

## **St Laurence School**

### **Reporting on Student Progress and Achievement in KS4 2019-20**

Students in Key Stage 4 (Years 10 and 11) receive six reports during the Key Stage. The calendar showing when and how parents/carers receive these reports is described in **Appendix 2 “Report Calendar 2019-20”**.

The purpose of these reports is to provide regular information on student’s development as a learner (through the learning profiles) and a measure of the progress they are making. Not all information is reported on at every round of report writing or for every subject.

#### **Learning Profiles**

These describe attitudes to study and are regularly referred to in lessons and tutorial work. The three profiles are described in **Appendix 1 “Learning Profiles”**. By trying to improve their approach to learning, students can make much better progress.

In lessons, students will reflect on their progress and with the help of teachers, they will set targets in their planners to help them improve their work. We encourage you to support your son/daughter in looking at these learning targets regularly.

#### **End of Key Stage 4 Indicator Grades**

The predicted grade is an indication of what your son/daughter is likely to achieve at the end of the two-year course, based on how they are currently working in that subject. Obviously, if he/she puts in more effort in class and with homework, then this grade is likely to increase and the opposite would be true. In reality, different students make different rates of progress depending on attendance, motivation and effort. As a result, one student may make much better progress than another and achieve a higher end of year level/grade.

The indicator grade is simply a rough guide based on national average progress for students starting at a similar point. What matters most is that students do their very best rather than aiming for a particular grade.

End of Key Stage 4 indicator grades are based on national progress measures from Key Stage 2 to 4, Cognitive Ability Tests (CATs), and end of Year 9 teacher assessment. These are generated and checked by teachers before being moderated by the Director of Learning & Progress (KS4) in advance publication to parents and students. These indicator grades are written as GCSE grades.

#### **Year 10 and Year 11 Mock Exam Grades**

At the end of Year 10 and after the mock exams in Year 11, there will also be an exam grade. This will effectively give you a snapshot as to where your son/daughter is currently working and will more than likely be lower than the predicted grade as there will still be several months of teaching left to complete the course.

#### **Other Information**

- Attendance data – expressed as a % attendance between the dates reported.
- Punctuality – number of late marks for each subject.
- Rewards Points – the number of positive behaviour points that have been awarded
- Behaviour points – the number of negative behaviour points that have been awarded

## GCSEs – The Reforms from Ofqual

GCSE qualifications have been reformed and a new grading structure (9-1) has replaced the traditional A\*-G. The new subjects were being introduced gradually, with the first wave (English Language, English Literature and Maths) taught from September 2015. All subjects are now following specification using the new grading structure.

### Reformed GCSEs:

- are more demanding
- have been designed for a two-year period of study
- are linear, so students will take all of their exams at the end of the course
- non-exam assessment will be removed or reduced in the majority of GCSEs
- have a new grading system 9 to 1

New GCSE grading structure

Ofqual

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

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

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

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A\* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A\* to G grades.



Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) in 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

## **Appendix 1 - Learning Profiles**

To make the best possible progress students need to be ready to learn, resilient and determined and willing to take an active part in lessons and learning. With certain reports during the year teachers will give students, parents and carers feedback on whether students:

- Are “Prepared for Learning”
- Have a positive “Attitude to Learning”
- “Engage in Learning”

These judgements are reported as the ‘Learning Profile’ and described in more detail below.

### **Prepared for Learning**

#### **Students are organised and take responsibility:**

*they bring the correct equipment, including the planner and home learning; they understand and use their own targets to inform their future work*

Students are punctual; they have the ‘right tools’ for the work they have to complete in their individual lessons. Students use the planner and other documentation to record targets; these are referred to and reflected on regularly in order to improve work. Students complete home learning to a good standard with purpose and pride; it is handed in on time. Students catch up on work they have missed through absence.

### **Attitude to Learning**

#### **Students are determined and exercise self-control:**

*they take pride in achieving the best they can; they work hard to solve problems and overcome difficulties*

Students contribute to the learning in the lesson by listening carefully, modelling appropriate behaviour for learning and supporting others. Students are not afraid to make mistakes. They demonstrate persistence and resilience, and value the mastering of skills. Students present work to the best of their ability.

### **Engaged in Learning**

#### **Students are independent and show interest:**

*they participate positively in a variety of ways and demonstrate curiosity*

Students actively seek to extend their knowledge, skills and understanding, and show that they derive pleasure from this. Students demonstrate that they see the relationships between different subjects; they enjoy finding out about viewpoints other than their own. Through their thoughtful contributions, including offering opinions and asking questions, students enhance learning; they try to reflect on why or how learning takes place.

### **Grades**

For each aspect of learning, teachers will judge the consistency with which students display the behaviours described using the following terms:

- Always
- Usually
- Sometimes
- Rarely

Appendix 2 - Report Calendar 2019-20

| YEAR | Term 1                               | Term 2   | Term 3   | Term 4   | Term 5 | Term 6   |
|------|--------------------------------------|--|--|--|--------|--|
| 10   |                                      | Report 1<br><b>TUTOR REVIEW</b><br>15 November | Report 2<br><b>SENT HOME</b><br>24 January   | <b>SUBJECT EVENING</b><br>28 March                   |        | Report 3 & Statements<br><b>SENT HOME</b><br>20 June |
| 11   | <b>SUBJECT EVENING</b><br>11 October |  | Report 4<br><b>SENT HOME</b><br>8 January<br><br><b>SUBJECT EVENING</b><br>17 January<br><br>Report 5<br><b>SENT HOME</b><br>14 February | Report 6 & Statements<br><b>SENT HOME</b><br>4 April |        |  |