



# **Report Information**

**for Parents and  
Carers**

**2015 – 2016**

## Dates for Reporting 2015 - 2016

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Term 1</b>	NONE		Grade Card To Parents – 23/10/15	Grade Card To Parents – 23/10/15	Grade Card To Parents – 23/10/15
<b>Term 2</b>	Grade Card To Parents – 18/12/15	Full Report To Parents – 11/12/15			Full Report To Parents – 22/1/16
<b>Term 3</b>			Grade Card To Parents – 29/1/16	Full Report To Parents – 4/3/16	
<b>Term 4</b>	Grade Card To Parents – 18/3/16	Grade Card To Parents – 18/3/16			Grade Card To Parents – 18/3/16
<b>Term 5</b>			Full Report To Parents – 17/6/16		
<b>Term 6</b>	Full Report To Parents – 15/7/16	Grade Card To Parents – 15/7/16	Internal Exam Results To Parents – 15/7/16	Grade Card To Parents – 15/7/16	

Parents

Evenings: Y7 – 24/3/16      Y8 – 14/1/16      Y9 – 4/2/16      Y10 – 9/6/16      Y11 – 5/11/15

Exams: 5 & 8 July 2016      4 & 5 July 2016      15/6/16 – 24/6/16      27/6/16 – 1/7/16      9/5/16 – 29/6/16

## **Report Information 2015 - 2016**

Each report you receive, contains information regarding the progress of your child at school.

Twice a year, you will receive a Grade Card Report containing:

- an **End of Key Stage 4 Target grade**
  - a **Teacher Forecast grade**
  - **one Attitude to Learning grade**
- and a coloured indicator of **Levels Progress** for each subject.

Once a year you will also receive a **Full Written Report** on your child's progress. This will give fuller details of your child's performance and progress over the year.

**Overall, Years 7, 8, 9 & 10 will receive 3 reports per academic year, and Year 11 will receive 4 reports per academic year.**

### **End of Key Stage 4 Target grade:**

This is your son's / daughter's expected End of Key Stage 4 Target Grade in each subject.

It is based upon your son's / daughter's attainment in Key Stage 2 and 3, as well as our teachers' knowledge of your child and their performance within each subject area.

The Target is challenging and aspirational, and if achieved would represent very good progress.

A Target Grade will be revised upwards in cases where your son's / daughter's forecast grade consistently exceeds his/her target grade.

**Please refer to the enclosed table to see how each year group will be graded.**

### **End of Key Stage 4 Teacher Forecast grade:**

This indicates the grade that your son / daughter is likely to achieve at the end of Year 11 if his / her recent standard of work and effort is sustained.

If this matches their Target Grade then they are progressing at the expected rate.

It is based upon your son's / daughter's attainment and performance within each subject area, as well as our teachers' knowledge of your child.

**Please refer to the enclosed table to see how each year group will be graded.**

# End of Key Stage 4 Targets and Forecasts for 2015-16

Reformed GCSE's will be introduced gradually over three years from September 2015.

They will be graded from 9-1, instead of A\*-G.

Students taking GCSE's over this period will therefore receive a mixture of 9-1 and A\*-G grades.

<b>Current Year Group</b>	<b>How they will be graded</b>	<b>GCSE's will be taken in:</b>	<b>What the new GCSE 1 – 9 grades will mean</b>
Year 11	GCSE Grades A*-G	2016	No GCSE Grades 1-9
Year 10	English & Maths will be New GCSE Grades 1 -9, Other Subjects will be GCSE grades A*-G	2017	English and Maths will be graded 1-9 (where 4=C, and 7=A)
Year 9	New GCSE Grades 1-9 (Apart from DT subjects – Product Design & Textiles - which will still be graded A*-G)	2018	English & Maths will be graded 1-9 (where 5=C, and 7=A)  All other subjects will be graded 1-9 (where 4=C, and 7=A)  DT(Product Design & Textiles) will be graded A*-G
Year 8	New GCSE Grades 1-9	2019	All subjects will be graded 1-9 (where 5=C, and 7=A)
Year 7	New GCSE Grades 1-9	2020	All subjects will be graded 1-9 (where 5=C, and 7=A)

## New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	E
	F
	G
	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# 2015 – 2016

## GCSE Grades A\*-G Explained

This year, all Year 11 GCSE Subjects, and most GCSE subjects, apart from English and Maths, for Year 10 will be reported as full GCSE grades as follows:-

Please note that if a 'Z' is shown in the Attitude to Learning column then this would indicate that the course is completed - and the grade shown in the Forecast column is the ACTUAL grade achieved.

