



UFFCULME SCHOOL

Key Stage 4 Reports

Information for
Parents and Carers

Introduction

This booklet explains the key reporting areas or 'criteria' for students in Key Stage 4 and the grades that teaching staff may give under each criteria.

The five reporting criteria in KS4 are:

- Attainment and Progress – Subject Target and Current Level
- Commitment to Learning
- Organisation
- Behaviour
- Quality of Written Communication (QWC)

Each of these five areas is described in detail in order that each student can have a clear understanding of how well they are progressing and how, with appropriate support from home and school, they can go on to achieve their potential in this area of their school life.

Attainment and Progress

Current Grade

This is the grade which the teacher feels is most likely to be attained at the end of the course given the student's current performance (attitude and effort) in the subject.

Depending on the type of qualifications one of the following grades will be awarded.

These grades should be compared to the student's Target Grades to ascertain whether they are working in line with expectations, or above or below what is expected of them.

<u>Qualifications</u>	<u>Available Grades</u>										
<p>New 'Reformed' GCSE – using '<u>numbered</u>' grades</p> <p><i>This applies to all subjects with current Year 10</i></p>	<p>(Here X represents the 'Numbered' Grade)</p> <ul style="list-style-type: none"> ➤ X_a – this means, "The student is fully secure at grade X and with intervention could possibly move up to the next grade." ➤ X_b – this means, "The student is not fully secure in grade X but should with appropriate support go on to achieve it." ➤ X_c – this means, "The student is not secure at grade X and without intervention may slip to the grade below." 										
<p>BTECs / Cambridge Nationals</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">L2/D* (Distinction* at Level 2),</td> <td style="width: 50%; border: none;">L2/D (Distinction at Level 2),</td> </tr> <tr> <td style="border: none;">L2/M (Merit at Level 2)</td> <td style="border: none;">L2/P (Pass at Level 2)</td> </tr> <tr> <td colspan="2" style="border: none; text-align: center;">-----</td> </tr> <tr> <td style="border: none;">L1/D* (Distinction* at Level 1),</td> <td style="border: none;">L1/D (Distinction at Level 1),</td> </tr> <tr> <td style="border: none;">L1/M (Merit at Level 1)</td> <td style="border: none;">L1/P (Pass at Level 1)</td> </tr> </table>	L2/D* (Distinction* at Level 2),	L2/D (Distinction at Level 2),	L2/M (Merit at Level 2)	L2/P (Pass at Level 2)	-----		L1/D* (Distinction* at Level 1),	L1/D (Distinction at Level 1),	L1/M (Merit at Level 1)	L1/P (Pass at Level 1)
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L1/M (Merit at Level 1)	L1/P (Pass at Level 1)										
<p>NVQs</p>	<p>P (Pass)</p>										

(Note – Level 2 is equivalent to A-C grades at GCSE and Level 1 is equivalent to D-G grades at GCSE)*

Note - Other Codes

Sometimes it is not possible to award a level for a student in which case one of the following codes will be displayed:

A – The student has a very high rate of absence which has meant that the teacher has been unable to make a judgement about their current working level

W – The student has not reached the level required to be awarded a full GCSE grade, but is working towards it

N – The teacher does not have sufficient information to make an accurate judgement about their working level (e.g. because they are new to the school)

Commitment to Learning, Organisation & Behaviour

For each of these three areas a student is typically awarded a grade from 1 – 4 and occasionally 'Exc'.

The two main grades are 'Good' and 'Satisfactory':

- Grade 1 (Good) – this is for those students who consistently (and without exception) do all that is expected of them in regard to that criteria
- Grade 2 (Satisfactory / Acceptable) – this is for those students who in the main do all that is expected but with some minor inconsistencies.

Grades 3 and 4 are used where we are concerned that students are failing to achieve the standards expected of them:

- Grade 3 (Room for Improvement) – this is where we want to signal an emerging concern and demand an improvement in that area
- Grade 4 (Serious Cause for Concern) – this, as the name suggests, is to indicate a major concern as regards that criteria

Where a student is awarded one of these lower grades, teaching staff have provided a brief comment about the MAIN area of concern.

Grade 'Exc' (Exceptional) is, as the name suggests, for those small number of students who go far beyond our expectations of what is reasonably required of them on a day-to-day basis. We do not expect this grade to be used other than for the tiny minority of students across the year group who deserve to be recognised for their exceptional work in a given criteria.

Commitment to Learning

This grade indicates the extent to which the student is actively committed to and positively supporting their own learning.

This takes into account:

- the student's attitude towards learning (including their levels of motivation, engagement, participation, perseverance and enthusiasm);
- the level of effort the student consistently expends on their learning;
- the extent to which the student cooperates with the teacher and other students in the group to further their learning.

<u>Grade</u>	<u>Descriptor</u>	<u>Notes</u>
Exc	Exceptional	Outstanding commitment is shown at all times.
1	Good	Good commitment is shown to their learning at all times.
2	Satisfactory / Acceptable	Positive commitment is shown to their learning at most times.
3	Room for improvement	There is room for improvement in the student's commitment.
4	Serious cause for concern	There are serious concerns about the student's commitment.

Organisation

This grade indicates the extent to which the student accepts personal responsibility for his/her learning by organising their time and resources so that:

- tasks (whether in class or at home) are satisfactorily completed by set deadlines, with or without the supervision of an adult.
- time is appropriately prioritised to meet competing demands and pressures (personal and work-related)
- necessary equipment is always available to meet the demands of set tasks

<u>Grade</u>	<u>Descriptor</u>	<u>Notes</u>
Exc	Exceptional	Organisation is consistently outstanding at all times.
1	Good	Organisation is good at all times
2	Satisfactory / Acceptable	Organisation is positive at most times
3	Room for improvement	There is room for improvement in the student's organisation
4	Serious cause for concern	There are serious concerns about the student's organisation.

Behaviour

This grade indicates the extent to which the student's behaviour positively supports their own learning and that of other students.

<u>Grade</u>	<u>Descriptor</u>	<u>Notes</u>
Exc	Exceptional	Behaviour is consistently outstanding at all times.
1	Good	Behaviour is good at all times.
2	Satisfactory / Acceptable	Behaviour is positive at most times.
3	Room for improvement	There is room for improvement in the student's behaviour.
4	Serious cause for concern	There are serious concerns about the student's behaviour.

Quality of Written Communication

Our aim is for all students to be able to write accurately in all their subjects when completing written tasks. We have therefore identified 4 key literacy aims for every student. These aims are that they should:

- Write in complete sentences, using full stops and capital letters.
- Spell accurately, particularly homophones, high frequency words and subject specific words.
- Organise extended writing into paragraphs using a range of connectives, making use of sub-headings and bullet points as necessary.
- Make accurate use of a wide-range of punctuation including commas, colons, apostrophes and speech marks.

Each subject area will assess how well students are meeting these aims and then give a grade according to the student's level of consistency. These grades will be pooled to arrive at an overall picture of how well the student is doing. This information will be shared with you on each report in the form of an overall statement about the quality of written communication.