Great Marlow School
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Guide to Key Stage 4 Progress Reviews - Year 10 and 11

Students at Key Stage 4 are working towards a Grade 9 – 1 in most subjects. A few subjects are graded differently - their points equivalence is shown below.

Target grades are based on Key Stage 2 data and other contextual information we have about your child. Teachers use this to set subject targets, that we feel are rational and achievable. They are based on average progress made by similar students nationally, as shared by Fischer Family Trust. These are reviewed at the end of Year 10 and may be increased at that point.

Key Stage 4 points equivalence of different courses

GCSE grade	Hospitality & Catering	Child Development	Extended Maths
9	L2D* (8.5)	L2D* (8.5)	D* (8.5)
8			
7	L2D	L2D	D
6	L2M (5.5)	L2M (5.5)	M (5.5)
5			
4	L2P	L2P	P
3	L1D	L1D	
2	L1M	L1M	
1	L1P (1.5)	L1P (1.25)	

Predicted Grades

These are the grades 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. If a plus or minus sign has been added, this indicates where the student is in relation to the grade above or below.

Example:

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

Codes you may see:

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	

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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 or the student is new to the school and currently there is a lack of information to comment on their attitude to learning (ATL).

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

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Form Tutor: Attitude to Learning

(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
B	Behaviour	**PS**	Planner signed
D	Contribute to form discussion	**U**	Uniform
EQ	Equipment		

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.**