

Report Explanation Sheet Assessment Point 1 - 2022/2023 - Year 11

This Assessment Point's interim report gives you information on eight aspects of students' progress. These are current performance, target, prediction, overall progress, effort, quality of work, homework and where appropriate, assessment.

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.

Prediction (Pred)

This is how a student is likely to perform with consistent effort, hard work and dedication. It should be noted however, that the prediction is based on various factors including controlled assessment (where appropriate), effort, quality, teacher assessment and more. It is, therefore, important to ensure that the current performance (Att) is not viewed lightly and that students ensure they continue working hard to achieve the predicted outcome they have been given.

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.

| | |
|-----------------------|--|
| Outstanding | the student is likely to achieve higher than their target grades |
| Aspirational | the student is likely to achieve their aspirational target grade |
| Expected | the student is likely to achieve their minimum target grade |
| Below Expected | 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.

Quality of Work (Quality)

Outstanding, Good, Satisfactory or Cause for Concern is used to indicate the quality of classwork, homework and coursework/controlled assessment produced, relative to the student's ability. If the work a student is producing (both in and out of lessons) is not in line with their target, this is unlikely to be Outstanding or Good. The use of Satisfactory and Cause for Concern should indicate the degree to which the work is not at the expected level.

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.

Assessment

If applicable, Outstanding, Good, Satisfactory or Cause for Concern indicates whether assessments are completed to a suitable level and/or handed in on time. Important aspects of assessment include revision, exam technique and application of knowledge, skills and understanding of topics covered throughout the Assessment Point.

A Satisfactory would indicate that the student's assessment work is not completed to a suitable level and/or handed in on time. A Cause for Concern would indicate that it is a long way off being complete to a suitable level or that issues with assessment exist that are hindering progress (i.e. lack of revision, exam technique and/or application of knowledge, skills and understanding of the topics covered).

Report Contents

- Explanation Sheet
- Interim Report (Single Sheet)

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