<u>GCSE Grade</u>	<u>Comments</u>
<b><u>A*</u></b>	Complete understanding of subject. Highly suited to Level 3 study of subject after KS4.
<b><u>A</u></b>	Very high understanding of subject. Suited to Level 3 study of subject after KS4
<b><u>B</u></b>	High understanding of subject. Likely to be successful at Level 3 if good effort is made.
<b><u>C</u></b>	Sound understanding of subject. Would require significant effort to be successful in this subject at Level 3.
<b><u>D</u></b>	Reasonable understanding of subject. Highly suited to Level 2 study of subject after KS4
<b><u>E</u></b>	Some understanding of parts of subject. Suited to Level 2 study of subject after KS4
<b><u>F</u></b>	Light understanding of parts of subject. Likely to be successful at Level 2 if good effort is made.
<b><u>G</u></b>	An understanding of a part of the course. Would require significant effort to be successful in this subject at Level 2.
<b><u>U</u></b>	Ungraded. This pupil has not completed the required parts of the course sufficiently to achieve a grade.
<b>Some pupils follow OCR and BTEC courses for which the grades look different but are equivalent to GCSE Grades:</b>	
<b>Distinction Plus</b>	Equivalent to GCSE Grade A*
<b>Distinction</b>	Equivalent to GCSE Grade A
<b>Merit</b>	Equivalent to GCSE Grade B
<b>Pass</b>	Equivalent to GCSE Grade C

U – Ungraded
Abs – Absent
N – Insufficient Data
NA – Not applicable / No data
Z – Course Completed
Y – Course not yet started
TBC – To be confirmed

## Explanation of Grades for Attitude to Learning 2015 – 2016

All pupils are given a grade from 1 – 5 based on their attitude to learning over each term. This uses the following scale:

**1= Outstanding    2=Good    3= Satisfactory    4= Needs Improvement    5= Cause for Concern**

The table below shows more detail on the types of behaviour typically shown by pupils with each of these grades.

