

Making the most of this Progress Review

We are committed to providing the most important information about pupils' progress three times each year. The information below will enable parents and carers to understand the progress review.

Pupils are assessed using a grading system based on the GCSE grade:

New Grades	A1	A2	A3	A4	A5	1	2	3	4	5	6	7	8	9	
Old Grades	Working Towards GCSE Grade 1					G	F	E	D	C		B	A		A*

Glossary

End of Year Target Grade – a target for each pupil's attainment at the end of the year has been set in each subject. This is based on a great deal of statistical information, and represents a challenging but realistic grade which should be achievable by the end of the year. It is possible for a pupil to achieve grades higher or lower than this target, and the target allows us to monitor whether pupils are on track.

End of Year Predicted Grade – is set by each pupil's class teacher, and is a prediction of the grade pupils will attain if they maintain their current rate of progress. When this is lower than the End of Year Target Grade, parents, pupils and teachers need to work closely to ensure support and guidance is in place.

Behaviour and attitude

1. Pupil responds consistently to high expectations with enthusiasm and demonstrates excellent attitudes to learning. Pupil is consistently engaged in all lessons.
2. Pupil responds to high expectations most of the time and shows good attitudes to learning. Pupil is engaged in most lessons.
3. Pupil has inconsistent attitude to learning and does not always engage in the lesson to the best of his/her ability.
4. Pupil demonstrates negative attitudes to learning and his/her engagement is poor.

Effort and resilience

1. Pupil's work is completed thoughtfully with evidence of substantial effort in relation to the pupil's ability. Work is consistently presented to a high standard. He/she shows a desire to take responsibility for learning and seeks ways to make effective improvements from feedback given.
2. Pupil's work is completed well with evidence of good effort in relation to pupil's ability. He/she shows a desire to take responsibility for learning and seeks ways to make good improvements from feedback given.
3. Pupil's work is completed but effort is inconsistent in relations to pupil's ability. He/she shows an inconsistent desire to take responsibility for learning and response to feedback is not always used effectively.
4. Pupil's work is not completed well in relation to pupil's ability. He/she frequently gives up when work becomes challenging and does not respond to feedback given.

Homework

1. Homework is consistently completed to a high standard and is regularly handed in on time.
2. Homework is frequently completed to a high standard and is usually handed in on time.
3. Homework is completed to the minimum expected standard and is not always completed on time.
4. Homework is poorly completed and/ or is regularly not submitted.
5. R = REAL homework. R1 = Platinum, R2= Gold, R3 = Silver, R4= bronze. See REAL homework calendar for dates.

Achievement points are awarded for a wide variety of reasons to reward pupils and are also used to highlight the important skills required for employability through the curriculum and wider school.

Number of achievement points	Award
Bronze	50
Silver	100
Gold	150
Platinum	200
Diamond	250+