



We are committed to providing the most important information about pupils' progress three times each year. The information below will enable parents and carers to understand the progress review.

Pupils are assessed using a grading system based on the GCSE grade:

Predicted Grade	Potential GCSE Grade*
A1 – 2	Grade 1 – 4
2 – 4	Grade 4 – 7
4 – 5	Grade 7 – 9

\* The Potential GCSE Grade provides an indication of what your child may achieve at GCSE if they maintain their current rate of progress, however, each individual student will progress differently and their Potential GCSE Grade may be higher or lower over time.

### Glossary

**End of Year Target Grade** – an individualised target for each pupil's attainment at the end of the year has been set for each subject. This is based on a great deal of individualised statistical information and represents a challenging but realistic grade which should be achievable by the end of the academic year. It is possible for a pupil to achieve grades higher or lower than this target, and the target allows us to monitor whether pupils are on track.

**End of Year Predicted Grade** – is estimated by each pupil's class teacher using a variety of information and is a **prediction** of the grade pupils will be working at by the end of the academic year if they maintain their current rate of progress. When this is lower than the End of Year Target Grade, parents, pupils and teachers should work closely to ensure support and guidance is in place.

### **Behaviour and attitude**

1. Pupil responds consistently to high expectations with enthusiasm and demonstrates excellent attitudes to learning. Pupil is consistently engaged in all lessons.
2. Pupil responds to high expectations most of the time and shows good attitudes to learning. Pupil is engaged in most lessons.
3. Pupil has inconsistent attitude to learning and does not always engage in the lesson to the best of his/her ability.
4. Pupil demonstrates negative attitudes to learning and his/her engagement is poor.

### **Effort and resilience**

1. Pupil's work is completed thoughtfully with evidence of substantial effort in relation to the pupil's ability. Work is consistently presented to a high standard. He/she shows a desire to take responsibility for learning and seeks ways to make effective improvements from feedback given.
2. Pupil's work is completed well with evidence of good effort in relation to pupil's ability. He/she shows a desire to take responsibility for learning and seeks ways to make good improvements from feedback given.
3. Pupil's work is completed but effort is inconsistent in relations to pupil's ability. He/she shows an inconsistent desire to take responsibility for learning and response to feedback is not always used effectively.
4. Pupil's work is not completed well in relation to pupil's ability. He/she frequently gives up when work becomes challenging and does not respond to feedback given.

### **Homework**

1. Homework is consistently completed to a high standard and is regularly handed in on time.
2. Homework is frequently completed to a high standard and is usually handed in on time.
3. Homework is completed to the minimum expected standard and/or is not always completed on time.
4. Homework is poorly completed and/or is regularly not submitted.

**Achievement points** are awarded for a wide variety of reasons to reward pupils and are also used to highlight the important skills required for employability through the curriculum and wider school:

Number of achievement points	Award
Bronze	50
Silver	100
Gold	150
Platinum	200
Diamond	250+