

Report Explanation Sheet

Year 10 Assessment Point 1 - 2022/2023

Attainment (Att) and Target (Tgt)

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 however are working towards aspirational targets aiming to attain the best possible outcomes at each Assessment Point in order to show sustained progress towards excellent GCSE outcomes. This target is the level students should aim for at the end of the course.

The attainment grade indicates the current level at which students are working in each subject. The grade offers a holistic overview of a range of data available, including recent formal assessments, coursework and controlled assessment (where appropriate) as well as mastery of the accumulation of knowledge required for the successful completion of the course. It is quite possible that attainment varies over the year or course due to the nature and complexity of different topics and units, although significant variation or fluctuation is something that should be reflected upon and examined to better understand.

A comparison of the old, new and vocational grading system:

New GCSEs were introduced in England and Wales in phases starting in 2017, which included a new grading system. 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 table helps to explain this new approach:

Level equivalent	OLD GCSE	NEW GCSE	Vocational grades
Level 2	A*	9	L2D*
	A	8	L2D
	B	7	L2M
	C	6	L2M
Level 1		5 Strong pass 4 Standard pass	L2P
	D	3	L1D
	E	2	L1M
	F	1	L1P
	G	1	L1P
	U	U	

Prediction (Pred) and Overall Progress (Progress)

The prediction grade outlines how a student is likely to perform with consistent effort, hard work and dedication. As with the attainment grade, it should be noted that the prediction is based on various factors. 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.

Where students are not meeting their target, "Expected" may be used to indicate that they will achieve their minimum target. When students are not meeting their minimum target, "Below Expected" will be used. In these cases, various forms of support will be required in order to ensure that the students meet their targets. This is a level for the student to aim for by the *end of the course*.

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

Effort (Effort), Quality of work (Quality), Homework and Assessment

Outstanding, Good, Satisfactory or Cause for Concern descriptors are used to show students' attitude to learning within subjects. **Effort** takes a holistic overview of expectations including punctuality, participation in lessons, being well prepared, working with focus and independence while **quality of work** indicates whether work within lessons aligns with the expectations of the individual student. **Completion of homework** informs whether a student is completing homework and submitting in with punctuality and **assessment** offers a more formative indication of the quality of the assessment(s) used to inform the current attainment level.