback and celebrate your daughter's achievements, whilst considering how to approach next year.

Numerous checks are carried out during the process of writing and finalising your daughter's report, however, should you notice any errors or if you have any concerns or queries, please do not hesitate to contact us.

Information for September 2021 – Year Co-ordinator team

I know that Mrs Clancy will give more detail regarding staffing in her end of term letter to you, however, I am delighted to advise you of Year Co-ordinators who will be working to support your daughter, alongside her Form Tutor for the next academic year.

| YEAR GROUP | TUTOR | ROOM |
|-------------------|----------------------------|-------------|
| Remove X | Miss I. Ellen | 4 |
| Remove Y | Miss F. Barclay | 2 |
| Remove Z | Dr. E. Whelband | 1 |
| | | |
| Lower 4X | Miss Le Tissier / Mrs Roue | 21 |
| Lower 4Y | Mr J. Smith | 17 |
| Lower 4Z | Miss C. Alston | 16 |
| | | |
| Upper 4X | Mrs B. Henderson | 9 |
| Upper 4Y | Miss J. Moon | 14 |
| Upper 4Z | Mrs C. Montague | 11 |
| | | |
| Lower 5X | Mrs R. McGregor | 6 |
| Lower 5Y | Miss B. Bathany | 8 |
| Lower 5Z | Mrs C. Feldmesser | 7 |

| | | |
|-----------|-------------------|-------|
| Upper 5X | Ms S. Ace-Hopkins | 3 |
| Upper 5Y | Miss E. Johnson | 18 |
| Upper 5Z | Mrs K. Elders | 5 |
| | | |
| Lower 6A | Miss E. Dudin | LC |
| Lower 6B | Mrs H. Le Maitre | Art 1 |
| Lower 6C | Miss A. Hagedorn | LC |
| Lower 6 D | Mr P. Hill | 19 |
| | | |
| Upper 6A | Mrs Z. Ellis | 20 |
| Upper 6B | Dr K. Marshall | JLab |
| Upper 6C | Dr S. Smith | 22 |
| Upper 6D | Mr D. Bolt | 23 |

Year Co-ordinators

| | |
|--|--|
| Remove Year Co-ordinator | Mrs C Gribbens |
| Lower School Co-ordinator - Lower Four | Miss C Le Maitre (<i>maternity cover - Mrs Appelqvist</i>) |
| Lower School Co-ordinator– Upper Four | Mr T McGovern |
| Upper School Co-ordinator - Lower Five | Mrs B Smith |
| Upper School Co-ordinator - Upper Five | Mrs M King |
| Head of Sixth Form | Miss E Clements |
| College Councillor | Miss G Lindsay |
| Deputy Principal (Pastoral) | Dr V Mitchell |
| Principal principal@ladiescollege.ac.gg | Mrs A Clancy |

Start of Term Arrangements

Monday 6th September 2021

New Remove – arrive for 0830 and go to Form Rooms
(photographs from 0910)

Lower Four – arrive for 0900 and go to Form Rooms
(photographs from 0940)

Upper Four – arrive for 0930 and go to Form Rooms
(photographs from 1010)

Lower Five arrive for 1000 and go to Form Rooms
(photographs from 10:40)

Upper Five arrive for 1000 and go to Form Rooms
(photographs from 11:10)

Lower Sixth arrive for 09:00 and go to Leaf Centre –welcome from Miss Clements then off to Form Rooms with tutors.
(photographs from 13:20 and lunchtime)

Upper Sixth arrive for 10:00 and go to Leaf Centre –welcome from Miss Clements then off to Form Rooms with tutors.
(photographs from 11:40 and lunchtime)

We hope that you all have a restful and enjoyable summer break and we look forward to welcoming your daughter back to College on Monday 6th September 2021.

Yours sincerely,

Vanessa Mitchell

Dr V. Mitchell
Deputy Principal (Pastoral)

29th June 2021

Dear Parent(s)/Guardian(s)

Lower Five Reports

The Lower Five report includes a grade that represents the subject teacher's judgement of the grade your daughter is most likely to achieve, based on her work so far. In most cases this will be in line with the recent examination mark, however, there may be situations where this is not the case and this will be commented on within the report. This may be particularly true where there is a significant coursework element or individual student circumstances that have affected the results.

The grade boundaries used in the Lower Five examinations are determined using the ability profile of the students taking that subject, teacher judgement and the previous performance of past students. It should be emphasised that this grade is to provide guidance for you and your daughter to understand the progress she is making, to celebrate her achievements and to identify any areas for further work or remedial action.