<b>1 = OUTSTANDING</b>	<b>2 = GOOD</b>	<b>3 = SATISFACTORY</b>	<b>4 = NEEDS IMPROVEMENT</b>	<b>5 = CAUSE FOR CONCERN</b>
<b>1. Achieving an outstanding standard</b>	<b>2. Achieving a good standard</b>	<b>3. Achieving a satisfactory standard</b>	<b>4. Needs Improvement</b>	<b>5. Cause for concern</b>
<ul style="list-style-type: none"> <li>• Makes every effort to ensure others learn.</li> <li>• Engagement in lessons is excellent.</li> <li>• Progress is likely to be outstanding (5 levels ks2-4).</li> <li>• Every effort to extend homework is made.</li> <li>• Makes use of/participates in extra-curricular activities.</li> <li>• Is highly self-motivated and will use initiative to seek to extend learning.</li> <li>• Exceptional contribution to class learning.</li> <li>• Uses feedback given by the teacher to make higher than expected progress.</li> <li>• Shows respect towards all members of the college and wider community no matter what their background or beliefs and incorporates this into their work where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Never interrupts the learning of others and celebrates their success.</li> <li>• Engagement in lessons is good and allows the lesson to flow smoothly.</li> <li>• Progress is likely to be good(4 levels ks2-4) .</li> <li>• Classwork/ homework shows care and attention.</li> <li>• Homework is always handed in by the deadline.</li> <li>• Is self-motivated and will enquire about methods to extend learning.</li> <li>• Makes a positive contribution to class learning.</li> <li>• Behaviour contributes to positive learning.</li> <li>• Always has all essential equipment for lessons.</li> <li>• Uses feedback given by the teacher to improve learning.</li> <li>• Shows respect towards all members of the college and wider community no matter what their background or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Never interrupts the learning of others.</li> <li>• Engaged in lessons &amp; taking an active part for the majority of the time.</li> <li>• Progress is likely to be satisfactory(3 levels ks2-4).</li> <li>• Classwork/homework shows some care and attention.</li> <li>• Homework is always handed in, and usually by the deadline.</li> <li>• Will stay on task without having to be reminded.</li> <li>• Sometimes makes a positive contribution to class learning.</li> <li>• Behaviour normally contributes to positive learning.</li> <li>• Always has all essential equipment for lessons.</li> <li>• When directed, reflects on the feedback given by teachers.</li> <li>• Initiative is shown as required.</li> <li>• Always on time for lessons.</li> <li>• Shows respect towards all members of the college community no matter what their background or belief.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes disrupts the learning of others.</li> <li>• Engagement in lessons is inconsistent. does not always take an active part in lessons.</li> <li>• Progress is likely to be just below satisfactory(2 levels ks2-4).</li> <li>• Classwork/homework usually shows some care and attention.</li> <li>• Homework is usually handed in, although not always by the deadline.</li> <li>• May require some teacher support to stay on task.</li> <li>• Attempts on occasion to make a positive contribution to class.</li> <li>• Behaviour is inconsistent.</li> <li>• Is sometimes missing essential equipment for lessons.</li> <li>• Rarely uses feedback from teacher.</li> <li>• Occasionally late for lessons/LM time.</li> <li>• Is respectful to most members of the college community.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour often disrupts the learning of themselves or others.</li> <li>• Engagement in lessons is poor.</li> <li>• Progress is likely to be poor(1 level ks2-4).</li> <li>• Classwork/homework is usually of a disappointing standard.</li> <li>• Homework is rarely completed.</li> <li>• Demands a high amount of teacher time to stay on task.</li> <li>• Tends to lack focus.</li> <li>• Contribution to class learning tends to be rare or negative including during group work tasks.</li> <li>• Little work tends to be produced.</li> <li>• Deadlines are often not met.</li> <li>• Essential equipment for lessons is often missing.</li> <li>• Never uses feedback from teacher.</li> <li>• Regularly late for lessons/LM time.</li> <li>• Can be disrespectful to others.</li> </ul>

# 2015 – 2016

## CAT

The Cognitive Abilities Tests (CAT) helps identify pupils' strengths and weaknesses and learning preferences, providing accurate, reliable and objective assessment data that is essential to the shaping of an individual's learning.

CAT is not about knowledge recall and requires no preparation, offering all pupils the same opportunity to show their underlying ability.

CAT measures the three principle areas of reasoning – verbal, non-verbal and quantitative – as well as an element of spatial ability.

CAT is used very early in Year 7 as a baseline assessment, together with Key Stage 2 scores from national tests to form the basis of planning teaching support and setting targets from the very outset.

<u>Verbal</u>	<u>Quantitative</u>	<u>Non-Verbal</u>	<u>Spatial</u>
Thinking with words	Thinking with numbers	Thinking with shapes	Thinking with shape & space

<b>Interpretation of CAT Scores</b>	
<b>Above Average Aptitude</b>	<b>130 and above</b>
<b>Average Aptitude</b>	<b>Around 100</b>
<b>Below Average Aptitude</b>	<b>70 and below</b>

## Levels Progress

The Levels Progress for each subject is calculated using the Key Stage 2 Level and the most current Teacher Forecast grade. The key to the colours are shown below:-

<b>(KS2 – KS4)</b>	
	<b>RATING</b>
<b>End of Key Stage 2 to End of Key Stage 4 Levels Progress</b>	4 or more Levels Progress (4+) <b>Good</b>
	3 Levels Progress (=3) <b>Satisfactory</b>
	2 or less Levels Progress (<2) <b>Concerned</b>