

# KS3/4 Grading Methods



To reflect developments in grading systems there are no longer Key Stage 3 levels and all grades are awarded on one continuous scale that covers attainment from Years 7 to 11.

Grades 9 - 1 are the new GCSE grades with a 9 being equivalent to a high A\* in the old system and a 4 being equivalent to a low C.

Grades D4 - D1 are “developmental” grades which show progression towards the start of the new GCSE scale. They are predominantly for subjects that are not studied at Key Stage 2. Students should expect to make steady progress up the ladder over the course of 5 years as they work towards the final target grade.

To better show progress over time, all grades are also awarded with sub levels e.g. 1-, 1, 1+. This indicates whether a student is achieving towards the bottom, middle or top of a particular grade.

*Diagram 1. The Grade Scale for students in Years 7 - 11.*

# Target Grades

All targets for students in Years 7 - 11 are set using the data available from the Fischer Family Trust ([www.fft.org.uk](http://www.fft.org.uk)). The Fischer Family Trust use baseline data and information to accurately predict the most likely results for any given student in a particular subject at the end of Year 11. To provide differing levels of challenge, FFT provide 2 target grades:

## Estimated Predicted Target

This is the target for a student at the end of Year 11 (GCSE Examination) that shows an average level of progress from Key Stage 2. It is considered that with a consistently good level of effort in class and homework assignments, this is the most likely grade to be achieved

## Aspirational Target

This is the target for a student at the end of Year 11 (GCSE Examination) that shows a high level of progress. It is considered that, with a consistently excellent level of effort in all areas for the duration of the course, this is a highly possible outcome for the student



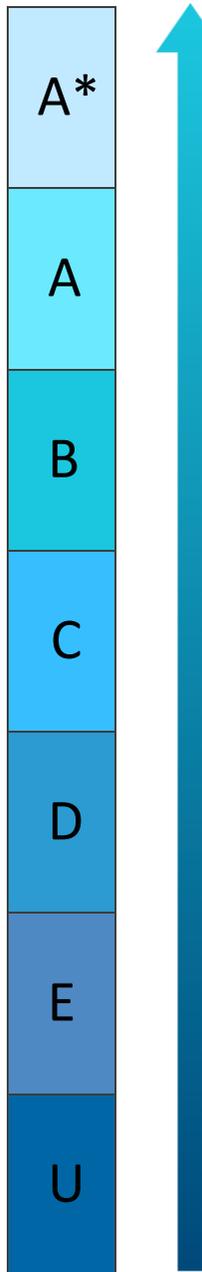
*Diagram 2. How the targets look on a Pupil Tracking Report*

Forecast Grades are used to give a better sense of a student’s progress to date. As the target grades are for the end of year, teachers will now give 2 grades. The first is a “Current Attainment Grade” and the second is the “Forecast Grade”.

“Current Attainment” shows the level that a student is currently working at based on all of the current assignments. This grade can go up and down depending on a student’s current achievement and effort. The grade will generally increase from Years 7 - 11 as students make progress towards their target grades.

The “Forecast Grade” is the grade (whole grade, no Sub Levels) that a teacher expects a student to achieve at the end of the year based on their current achievement and progress. In Years 10 & 11 this becomes the grade that a teacher is predicting as the most likely outcome at GCSE level.

# KS5 Grading Methods



With the government's new change to ultimately eradicate modular examination, there will soon be no external Year 12 examinations that lead onto a full A Level qualification.

As such, student's progress should be viewed as a 2 year continuous progression rather than progression to an AS result in Year 12 and then progress towards an A Level result in Year 13.

The A\* - U system remains unchanged with any students completing standalone AS Qualifications being unable to achieve an A\* as in the previous system.

To better show progress over time, all grades are also awarded with sub levels e.g. A+, A, A-. This indicates whether a student is achieving towards the bottom, middle or top of a particular grade.

*Diagram 3. The Grade Scale for students in Years 12 - 13.*

# Target Grades

All targets for students in Years 12 - 13 are set using the data available from the Fischer Family Trust ([www.fft.org.uk](http://www.fft.org.uk)) and ALPS. The Fischer Family Trust use baseline data and information to accurately predict the most likely results for any given student in a particular subject at the end of Year 13. Due to the change to linear A Levels, FFT no longer provide an End of Year 12 target.

