

The Norton Knatchbull School

Explanation of Student Monitoring Report Grades

Academic Year 2015/16

The end of key stage **target grades** tell you the potential your son/daughter has in each of his/her subjects. These targets are challenging and are personalised based on each individual student's prior attainment at the end of Key Stage 2 (Year 6), Key Stage 3 (Year 9) and Key Stage 4 (Year 11) as he/she progresses through the school. Clearly, this is merely a statistical indication of potential, and should not be interpreted as a promise (hard work is required to achieve it!) or a ceiling (there are many students each year who exceed their target grade). It is, however, useful as an indicator to see how good your child's current achievement is when compared with his/her potential. As previously advised, students in Years 7 and 8 will embark upon their GCSE studies in Year 9 and the grades are therefore indicators of their performance throughout their key stage three studies.

The **current grades** show you how well your child is currently doing in each subject, and this grade will be given by the teacher based on a variety of pieces of work including a formal end-of-unit assessment. The current grades will be shown as National Curriculum levels and sub-levels for Years 7 and 8 and for most subjects in year 9. Science subjects start their KS4 curriculum in Year 9 so biology, chemistry and physics will report current grades as GCSE grades. For years 10 and 11 all current grades relate to GCSE grades. For years 12 and 13 the grades relate to A2 grades.

The report will also show **projected grades**. For students in Years 7-11, these show the grades that staff feel the student is on track to achieve **by the end of the current Key Stage** (ie at the end of Year 9 for students in Years 7-9 or the end of Year 11 for students in Years 10-11) if he continues to work at the present rate. For sixth form GCE students, the projected grade is the grade staff feel the student is on track to achieve in his/her A2 examinations. Projected grades will allow for a discussion with your son/daughter about the quality of "input" (i.e. attitude to learning and homework) versus "output" (i.e. the current grade and the projected grade). Clearly, if a student works consistently hard both in and out of lessons, he/she will be able to either meet or exceed his/her target grade.

Year 10 English and Maths Grades – as previously advised by the Subject Leaders for English and Mathematics, Year 10 students are the first cohort to embark on the new GCSE specifications in these subjects. The new GCSE will be examined, for the first time, in 2017 and when students receive their results, these will be using the new grading system of 1 to 9, where 9 is the highest grade. Ofqual (the examination board regulator) has provided the following explanation of the new grades:

- The bottom grade of 1 will be aligned with the bottom of the current grade G.
- A grade 5 will be positioned in the top third of marks for a current grade C. We believe that all students at The Norton Knatchbull are capable of achieving at least this grade.
- A grade 6 will be positioned broadly in line with the current grade B.
- Broadly the the same proportion of students will achieve a grade 7 and above as achieve an A and above.
- For each exam, the top 20 per cent of those who get a grade 7 or above will get a grade 9 – ie the very highest performers.
- Please see below a leaflet prepared by Ofqual which sets out the new grades alongside the current GCSE grading structure.

Grading the New GCSEs in 2017

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 									
A*		A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE									

In Years 10 - 13, the **current and projected grades** may include a number and/or a plus (+) or minus (-) sign. This number/sign provides an indication as to how secure the teacher considers the grade to be. An explanation of the numbers is below:

1 or + (plus) sign indicates that the student has potential to get the next grade up

2 or no +/- (plus or minus) sign indicates that the grade is secure

3 or – (minus) sign indicates that there is a risk of the grade dropping to the grade below.

All reports will also contain an **ATL (attitude to learning) grade** for each subject. This grade indicates how well your child is participating in class, how well prepared he/she is for learning and how well he/she can work independently and with other students. A detailed explanation of these grades can be found on page 2.

It is reasonable to expect that if a student works well in class and outside class this will impact positively on his/her current grade and projected grade. Conversely, if a student is coasting (ATL grade 3) or actively distracting others/failing to be cooperative (ATL grade 4), we usually see a poor performance, often below his/her potential.

The **homework grades** reflect the quality of the homework your son/daughter is submitting and whether the work is handed in on time. A detailed explanation of these grades can be found on page 3.

ATL (Attitude to Learning) Grade

ATL grades indicate how well a student participates in class, how well prepared he/she is for learning and how well he/she can work independently and with other students. Grades are awarded as follows:

ATL		Description
1	Outstanding	Demonstrates excellent concentration and is rarely off task even over extended periods without direction. Shows resilience when tackling challenging activities. Is keen to succeed and shows exceptional ability to extend and improve his/her learning. Learns and practises skills exceptionally well. Displays consistently outstanding behaviour which results in successful learning. Highly considerate and supportive of other students.
2	Good	Is keen to do well and applies himself/herself diligently in lessons, working at a good pace. Seeks to produce his/her best work and is usually interested and enthusiastic about his/her learning. Learns and practises skills well. Good behaviour contributes to successful learning and he/she routinely responds positively to the expectations of and guidance from staff.
3	Requires Improvement	Works effectively with guidance but is not confident in his/her ability to improve his/her own work. Works steadily in lessons and occasionally shows a high level of interest and enthusiasm. Learns and practises skills to a reasonable extent. Reasonable behaviour allows learning to proceed and time is not wasted. Understands what is expected when asked and only needs gentle prompting to maintain satisfactory standards of behaviour. Generally polite and complies with sanctions given for occasional misdemeanours.
4	Inadequate	Fails to work effectively unless closely directed by an adult and gives up easily. Often does not appear to enjoy the lesson which is reflected in the poor completion of tasks. The extent to which he/she learns and practices skills is inadequate. Time is often wasted through persistent low-level disruption, excessive off task chatter and a lack of attention. Poor behaviour and rudeness inhibits progress in lessons on more than isolated occasions or shows a lack of respect for adults or other students.

Homework Grades

These grades reflect the quality of the homework the student is submitting and whether it is handed in on time. Grades are awarded as follows:

1	Outstanding	All homework is completed and handed on time and is of a very high standard in terms of both content and presentation.
2	Good	All homework is completed and handed in on time – the exceptions to this are always for valid reasons. The quality of the homework is always completed to a good standard in terms of both content and presentation.
3	Requires Improvement	Most work is completed and handed in on time, with the occasional lapse which the student then addresses. The quality of the homework is reasonable, but there is room for improvement with further application, effort or time.
4	Inadequate	Homework is not reliably completed and handed in on time and/or is not of a satisfactory quality. This may mean that the work lacks effort, care or commitment in terms of time. The standard of the homework is such that the student will not have made satisfactory progress with the objective the teacher intended by setting the task.