New reports for Key Stage 3 and Key Stage 4

Target Setting and Target Grades

All targets are set based upon a student's performance at KS2, which forecast expected outcomes at KS4.

Predicted Grades

The grades on the reports are professional staff predictions for the end of KS4.

Staff predictions are based upon performance through various formal and informal assessments, homework and attitude to learning during their time in school.

Over time these predictions get more accurate and the School Reports reflect this.

New GCSE Report Grading

The government has also decided to change how GCSEs are graded and these will change over the next couple of years.

Year 11 in 2016 will remain with the traditional A* to G grading system.

Year 10, who will be getting their GCSEs in **2017** will have traditional A*G grades for all GCSE subjects except English and Maths. These will be graded in **the new system of 9-1.**

Year 9, who will be getting GCSEs in **2018** and all years following them, will be getting all GCSE subject grades with the new numerical system.

A **9** is equivalent to an **A*.**

A **5** is the new grade **C**, but is equivalent to a current high grade C and low grade B.

Key Stage 3 Years 7 and 8

The government has removed Key Stage 3 levels and we have replaced the National Curriculum levels with new GCSE exam grading.

All students in Years 7 and 8 will be graded against predicted GCSE outcomes.

At Key stage 3 we would expect the margin for error to be greater than at KS4, but all predictions and progress is calculated through the assessments the students complete and the observations of the subject teacher.

Fine Grading

We fine grade all grades in all Years.

Fine grading means we divide each grade into three.

For example, in the current Year 11 a student with a target grade of C attaining a **C1** would be regarded as secure in that grade and we would be looking to move the student into the next grade. A student with a **C2 or C3** is still likely to attain that GCSE grade, but we would look at securing the grade.

In year 7, 8 and 9 and for Maths and English in Year 10 we do the same but it looks slightly different. For example, a student with a target grade of 5 attaining a **5a** would be classed as secure and a student with a **5b or 5c** would be regarded as less secure.

The fine grading applies to all grades.

Homework Grade Descriptors

Grade **1** Continued outstanding effort and quality above what is expected and shows clear progress has been made. Homework is always completed and on time.

Grade **2** Homework is in line with their expected progress and shows good effort. Homework is always completed and on time.

Grade **3** Homework is below expected progress and shows signs of poor effort. Homework can be late on occasion and may be incomplete.

Grade **4** Little or no progress is being made through homework tasks. Homework is often late, incomplete or not handed in.

Attitude to Learning Grade Descriptors

ATL **1**   A highly motivated and ambitious student who seeks advice, acts upon it and wants to be the best they can be. They will set themselves challenging targets and are surpassing Springwood's minimum expectations.

ATL **2**   A student who is seeking to do well, is reaching their targets and knows how to achieve them. They are achieving Springwood's minimum expectations and know what they need to do to improve.

ATL **3**   A student who understands what they need to do to improve and is capable of making improvement but is lacking the desire or motivation to make the change. Currently, this student is not achieving Springwood's minimum expectations.

ATL **4**   A student who is significantly below Springwood's expectations. This student sees little value in setting personal targets and challenges. They are unwilling to accept the help and support offered to realise their goals.

Year 7

Reports are termly and in the first two terms are colour coded and have a Homework and Attitude to Learning Grade.

**Blue** would indicate that a student was achieving above expected progress.

Green would indicate that a student was making expected progress.

Amber would indicate that a student would be working towards their expected progress.

The parameters for the colour coding is broad at this stage (please see the example below).

In the final report of Year 7 students will receive a fine grade as well as a colour.

Target 5	Pred 7,8 or 9	
5	4,5 or 6	
5	1,2 or 3	

Above Expected Progress

Meeting Expected progress

Working towards expected progress
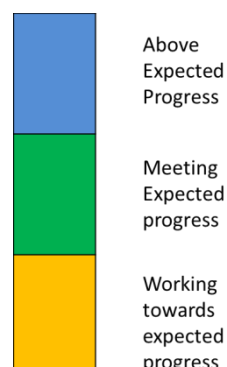
Year 8

Year 8 continues the same pattern as the final report of Year 7 and can be used to make sound judgements in the option process.

Year 9

Year 9 is the start of KS4 and the report frequency is now increased to one report each half term.

The first report of year 9 informs only Homework and ATL.

The three subsequent reports up until Easter will be similar to the Year 8 reports.

From Easter onwards and once GCSE courses have started in earnest, the Year 9 reports will follow the pattern of the KS4 reports.

Year 10 and Year 11

Reports for KS4 change from KS3 to inform a more accurate basis of prediction. They now inform how secure a student is in a grade and if a student requires support and guidance.

As with KS3 the colours are:

Blue for those students who are achieving above expected progress.

Green is now for those students who are secure in the grade that they are expected to attain.

Amber indicates that a student is working at expected progress, but could be described as insecure.

Lilac represents a grade where a student requires extra guidance to attain their target. This may mean a student who is working hard and needs some fine tuning to get the grade, or a student who requires significant support to make progress.

	A student who is working above expected progress
	A student who is working securely at expected progress
	A student who is working to secure expected progress
	Seek guidance from the subject teacher to secure expected progress