## ALPS Target

This is the target for a student at the end of Year 12 (old AS examination) that shows an average level of progress from Key Stage 4. This should be viewed as an intermediary target to give a sense of a student's ability in the first year of study.

## FFT Target

This is the target for a student at the end of Year 13 (A Level examination) that shows good level of progress. Examination) that shows a good level of progress. It is considered that, with a consistently high level of effort in all areas for the duration of the course, this is a highly possible outcome for the student



*Diagram 4. How the targets look on a Pupil Tracking Report*

# Forecast Grades

Forecast Grades are used to give a better sense of a student's progress to date. As the target grades are for the end of each year, teachers will now give 2 grades. The first is a "Current Attainment Grade" and the second is the "Forecast Grade".

"Current Attainment" shows the level that a student is currently working at based on all of the current assignments. This grade can go up and down depending on a student's current achievement and effort. The grade will generally increase from Years 12 - 13 as students make progress towards their target grades.

The "Forecast Grade" is the grade (whole grade, no Sub Levels) that a teacher expects a student to achieve at the end of the year based on their current achievement and progress. In Years 12 & 13 this is the grade that a teacher is predicting as the most likely outcome at GCE level

# Celebration & Concern Flags

	<b>ATL</b>		<b>HWK</b>		<b>CON</b>		<b>CEL</b>
	Attitude to Learning 1 - 5		Homework 1 - 5		Concern Flags		Celebration Flags
<b>1</b>	Adopts a very positive attitude to her studies in class and consistently makes a positive contribution to the learning of the group.	<b>1</b>	Homework is always completed, on time, to a high standard and often extra effort has been made.	<b>A</b>	Attendance is an issue and is having a significant impact on performance / progress.	<b>C1</b>	Making an excellent positive contribution to learning, especially the oral aspects of classroom activities.
<b>2</b>	Adopts a positive attitude to her studies in class and makes some positive contribution to the learning of the group.	<b>2</b>	Homework is always completed, on time, to the standard expected.	<b>B</b>	Behaviour is an issue and is having a significant impact on performance. It may also be having an impact on the learning of others in the group.	<b>P1</b>	Making progress beyond what might be expected.
<b>3</b>	Adopts a satisfactory attitude to her studies in class but should try to make a more active contribution to the learning of the group.	<b>3.1</b>	Homework is always completed on time, but is often of inconsistent quality.	<b>C2</b>	Must try to take a more active part in learning. Must try to contribute orally in class.	<b>P1 .1</b>	Has made significant progress since the last PT.
<b>4</b>	Attitude to study is poor. Takes limited responsibility for her own learning, and makes little contribution to the work of the group.	<b>3.2</b>	Homework is always completed to the required standard but is occasionally submitted late.	<b>E</b>	Coming to lessons not prepared for learning – lack of essential equipment – text books / exercise books / essential stationery.	<b>T1</b>	Is making a significant contribution to group / team activities.
<b>5</b>	Attitude to study is unacceptable. Is taking no responsibility for her learning. No contribution to the learning of the group.	<b>4</b>	Homework is being produced, but not always to the standard expected and/or deadlines are often missed.	<b>F</b>	Not making the progress expected as a result of lack of focus/engagement.	<b>T2</b>	Is making a significant contribution to practical activities in the classroom.
		<b>5</b>	Homework is a real issue, often incomplete or not attempted. Deadlines not being met.	<b>G</b>	Not making the progress expected as a result of classwork issues.		
				<b>H</b>	Not making the progress expected as a result of homework issues.		
				<b>I</b>	A range of issues are having an impact on progress. Please make contact with LM		

If the Forecast Grade suggests that a student is likely to fall short of their Estimated Predicted Target, this should be reflected with an appropriate Concern Flag. All Concern Flags should also be accompanied by the department interventions used so far. Only when a student is working as hard as they can and is still, in your judgement, unlikely to reach their target grade would you not indicate a concern.