



Guide to GCSE Progress Reviews – Year 10 and 11

Students in Year 10, in most subjects, are now working towards a Grade 9 – 1.
The table below shows how the former GCSE grade equates to the new 9-1 grades.

Rational Achievable Targets are based on estimates generated from Fischer Family Trust (FFT). FFT looks at a student's prior attainment at Key Stage 2 (plus gender / birth month) and the national performance of students with similar profiles. GMS staff use FFT50 estimates (looking at grades attained by students making average progress) as a benchmark for setting targets. Targets can be higher than this, but not lower. Targets are reviewed after the Y10 mock examinations.

End of Key Stage 4 Target

New GCSE Grade	Former GCSE Equivalence
9	A*
8	A*
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	G
0	U

Predicted Grade

This is the grade that the teachers of your son or daughter predict will be the outcome at the end of the course of study, should they continue to work as they are. To refine the predicted grade more, a plus or minus sign has been added to indicate where the student is in relation to the grade above or below. Please see the detailed explanations below:

5+ = The top of a Grade 5, almost at the threshold of a Grade 6

5 = The middle of a Grade 5

5- = The bottom of a Grade 5, close to the threshold of a Grade 4

Childcare Course

This course is graded in the following way:

L2D*	L2D	L2M	L2P
= Level 2 Distinction *	= Level 2 Distinction	= Level 2 Merit	= Level 2 Pass
L1D	L1M	L1P	
= Level 1 Distinction	= Level 1 Merit	= Level 1 Pass	



Classroom Teacher: Attitude to Learning

(4) EXCELLENT	Always on task with high levels of commitment to the subject. An excellent student takes responsibility for all aspects of their learning, follows instruction, and acts on feedback that is given to promote progress and improvement. Highly organised, an excellent student is respectful to peers, staff, and the environment they interact in and always demonstrates resilience when learning. The student displays a readiness to learn, realise their potential and produce work in the school environment and independently that is of a high quality for their ability.
(3) GOOD	Nearly always on task and has the equipment needed to learn. A good student is nearly always respectful , follows instructions and takes responsibility for their learning. Organisation is good. Classwork and independent work are usually completed to the best of the student's ability but there are areas where work produced could be developed further and improved. A good student regularly demonstrates resilience with learning activities.
(2) INCONSISTENT	The student is usually engaged with the work but sometimes needs time for reflection and may at times need re-direction from the teacher. The student needs to take more responsibility when attempting some learning activities and in the way they interact in the learning environment. Independent activities are not always completed and when they are, only sometimes are they done to the best of the student's ability. A more resilient approach to learning is required to realise the potential they have. At times an inconsistent student needs to display a more respectful attitude to their peers and staff.
(1) POOR	The student generally demonstrates a lack of interest in, and resilience with, the subject and the learning activities that they are required to do. The student rarely has the correct equipment and is often slow to follow instructions. The student does not demonstrate resilience or the respect to their peers and/ or staff that is expected of a student at the school. A lack of responsibility and respect can often lead to a student being disruptive to their learning or the learning of others. Classwork is limited and independent work is rarely attempted or completed to an acceptable standard.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance (less than 50%) to lessons in this subject means it is not possible to comment <u>or</u> the student is new to the school and currently there is a lack of information to comment on their attitude to learning (ATL).

Areas for Development (AFD)

A teacher may use up to two of the following AFD codes to help a student identify where specific improvements need to be made with their learning. These codes will also help parents identify areas to work on with their child. The school will use these codes to support and develop achievement.

Areas For Development: (KS4/5)

A	Attendance in lessons/Homework	S	Incorporate more subject specific terminology in work
B	Behaviour	X	Examination technique/ practice examination questions
C	Coursework or controlled assessment and non-exam assessment (NEA)	K	Kit and Equipment
E	Effort	L	Listening
H	Homework	N	Non-participation
D	Contribute to class discussion	O	Organisation
G	Greater depth of written analysis	R	Revision
I	Independent learning		

Form Tutor: Attitude to Learning

Areas For Development: (KS4/5)

(4) EXCELLENT	The student voluntarily contributes to form/ house activities and always has high standards in respect of their uniform. There is a high level of attendance, and he/she is always punctual to form time.
(3) GOOD	The student will contribute to form/ house activities if requested to. Occasionally needs to be reminded about standards in respect of uniform. Attendance is good and the student is normally punctual to form time.
(2) INCONSISTENT	He/she shows little engagement towards form/ house activities. The student regularly needs to be reminded about the quality of their uniform. Attendance is below the school average and the student is often late to form time or does not attend at all.
(1) POOR	There is no engagement in form/ house activities. He/ she regularly, does not comply with school standards with respect to uniform. Attendance is poor and the student is regularly late to form time or does not attend at all.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance to school makes it impossible to comment.

Areas For Development: (KS4/5)

A	Attendance in lessons
P	Punctuality
F	Contribute to form/house activities
U	Uniform

If you wish to discuss the progress of your child, please contact the **subject teacher** concerned.

If you need any clarification on the meaning of the report, or further information, please contact the **Director of Learning for your child's year group**.