

## Key Stage 5 (Year 12 & 13)

### **Academic Grades**

Sixth Form students are studying A Levels using the A\*-E grading system. For reporting, we also sub-divide grades for greater accuracy. For example, a B1 means attainment at the upper end of grade B, almost reaching grade A. A B2 means

working consistently at grade B. B3 means attainment at the lower end of the B grade, just above a C.

In the Sixth Form, three academic grades will be recorded for every subject:

- **Challenge Target** – This is the minimum grade that we think your son or daughter should be able to achieve by the end of the year (July of Year 12 or the actual A Level exam in Year 13). Depending on the progress being made by your son or daughter, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- **Working At** – This is the grade that best reflects the current work of your son or daughter. If they sat the exam now this is what we think they would get.
- **Projected Grade** - This is the grade that we think your son or daughter should be able to achieve in their actual A Level exam if they work to the best of their ability. Depending on the progress being made by your son or daughter, we may move this grade up or down during the course. (This will be first reported at the end of Year 12 and then throughout Year 13).

### **Attitude to Learning Grades**

**Outstanding:** Consistently displays an attitude that promotes rapid and sustained learning. They always show respect to everyone. They are highly motivated and are always on task, making a full contribution to every task.

**Good:** Consistently displays an attitude that enables them to make good progress. They always show respect to everyone. They are motivated and are always on task, making a positive contribution to every task.

**Requires Improvement:** Does not consistently display an attitude that enables them, or others, to make good progress. Their

attitude can lead to disruption and they can show a lack of consideration to others. They occasionally need prompting to engage in their studies. Their work rarely exceeds expectations.

**Cause for Concern:** Consistently displays an attitude that hinders them, or others, from making progress. Their attitude can frequently lead to disruption and they can show a lack of consideration to others. They often need prompting to engage. Their work rarely meets expectations.

Where a teacher has indicated that a student's attitude to learning is not at least 'Good' they will also have given a reason. This should help parents to identify areas to work on with their sons and daughters. The school will use this information to identify and support underachieving students. One of five reasons will be given:

- Home Learning The standard of home learning does not meet expectations and/or has not been completed on regular occasions, which is impeding progress.
- Behaviour The student displays behaviour which is detrimental to their own and/or the progress and learning of others.
- Organisation The student lacks the necessary levels of organisation and/or has failed to bring the required equipment to the lesson on regular occasions, which is impeding their progress.
- Effort & Concentration The student does not make the required level of effort and/or contribution to the lesson, which is impeding their progress.
- Attendance The student's progress is being impaired by low attendance (below 90% of lessons) and/or poor punctuality.