



# **Key Stage 4 Reports**

## **Information for Parents and Carers**

# Introduction

This booklet explains the key reporting areas or 'criteria' for students in Key Stage 4 and the grades that teaching staff may give under each criteria.

The five reporting criteria in KS4 are:

- Attainment and Progress – Subject Target and Current Level
- Commitment to Learning
- Organisation
- Behaviour
- Quality of Written Communication (QWC)

Each of these five areas is described in detail in order that each student can have a clear understanding of how well they are progressing and how, with appropriate support from home and school, they can go on to achieve their potential in all aspects of their school life.

# Attainment and Progress

## Current Grade

This is the grade which the teacher feels is most likely to be attained at the end of the course given the student's current performance (attitude and effort) in the subject.

Depending on the type of qualifications one of the following grades will be awarded.

These grades should be compared to the student's Target Grades to ascertain whether they are working in line with expectations, or above or below what is expected of them.

Qualifications	Available Grades	
All GCSE Subjects	<p>(Here X represents the 'Numbered' Grade)</p> <ul style="list-style-type: none"> <li>➤ Xa – this means, <b>"The student is fully secure at grade X and with intervention could possibly move up to the next grade."</b></li> <li>➤ Xb – this means, <b>"The student is not fully secure in grade X but should with appropriate support go on to achieve it."</b></li> <li>➤ Xc – this means, <b>"The student is not secure at grade X and without intervention may slip to the grade below."</b></li> </ul> <p>(Note - X represents the 'Numbered' Grade)</p>	
BTECs / Cambridge Nationals	L2/D* (Distinction* at Level 2) L2/M (Merit at Level 2) ----- L1/D* (Distinction* at Level 1) L1/M (Merit at Level 1)	L2/D (Distinction at Level 2) L2/P (Pass at Level 2) ----- L1/D (Distinction at Level 1) L1/P (Pass at Level 1)

*(Note – Level 2 is equivalent to A\*-C grades at GCSE and Level 1 is equivalent to D-G grades at GCSE)*

## **Note - Other Codes**

Sometimes it is not possible to award a level for a student in which case one of the following codes will be displayed:

- A – The student has a very high rate of absence which has meant that the teacher has been unable to make a judgement about their current working level
  
- W – The student has not reached the level required to be awarded a full GCSE grade, but is working towards it
  
- N – The teacher does not have sufficient information to make an accurate judgement about their working level (e.g. because they are new to the school)

# Commitment to Learning, Organisation & Behaviour

For each of these three areas a student is typically awarded a grade on a 4-point scale.

The main grades are 'Excellent' and 'Good':

- 'Excellent' – this is for those students who go beyond our expectations of what is reasonably required of them on a day-to-day basis. It is reserved for those who drive forward their own learning and do all they can to support and encourage the learning of others.
- 'Good' – this is for those students who consistently and without exception do all that is expected of them in regard to the given criteria.

'Inconsistent' and 'Cause for Concern' are the other two grades and are used where we are concerned that students are failing to achieve the high standards expected of them:

- 'Inconsistent' – this is for those students who in the main do what is expected of them, but fail to do so consistently: there are still areas where they can make improvements.
- 'Cause for Concern' – this, as the name suggests, indicates that there are some significant concerns that need to be addressed as a matter of urgency.

Where a student is awarded one of these lower grades, teaching staff will provide a brief comment about the MAIN area of concern.

## **Commitment to Learning**

This grade indicates the extent to which the student is actively committed to and is positively supporting their own learning.

This takes into account:

- the student's attitude towards learning (including their levels of motivation, engagement, participation, perseverance and enthusiasm);
- the level of effort the student consistently expends on their learning;
- the extent to which the student cooperates with the teacher and other students in the group to further their learning.

<b>Grade</b>	<b>Descriptor</b>	<b>Notes</b>
Excellent	Excellent	Outstanding commitment is shown at all times.
Good	Good	Good commitment is shown to their learning at all times.
Inconsist	Inconsistent	Positive commitment is shown to their learning at most times, but there is room for improvement.
Concern	Cause for Concern	There are concerns about the student's commitment.

## **Organisation**

This grade indicates the extent to which the student accepts personal responsibility for his/her learning by organising their time and resources so that:

- tasks (whether in class or at home) are satisfactorily completed by set deadlines, with or without the supervision of an adult;
- time is appropriately prioritised to meet competing demands and pressures (personal and work-related);
- necessary equipment is always available to meet the demands of set tasks.

<b>Grade</b>	<b>Descriptor</b>	<b>Notes</b>
Excellent	Excellent	Organisation is consistently outstanding at all times.
Good	Good	Organisation is good at all times.
Inconsist	Inconsistent	Organisation is positive at most times but there is room for improvement.
Concern	Cause for Concern	There are concerns about the student's organisation.

### **Behaviour**

This grade indicates the extent to which the student's behaviour positively supports their own learning and that of other students.

<b>Grade</b>	<b>Descriptor</b>	<b>Notes</b>
Excellent	Excellent	Behaviour is consistently outstanding at all times.
Good	Good	Behaviour is good at all times.
Inconsist	Inconsistent	Behaviour is positive at most times but there is room for improvement.
Concern	Cause for Concern	There are serious concerns about the student's behaviour.

# Quality of Written Communication

Our aim is for all students to be able to write accurately in all their subjects when completing written tasks. We have therefore identified 4 key literacy aims for every student. These aims are that they should:

- Write in complete sentences, using full stops and capital letters.
- Spell accurately, particularly homophones, high frequency words and subject specific words.
- Organise extended writing into paragraphs using a range of connectives, making use of sub-headings and bullet points as necessary.
- Make accurate use of a wide-range of punctuation including commas, colons, apostrophes and speech marks.

Each subject area will assess how well students are meeting these aims and then give a grade according to the student's level of consistency. These grades will be pooled to arrive at an overall picture of how well the student is doing. This information will be shared with you on each report in the form of an overall statement about the quality of written communication.