

Report Guidance for Parents and Carers

Key Stage 4 – Year 11

You will receive three assessment reports each year which gives you a clear indication of how your child is achieving in each of the subjects they are studying. It is strongly recommended that you discuss the outcomes of each report with your child in order to support them in reflecting on their learning and to facilitate progress. You will have the opportunity to discuss your child's progress at the year group Parents' Evening, details of which can be found at www.thekjs.essex.sch.uk.

Your son/daughter will sit their final GCSE examinations in May and June 2018 the results for which will be available towards the end of August 2018.

The Key Stage 4 Grading System

GCSE grades – A phased reform of GCSE qualifications is taking place from the summer of 2017. These reformed GCSEs will be graded 9-1, instead of A* to G. Students will therefore have grades 9-1 (with 9 being the highest attainable grade) in many of their GCSEs alongside the traditional grades A*-G in their other subject areas. All GCSE grades are based on subject specific requirements outlined in each exam board's syllabus. We use a -, =, + to show how your son/daughter is progressing through each grade.

Reformed GCSE subjects are English Language, Literature, Maths, Art and Design, Biology, Chemistry, Combined Science, Computer Science, Dance, Drama, Food Preparation and Nutrition, French, Geography, History, Music, Physical Education, Physics, and Spanish.

BTEC grades are displayed as a Pass, Merit or Distinction with Distinction being the highest attainable award. We use a -, =, + to show how your son/daughter is progressing through each grade. Your son/daughter will complete assessment elements across their three years of study which will contribute to their final grade.

Report Information:

Target grades - are based on Key Stage 2 outcomes from which point an aspirational flightpath is applied to project targets at Key Stage 4. The target for each subject indicates the grade that your child should be aiming to achieve by the end of Key Stage 4 (end of Year 11) in order to be on track to make sufficient progress.

Current Attainment – reflects the average attainment of your child in their two most recent assessments. Assessments in each subject are marked against subject syllabus criteria.

PPE/Exam Grade – this grade will be available on the report following PPE/Exam week(s). Outcomes give a clear indication of how your son/daughter will perform in their final examinations and should be full prepared for. Details regarding exam week will be made available to you and your child prior to the assessment period including revision tips and materials which will also be accessible on the school website via the student section of the School Learning Gateway.

Attitude to Learning (ATL) - This number reflects your child's effort both in classwork and homework. It considers your child's behaviour and the extent to which they actively take responsibility for their learning:

Exceptional - Has a consistently positive impact on the climate for learning working consistently above expectations on all of the following:

- Shows high standards of behaviour in class- e.g. proactively engaging in learning asking and answering questions.
- Shows commitment to their progress e.g. making significant progress when acting on feedback.
- Shows a responsibility for their learning e.g. completing work outside the class to a high standard.

Above Expected – Shows high standards of:

- Behaviour in class- e.g. proactively engaging in learning asking and answering questions.
- Shows commitment to their progress e.g. making significant progress when acting on feedback.
- Shows a responsibility for their learning e.g. completing work outside the class to a high standard.

Minimum Expected – Meets minimum expectations:

- Meets expected standards for behaviour in class.
- Acts on feedback as expected.
- Completes homework to an adequate standard and meets deadlines.
- Equipped for lessons.

Below Expected – Does not consistently:

- Meet expected standards for behaviour in class e.g. low level disruption.
- Act on feedback as expected.
- Complete homework to an adequate standard and meet deadlines.
- Equipped for lessons.

Reformed GCSE Additional Guidance


The following information is taken from the Department for Education. It explains the new grading system 9-1 and is the best guide currently available for comparing reformed GCSE grades with the old grades.

“Statistical predictions will be used in 2017 to ensure there is alignment between the new and current grading structures, such that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- broadly the same proportion of students will achieve a grade 1 and above as currently achieve a grade G and above GCSE, AS and A level reforms in England Grading new GCSEs from 2017 GCSE 9 to 1.

All other grade boundaries will be set arithmetically, as now. For example, the boundaries at grades 5 and 6 will be set based on the difference in marks between grades 4 and 7; grade 5 will be set at one third of the difference in marks, and grade 6 at two thirds the difference in marks.

The government’s definition of a ‘good pass’ will be set at grade 5 for reformed GCSEs. A grade 4 will continue to be a level 2 achievement. The Department for Education does not expect employers, colleges or universities to raise the bar to a grade 5 if a grade 4 would meet their requirements. The new grading structure will be applied to other GCSE subjects in 2018 and 2019.”



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above