

# Report Explanation Sheet Assessment Point 3 - 2021/22 - Year 10

This Assessment Point's interim report gives you information on many aspects of students' progress. These are current performance, target, overall progress, effort, homework and a summary of their key strengths and areas of development.

### Current Performance (Att)

This category indicates a student's attainment grade to date. It is perfectly reasonable for this to alter from Assessment Point to Assessment Point as a student progresses towards their target, taking into account that the work or topics covered during the Key Stage might be more or less complex for individual students to master. The grades used in these columns are as follows:

GCSEs	Vocational
Graded from: 9, 8, 7, 6, 5, 4, 3, 2, 1	Graded from: L2D*, L2D, L2M, L2P L1D, L1M, L1P

### The vocational grading system:

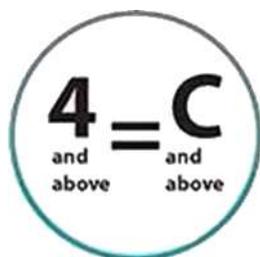
Vocational subjects are awarded at level 1 or level 2 and graded as pass, merit, distinction or distinction\*. The following table represents the relation between these vocational and legacy GCSE A\*-U grades:

Vocational grading structure						
L2D*	L2D	L2M	L2P	L1D	L1M	L1P
A*	A	B	C	D	E	F/G

### The new 9-1 GCSE grading system:

Due to government changes, new GCSEs have been introduced with all subjects now reformed, having received their first 1-9 grade outcomes in 2018. The new GCSEs have a grading system of 9-1 with grade 9 representing the highest level of attainment and 1 the lowest. The following points and accompanying diagram helps to explain this new approach:

- Broadly the same proportion of students will achieve a grade 4 and above as previously achieved a grade C and above
- Broadly the same proportion of students will achieve a grade 7 and above as previously achieved an A and above
- For each examination, the top 20% of those who get grade 7 or above will get a grade 9 – the very highest performers
- The bottom of grade 1 will be aligned with the bottom of grade G



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

### Target (Tgt)

This is a level for the student to aim for by the *end of the Key Stage/course*. The target is a benchmark for students to aim for and these are generated to ensure a suitable level of challenge is set for all students at Brooke Weston academy.

### Overall Progress (Progress)

This combines the student's predicted performance and target grade to show whether the student is likely to reach their target *by the end of the Key Stage/course*, based on their teacher making a professional judgement combining all known factors.

<b>Outstanding</b>	the student is likely to achieve higher than their target grades
<b>Aspirational</b>	the student is likely to achieve their aspirational target grade
<b>Expected</b>	the student is likely to achieve their minimum target grade
<b>Below Expected</b>	the student is unlikely to achieve their target grades

At Brooke Weston students are given two targets, a minimum and an aspirational target, with the minimum target benchmarked against the outcomes of students nationally. Students should aim to attain their aspirational target each Assessment Point in order to show sustained progress towards their GCSE outcomes.

### Effort (Effort)

Outstanding, Good, Satisfactory or Cause for Concern is used to show a student's attitude to a subject and covers issues such as punctuality to lessons, being well prepared and working in a focused way.

### Homework (Hwk)

Outstanding, Good, Satisfactory or Cause for Concern indicates whether homework is completed to a high standard and/or handed in on time. Satisfactory would indicate that one piece of homework has not been completed and/or handed in on time. Cause for Concern would indicate that this is the case for two or more pieces of homework.

### Grade Descriptors for Topics 1 - 6

This category indicates a student's understanding of the key topics that have been assessed on your child's recent mock examinations. This will give students a clear idea of their key areas of development and a focus for their revision moving forward. We have provided a report feedback sheet which outlines the definition of each topic area along with resources to improve for each individual subject. You can find these feedback sheets on our website under 'Our reporting' section or by [clicking this link](#). Please see below the definitions of each grade descriptor.

<b>Outstanding</b>	The student has demonstrated understanding of almost all knowledge of this topic area
<b>Secure</b>	The student has demonstrated understanding of most knowledge of this topic area
<b>Developing</b>	The student have demonstrated understanding of some knowledge on this topic area
<b>Insecure</b>	The student is not confident on this topic area
<b>Not Applicable</b>	This topic area is not applicable for the particular subject

If your child receives either developing or insecure for any of their topic areas, we would recommend taking the time to revise these specific topic areas. This can be done using the resources provided on the subject report feedback sheets, as each sheet has additional links to resources and/or videos relating to each topic and are designed to support your child with gaps in knowledge. In addition to this, they can also seek support from the relevant subject teacher where necessary. Where outstanding or secure has been achieved, your son/daughter may choose whether they feel this is required as it will serve to revise content and further secure knowledge.