

Thomas Keble School



REPORTING AND ASSESSMENT 2023/24

Year 11



End of Key Stage 4 Estimated Target Grades

The target grade set is based on contextual information about your child, as well as a range of the following:

- KS2 data from primary schools
- Cognitive Attainment Test (CAT) score
- Fischer Family Trust estimates – we use those based on the top 20% of schools in the country
- KS3 school assessment data

End of Key Stage 4 Predicted Grades

This is the grade that the teachers of your child predict will be the outcome at the end of the course of study, should they continue to work as they are. To refine the predicted grade more, a plus, equals or minus sign has been added to indicate where the student is in relation to the grade above or below:

- 5+ the top of Grade 5, almost at the threshold of Grade 6
- 5= the middle of Grade 5
- 5- the bottom of a Grade 5, close to the threshold of a Grade 4

Throughout the year teachers will continually assess the progress being made by students. Tracking progress takes many forms and is based on classwork, homework, formal assessments, annual exams and on-going teacher assessment. Teachers assess students in a variety of different ways including written tasks, topic reviews, skills test or verbal questioning during a lesson.

If we have any concerns about your child's progress, we will endeavour to make contact to discuss possible reasons. This will enable us to implement any necessary support or intervention.

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GCSE course information

All our pupils study a core curriculum that includes courses in English, Maths, Science and a range of other subject options. Virtually all subjects are taken at GCSE level. Our expectations are high and the majority of pupils take 9/10 GCSEs.

Cambridge National Awards

Not all courses are assessed using the GCSE scale of grades, the following shows how Cambridge National results compare with GCSE grades:

Equivalent GCSE grades	OCR Cambridge Nationals	
	Level 1	Level 2
8/9		Distinction *
7		Distinction
5.5/6		Merit
4/5		Pass
3	Distinction	
2	Merit	
1.25	Pass	

Appendix 1

Thomas Keble School: Effort Descriptors

- 1. Means being committed to getting the most out of all learning opportunities available. It is what all Thomas Keble students should aim for.**

This student:

- Actively participates in the lesson at all times, and is fully engaged.
- Actively seeks feedback on how to improve the quality of their work.
- Shows great resilience and perseveres with all challenges, even when they are difficult.
- Manages their time and work efficiently and is highly self-disciplined.

- 2. Means being a responsible and hardworking student, who tries their best all of the time.**

This student:

- Shows a good interest in their learning and is attentive and focused.
- Responds well to feedback and targets, and completes work to the expected standard.
- Shows resilience and is willing to persevere with challenges.
- Takes responsibility for their work and is well organised.
- Willingly does all that is asked of them.

- 3. Means that a student is probably doing most of what they are supposed to do, but is failing to push themselves or make the most of the opportunities available.**

This student:

- Is generally focused but participation in lessons tends to be passive.
- May not try hard enough to improve their work after feedback.
- Shows some resilience but might give up on challenging tasks.
- Spends an adequate amount of time on tasks and is capable of being well organised.
- Does the minimum that is asked of them but not much more.

- 4. Means that a student needs support or intervention to become a more responsible learner.**

This student:

- Makes little effort to be involved in the lesson and may disrupt the learning of others.
- Fails to act on feedback provided and as a result is not making expected progress.
- Is reluctant to be challenged and will give up without really trying.
- Spends an inadequate amount of time on tasks and takes little pride in their work.
- Takes little or no responsibility for their own learning or behaviour.

Appendix 2

Homework categories

1. Homework is always handed in on time. The quality is in line with, or above, expectations for your child.
2. Homework is nearly always handed in on time. The quality is at least in line with expectations for your child.
3. Homework is not always handed in on time and/or the quality can fall short of expectations for your child.
4. Homework is regularly handed in late or not completed. The quality is below expectations for your child.