

Garth Hill College
Performance Review Explanations 2018-2019
Year 9



Attitude to Learning

Pupils will be assessed on their attitude to learning in each subject. 'Good' is our minimum standard.

A Excellent	Highly engaged, confident, independent and tenacious learner with an excellent attitude to their learning. Home learning is always handed in on time and completed with great effort and application. Conduct and appearance, including presentation and attention to detail is impeccable. Rarely, if ever, does this pupil give up and they are rightly proud of their work and achievements.
B Good	Engaged, confident and self-assured learner with a consistently positive and hard working attitude to learning. Home learning is always submitted on time with good effort and application. They take pride in their work, including presentation and attention to detail, and in their appearance. They show respect to others. Punctual and ready to learn with all tools for learning.
C Not securely good	One or more of the following applies: Fails to demonstrate a consistently positive attitude to learning. Lacks engagement or self-discipline at times which has sometimes held back their learning and progress. Home Learning sometimes not submitted on time. More pride needed to be taken on their work, presentation and/or in their appearance. May have disrupted learning on occasions. Does not always arrive to lessons on time and/or not always prepared, ready to learn with the right tools for learning.
D Unacceptable	Lack of engagement and/or persistent disruption to learning. Home Learning often not submitted on time. Shows a lack of respect to other pupils or staff and/or a lack of self-discipline. Ignores or rebuts requests to moderate conduct. Negative attitude.

Pupils are assessed using GCSE grades as follows:

Present Grade	The differentiated grade that the pupil is <i>currently working at</i> .
Target Grade	The Target grade is forecasting the grade that the pupil <i>should aim to achieve</i> at the end of Key Stage 4 (end of year 11). The target grades are aspirational – we are demanding more from all pupils. Targets are set using Fischer Family Trust (FFT). FFT are used by many schools to set challenging and aspirational targets based on a range of data including KS2 prior attainment.

New GCSE Qualifications

The Department for Education (DfE) are gradually reforming GCSE qualifications. New qualifications will be measured in levels on a scale of 9 to 1, where 9 is high and 1 is low. This replaces the old A* to G grades. Grade 5 is a 'good' pass and 4 is a 'standard pass' For Year 9 and 10 pupils, all GCSE subjects will be reported as new 9 to 1 levels.

Differentiated Grades Explanation

Grades are differentiated to indicate how secure the achievement is likely to be. Please note that different grading applies in some non-GCSE subjects.

<p>New GCSE Levels 9-1 = Pass U = Fail X = Not entered</p> <p>Differentiated Grades a = Very secure b = Secure c = Not secure</p>	<p>BTEC Courses D*/D = Distinction M = Merit P = Pass F = Fail</p> <p>Differentiated Grades 1 = Very secure 2 = Secure 3 = Not secure</p>
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For example:

New GCSE Levels 9 to 1:

5a	Very secure at Level 5. Must work hard to progress in an attempt to achieve Level 6.
5b	Secure at Level 5. However, must continue to work hard to consolidate this grade and begin working towards Level 6.
5c	On track to achieve Level 5, but it is not secure. Must work hard to secure this grade and avoid dropping to a Level 4.

BTEC Courses:

M1	Very secure Merit. Must work hard to progress in an attempt to achieve a Distinction.
M2	Secure Merit. However, must continue to work hard to consolidate this grade and begin working towards a Distinction.
M3	On track to achieve a Merit, but it is not secure. Must work hard to secure this grade and avoid dropping to a Pass.

Find out more about key stage 4 and what is assessed in each subject on the [Curriculum](#) page of our [website](#).

If you have any queries about your child's report, please do not hesitate to contact your child's tutor