

## Academic Year 2024-2025

### Key Stage 4 (Year 10-11) - Report Guidance for Parents

To help you understand your child's report card, please refer to the explanations below which provide guidance on the key terminology used on student report cards, alongside how each piece of information has been formulated.

#### Target Grade (TG)

Students receive a **GCSE Target Grade (Grade 9-1)\*** at the start of Key Stage 4 (Year 10). These targets take into consideration a number of indicators, including GL CAT4 (Cognitive Abilities Test), academic performance and subject teachers' professional judgement. It is important to state that target grades merely act as a guide and students may well exceed them across the academic year.

\*Please note that targets may be revised at the start of Year 11 based upon student outcomes in Year 10

#### Arabic & Islamic Studies - Target Grade (TG)

In Arabic A/B and Islamic Studies, target grades are set following the grading structure used in Key Stage 3 (these are outlined in the 'Current Working Grade' section below). Students are set an '**If Challenged' Target** linked to the curriculum expectations of the Arabic and Islamic courses of study, using baseline assessment data and subject teachers' professional judgement.

Please note that for Arabic B (Year 10 only), the '**If Challenged' Target** is linked to curriculum expectations based upon the number of 'years of study' studying Arabic. This therefore means curriculum expectations may vary for individual students, depending on how long they have studied Arabic B.

#### Assessment Point - Current Working Grade (CWG)

Attainment is based upon a student's outcome at a **specific point in time** - this is measured against subject curriculums, assessment criteria or grade descriptors. Table 1.1 provides an overview of the attainment grades that are given at Key Stage 4.

##### 1.1 Attainment Grades - Key Stage 4

Key Stage 4 (Year 10-11) - GCSE/BTEC	
GCSE/BTEC Grade	Description
1-3; Pass (P)	Student is achieving GCSE Grades 1-3 or Pass (P) at BTEC
4-5; Merit (M)	Student is achieving GCSE Grades 4-5 or Merit (M) at BTEC
6-7; Distinction (D)	Student is achieving GCSE Grades 6-7 or Distinction (D) at BTEC
8-9; Distinction* (D*)	Student is achieving GCSE Grades 8-9 or Distinction* (D*) at BTEC
Key Stage 4 (Year 10-11) - Arabic & Islamic	
Attainment Grade	Description
Working Towards Expectations	Student is working towards meeting curriculum expectations in subject
Meeting Expectations	Student is meeting curriculum expectations in subject
Above Expectations	Student is working above curriculum expectations in subject
Well Above Expectations	Student is working above and beyond curriculum expectations in subject

The attainment grade given in each reporting cycle (Assessment Point 1-3) is based upon a range of student work that has been taken into account by subject teachers in order to provide a reflective and holistic grade. The evidence considered at each reporting cycle will be a **cumulative outcome** from the start of the Key Stage to the given reporting point. **e.g. the grade given in the first Year 11 reporting cycle will consider a range of evidence from the start of the Key Stage (Year 10) until the point of reporting.**

The number of pieces of evidence used by each department to inform their grading will vary based on the amount of contact time they have with students. **Assessments will not be conducted simply for reporting purposes and the attainment grade on student reports will not be the result of a single piece of assessed work.** Teachers' professional judgement will be used to holistically assign an attainment grade in line with the GCSE/BTEC specifications for each subject.

It is also important to state that student performance is not a linear process; it is absolutely normal to see grades fluctuate at each reporting cycle, based on the range of content taught and the application of knowledge and skills across the curriculum. Should grades change significantly, the school will make contact with parents to ensure the necessary support is provided to students to get them back on track.

#### Attitude to Learning (AtL)

Students receive an **Attitude to Learning Grade from 1-4** for each subject. This grade is an indication of their current attitude, effort and application towards their studies, alongside their behaviour and preparation for learning. Students receive a '**Settling In AtL**' in the first half-term, focused on how they have started the new academic year, as well as an '**AtL**' at each Assessment Point.

Table 1.3 provides a description of each of the AtL grades.

##### 1.3 Attitude to Learning Grade Descriptors

AtL Grade	Description
1	<b>Outstanding</b> attitude, effort and application towards their studies, with exemplary behaviour and/or preparation for learning.
2	<b>Very Good</b> attitude, effort and application towards their studies, with consistent behaviour and/or preparation for learning
3	<b>Acceptable</b> attitude, effort and application towards their studies, alongside some inconsistent behaviour and/or preparation for learning
4	<b>Unsatisfactory</b> attitude, effort and application towards their studies, with consistently poor behaviour and/or preparation for learning.