Please reinforce our advice to your daughter to view her results as her own and to avoid comparisons with her peers. We hope she will be contented with what she has achieved and will plan to overcome any areas for improvement with our support.

It is College policy that we do not release examination papers, however, all teachers review examination papers with students in class and the results are also reviewed by the appropriate Year Co-ordinator. Should you or your daughter have any concerns regarding her progress please be assured that we have a tracking process and may contact you after the summer break. Please do not hesitate to contact us if required.

For any further clarification or understanding of your daughter's examination results, please contact Mr Barnes directly at hbarnes@ladiescollege.ac.gg

If you have any queries that relate to the report of a technical nature, please contact Mrs Sarah Duguid sduguid@ladiescollege.ac.gg

Yours sincerely,

Howard Barnes

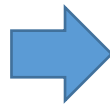
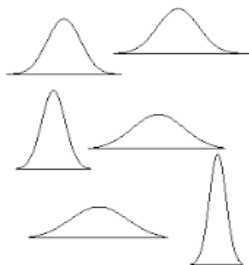
Mr H. Barnes
Director of Studies

Below is a guide to interpreting the standardised scores. We would like to emphasise the importance of using these scores to enable each student to evaluate her progress individually. Raw marks and percentage scores will vary between subjects and, in the same subjects, between exam sessions. As a whole, each year group makes progress in their knowledge and skills each year which ultimately results in their final (IGCSE) grades. A student who achieves similar standardised scores in her subjects and between examination sessions is performing at a similar standard in those subjects and sessions. She should be congratulated in most cases as this means that she is continuing to make the expected progress or should look at her targets if she had previously had a low score and was aiming to improve on this.

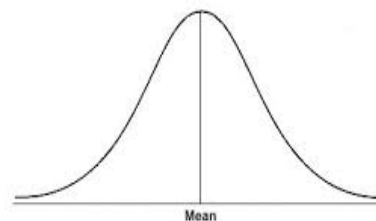
How are examination scores reported?

The scores for all subjects and year groups are standardised so as to provide a direct comparison both between the subjects and within a subject year on year. The same score in two different subjects or in two different exam sessions means that the student is performing equally well in both subjects/sessions relative to her peers. Standardised scores are also used by examination boards to ensure comparisons are fair between subjects and sessions.

Individual cohort subject scores



Standardised cohort subject scores



What do the numbers mean?

The average score for all subjects is 116 with roughly two thirds of the students scoring between 101 and 131.

How should I interpret the record of historical averages?

A difference of plus or minus 5 or more marks from one average to another is significant although this should be interpreted in the light of an overall trend. Note that the Trinity 2020 marks (*) are not present as we did not sit exams this year but are shown below for future comparisons.

Example 1:

| Michaelmas 2018 | Trinity 2019 | Michaelmas 2019 | Trinity 2020 | Michaelmas 2020 |
|-----------------|--------------|-----------------|--------------|-----------------|
| 106 | 109 | 104 | (103)* | 108 |

Although there are small changes, the increases and decreases tend to balance out. The above student could be described as performing consistently in her examinations and should be congratulated, particularly if maintaining her progress was her target.

Example 2:

| Michaelmas 2018 | Trinity 2019 | Michaelmas 2019 | Trinity 2020 | Michaelmas 2020 |
|-----------------|--------------|-----------------|--------------|-----------------|
| 125 | 122 | 124 | (117)* | 110 |

The above student clearly shows a marked decline in performance, she drops from 124 to 110 over three sessions each fall being greater than 5. Falling averages such as these should be a cause for concern.

Example 3:

| Michaelmas 2018 | Trinity 2019 | Michaelmas 2019 | Trinity 2020 | Michaelmas 2020 |
|-----------------|--------------|-----------------|--------------|-----------------|
| 117 | 114 | 119 | (118)* | 127 |

The above student has shown a marked improvement between this year and last (an increase of 8 or 9 after a stable earlier average is significant) and the student should be congratulated on performing above expectations.

Please reinforce our advice to your daughter to view her results as her own and to avoid comparisons with her peers. We hope she will be contented with what she has achieved and will overcome any disappointment with our support.

It is College policy that we do not release examination papers, however, please be assured that all teachers review examination papers with students in class and the results are also reviewed by the appropriate Year Co-ordinator. Your daughter will also have had a tracking interview with her Tutor to review progress, set targets for the future and identify any support required. As a result of this, we may contact you but please do not hesitate to contact us if you have any concerns regarding her progress.

For any further clarification or understanding of your daughter's examination results, please contact Mr Barnes directly at hbarnes@ladiescollege.ac.gg

Yours sincerely,

Howard Barnes

Mr H. Barnes
Director of Studies