

Key Stage 4 (Year 9)

Academic Grades

Year 9 students are studying GCSE courses with the new 9-1 grading system, which has replaced the old A*-G range. Here, 9 is the highest grade and 1 is the lowest. For reporting, we also sub-divide the grades for greater accuracy. 5+ means attainment at the upper end of grade 5, almost reaching grade 6; 5 means working consistently at grade 5; 5- means attainment at the lower end of the grade 5 range, just above a grade 4.

Comparing 9-1 grade to the old A*-G – with 9 new grades and only 8 old ones it is not a straightforward fit. There are, however, three matching points: the bottom of a new grade 7 is directly aligned to the bottom of an old A grade; the bottom of a new grade 4 is aligned to the bottom of an old C grade and the bottom of a new grade 1 is aligned to the bottom of an old G grade. OFQUAL have produced this graph to help parents understand the new grades.

It is really important to note that the Department for Education has stated that a grade 5 is going to be classed as the new 'Good Pass' at GCSE. Thus, while the bottom of a new grade 4 is the direct equivalent of the old C grade (the old 'Good Pass' grade), students need to be aiming for a grade 5. In simple terms, 5 is the new C.

In Year 9, two 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 Year 9. 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.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Annotations in the table:

- Between grades 6 and 5: **GOOD PASS (DfE)**
5 and above = top of C and above
- Between grades 5 and 4: **AWARDING**
4 and above = bottom of C and above

Further information about this and other reforms to GCSE and A-level qualifications can be found at the DfE website:

<https://www.gov.uk/government/publications/your-qualification-our-regulation-gcse-as-and-a-level-reforms>

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.