

## GUIDE TO GRADES – Year 11

### End of Key Stage 4 Target

Students in Year 11, in most subjects, are now working towards a Grade 9 – 1.  
The table below shows how the former GCSE grade equates to the new 9-1 grades.

The target grade set is based on the KS2 data and other contextual information about your son or daughter. The target set is an aspirational grade based on the progress made by students in the top 20% of schools in the country, taken from Fischer Family Trust data.

New GCSE Grade	Former GCSE Equivalence
9	A*
8	A*
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	G
0	U

### Predicted Grade

This is the grade that the teachers of your son or daughter predict will be the outcome at the end of the course of study, should they continue to work as they are. To refine the predicted grade more, a plus or minus sign has been added to indicate where the student is in relation to the grade above or below. Please see the detailed explanations below:

- 5+ = The top of a Grade 5, almost at the threshold of a Grade 6
- 5 = The middle of a Grade 5
- 5- = The bottom of a Grade 5, close to the threshold of a Grade 4

### Childcare Course

This course is graded in the following way:

- L2D\* = Level 2 Distinction \*
- L2D = Distinction
- L2M = Level 2 Merit
- L2P = Level 2 Pass
- L1AC = Level 1 Advanced Credit
- L1A = Level 1 Credit

### **Classroom Teacher: Attitude To Learning (ATL)**

(4) EXCELLENT	Always on task with high levels of commitment. Follows instructions speedily and with courtesy. Well organised. Classwork and homework are always completed to the best of his/her ability.
(3) GOOD	Nearly always on task and has books and equipment. Instructions are followed willingly. Homework is handed in, usually to the best of the student's ability. Classwork is generally of a high standard but there are areas that could be improved.
(2) INCONSISTENT	The student is usually engaged with the work but sometimes needs re-direction from the teacher. Homework activities are not always completed and only sometimes are they completed to the best of the student's ability.
(1) POOR	The student shows a lack of interest in the subject in general and the activities that they are required to do. The student rarely has the correct equipment and is often slow to follow instructions and can be discourteous and/ or disruptive to learning. Homework is rarely attempted and completed to the ability that is expected.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance (less than 50%) to lessons in this subject makes it impossible to comment. Student is new to the school and has not attended many lessons.

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### Areas For Development (AFD):

A teacher may use up to two of the following AFD codes to help a student identify where specific improvements need to be made with their learning. These codes are intended as a focus to help parents and carers identify areas to work on with their children. The school will use these codes to support and develop achievement.

### Areas for Development: (KS4 and 5)

<b>A</b>	Attendance(lesson)Homework	<b>K</b>	Kit/ equipment
<b>B</b>	Behaviour	<b>L</b>	Listening
<b>C</b>	Coursework/ controlled assessment and non-exam assessment (NEA)	<b>N</b>	Non participation
<b>E</b>	Effort	<b>O</b>	Organisation
<b>H</b>	Homework	<b>R</b>	Revision
<b>D</b>	Contribute to class discussion		
<b>G</b>	Greater depth of written analysis		
<b>I</b>	Independent learning		
<b>S</b>	Incorporate more subject specific terminology in work		
<b>X</b>	Examination technique/ practice examination questions		

### Form Tutor: Attitude To Learning (ATL)

(4) EXCELLENT	The student voluntarily contributes to form/ house activities and always has high standards in respect of their uniform. There is a high level of attendance and he/she is always punctual to form time.
(3) GOOD	The student will contribute to form/ house activities if requested to. Occasionally needs to be reminded about standards in respect of uniform. Attendance is good and the student is normally punctual to form time.
(2) INCONSISTENT	He/she shows little engagement towards form/ house activities. The student regularly needs to be reminded about the quality of their uniform. Attendance is below the school average and the student is often late to form time or does not attend at all.
(1) POOR	There is no engagement in form/ house activities. He/ she regularly, does not comply with school standards with respect to uniform. Attendance is poor and the student is regularly late to form time or does not attend at all.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance to school makes it impossible to comment.

<b>A</b>	Attendance to school
<b>P</b>	Punctuality
<b>F</b>	Contribute to form/ house activities
<b>U</b>	Uniform

If you wish to discuss the progress of your child, please contact the subject teacher concerned. If you need any clarification on the meaning of the report, or further information, please contact the Director of Learning for your child's year group.