

Assessment and Reporting Fact Sheet

GCSE Target

The grade your child is expected to achieve at the end of their Key Stage Four studies based on their results in mathematics and English at Key Stage Two.

End of Year Target

This grade gives an indication of what is expected at the end of the current academic year or what is expected at the end of the teaching cycle. Your child will finish their learning in some subjects for the academic year after the 9 week teaching cycle.

On Target

'Yes' or 'No' or 'Approaching' based on if your child is on track to meet the GCSE target.

Subject Strands

The subject will provide a grade for all strands that make up the subject. 'N' means that strand is yet to be studied and/or assessed. Progress maps are provided to students based on 12 levels and divided into subject strands and these are used to identify what the student is required to demonstrate to move up to the next grade.

Independent Learning

1. Independent Learning is consistently done to a high standard and is reliably submitted. Time has been invested with clear evidence of own research or extension of the original set work.
2. Independent Learning is of a varying standard but the majority is of a good quality with occasional pieces of work that are exceptional. It is almost always handed in on time and on the rare occasion it is not done it is always submitted the next day.
3. Independent Learning is usually submitted on time but with little evidence of effort or time being invested in the work.
4. Work is rarely submitted and detentions have been set regularly for non-completion. When Independent Learning is completed it shows little effort and is often incomplete and/or copied from the web or peers. No attempt has been made prior to deadline to seek additional help.

Behaviour for Learning

1. Student is equally capable of working as part of a group in a variety of different roles or individually. An effective problem solver who has a range of strategies to deploy when faced with challenges. Hard work with significant effort is put in to achieve own aspirational goals. Is reliably well prepared for lessons and deadlines are met. Being an effective communicator both orally and written is able to provide clear explanations of key concepts. Student is an attentive and enthusiastic learner who is a regular contributor to activities. Actively seeks feedback recognising the part it has to play in improving understanding.
2. Shows responsibility in responding to class expectations and only rarely requires reminders. Responds fully to all feedback on work submitted. Equipment brought to lessons and deadlines met. Capable of working individually or in groups but has preference for one or the other. Will explain understanding but this has to be drawn out. Will persist in an activity but has limited strategies which can result in giving up.
3. Majority of learning time is used well with student completing the minimum requirements. Encouragement is required to respond to questions verbally or written. Student is usually prepared for learning although can struggle to sustain effort and enthusiasm throughout the lesson. Will correct basic errors identified in feedback but needs to be reminded to respond in detail to a question posed.
4. Inattentive and may distract the effort of others or avoids participation in the learning. Can struggle to focus for the entirety of the lesson and is frequently not prepared for learning.

Students who have been given grades 3 or 4 for 'Independent Learning' or 'Behaviour for Learning' will be closely monitored by their tutor and the Personalised Learning Director.

Student Action: Included if a student is below target or, if on target, at the discretion of the Learning Consultant.

Department/Subject Action: Included if a student is below target or, if on target, at the discretion of the Learning Consultant.