



GCSE Assessment and Reporting.

At St Benedict's we are committed to ensuring that assessment is an essential part to students learning and to make sure that pupils know where they are on their learning journey. In order to report on progress in academic subjects at GCSE the school uses the GCSE 9-1 system. For vocational subjects, such as Business and Enterprise, the grades used are the Pass, Merit and Distinction levels that are awarded in these subjects. Further detail on the GCSE 9-1 system can be found in a separate document on the school website.

Termly Assessment.

Students are assessed each term and for most subjects this will be at least one assessment which covers work covered on the GCSE course which has been studied up to that point. For some subjects this will be an in class test or series of tests. In practical subjects a project or series of projects may be used.

Students are only assessed on work that has been taught up to that point and never on material that has yet to be taught. Assessments may also cover work that has been taught in previous terms to reflect the demanding level of knowledge required by many of the 9-1 GCSE courses. Where a formal mock examination has been recently held then this will be one of the prime sources used to determine the assessment grade. Teachers will however also use other evidence of performance such as the standard of homework and other work produced in class. They will use these sources of evidence to produce a current attainment grade that best reflects the standard of work produced. For this reason, the grade reported is frequently referred to as the Current Working Grade of the pupil.

Each student will receive a report towards the end of each term which will clearly state the grade that they are working at in each subject. In this way parents will know how their son or daughter is doing in each subject. In the spring and summer term, the report will also state the grades achieved in previous terms so that comparisons can be made with previous performances. However, it should be noted that the most recent grade will always be the best indicator of a student's performance.

A termly report will include the following information:

Subject Target Grade: This is the grade that the student should be aiming at for the end of the course. It is an aspirational grade based on prior achievement, usually at Key Stage 2 but may include performance at Key Stage 3. Please be clear that the subject target is **NOT** a forecast grade. Some pupils meet their targets; some pupils exceed them but some do not achieve their target grade.

Current Working Grade: The current working grade is the grade that is the teacher's best estimate of the standard that is being achieved by the pupil.

Effort Grade: A grade of 1 to 5 which gives a best fit description of the student based on our core values of Compassion, Wisdom and Resilience. The descriptors for each grade can be found at the end of this document.

The **Current Working Grade** should always be interpreted in relation to the **Subject Target Grade** which gives an indication of the grade at which a pupil should be aiming. Good progress is being made when a pupil is close to or on their target grade and excellent progress is made when a pupil exceeds the target grade.

For example, by the summer term of Year 10 a student's grades in Science might look like:



Subject	Subject Target Grade	Current Working Grade Autumn	Current Working Grade Spring	Current Working Grade Summer	Effort Grade
Biology	6	5	5	6	4
Chemistry	6	3	3	4	3
Physics	6	6	6	7	5

In the above example grades are either static or getting better. Remember that even static grades will show progress as assessments taken later in the year are likely to be covering more material than previous assessments. However, it would also be possible for grades to drop if a student is not keeping up with the demands of a course. In the above example we have good progress in Biology, excellent progress in physics but some concern in Chemistry. These assessment grades should however always be read together with the current Effort Grade.

Teachers will make it clear to pupils when they have any in class formal assessments. Parents are asked to encourage students to revise for them so that they are gradually building up the knowledge needed to meet the demands of the 9-1 GCSE courses.

Effort Reporting.

The Effort grade is a grade from 0 to 5 that reflects the amount of effort that is put into each subject. These grades, based on the classroom expectations of learners at St Benedict's, are all centred on the essential characteristics of Wisdom, Resilience and Compassion. In respect to attitudes in the classroom this translates into being ready to learn, trying hard when challenged, and being kind and considerate to others and ourselves. The grades are shown in a table at the end of this document.

Teachers will select the grade based on a **best fit** approach. The overall description of each grade is shown in the table at the end of this letter – but here as an example is grade 5:

*Effort is **exemplary** and a positive reinforcement to others. **Always** respectful, polite and kind in dealings with peers and adults. **Always** shows resilience when challenged. **Always** ready to learn – punctual and with the correct equipment. Homework **always** done to the best of ability.*

The descriptors have been worded to illustrate the type of learner that we wish to develop at St Benedict's. Not all students will be a Grade 5 but we do believe that all pupils could become this type of pupil by working hard, showing resilience when challenged, and being kind and compassionate to those around them. They in no way relate to academic achievement or 'being clever' but relate to our core values that we can all strive for.

The 0 to 5 grade descriptors are an attempt to enable us to report to parents and students roughly where on the scale they are in this journey to become an ideal learner. A best fit approach is used when applying them to individual students.

In many ways these characteristics are far more important than academic attainment and these grades should always be read in conjunction with the progress information given in the report.

John D'Mello

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Effort Score Descriptors – Years 7 to 11

Classroom expectations of learners at St Benedict's are all centred on the essential characteristics of Wisdom, Resilience and Compassion. In respect to attitudes in the classroom this translates into being ready to learn, trying hard when challenged, and being kind and considerate to others and ourselves.

The 0 to 5 grade descriptors are an attempt to enable us to report to parents and students roughly where on the scale they are in this journey to become an ideal learner. A best fit approach is used when applying them to individual students.

Grade	Description
5	Effort is exemplary and a positive reinforcement to others. Always respectful, polite and kind in dealings with peers and adults. Always shows resilience when challenged. Always ready to learn – punctual and with the correct equipment. Homework always done to the best of ability.
4	Effort is consistently very good and rarely needs reminding of appropriate classroom behaviour. Consistently respectful, polite and kind. On most occasions shows resilience when challenged. Consistently ready to learn – punctual and with the correct equipment. On most occasions homework is done to the best of ability.
3	Effort is mostly good but sometimes needs reminding of appropriate classroom behaviour, but always responds to positive reinforcement. Mostly respectful, polite and kind. Is mostly resilient when challenged but sometimes needs encouragement to keep on going. Mostly ready to learn – punctual and with the correct equipment. Homework mostly meets expectations of the teacher.
2	Effort is sometimes good but does need reminding of appropriate classroom behaviour, but this is mostly responded to positively. Sometimes respectful, polite and kind but needs to be reminded about this. Can sometimes show resilience when challenged but often needs encouragement to keep on going. Can be ready to learn but is sometimes late or without the correct equipment. Homework has been completed on occasions but has also sometimes been handed in late or to a standard which does not reflect true ability. An occasional homework point has had to be issued.
1	Effort can be good but needs frequent reinforcement of expectations, and this not always responded to positively, resulting in a number of behaviour points being issued, but has rarely been removed from a lesson. Can be respectful, polite and kind but needs to be reminded about this often . Can show resilience when challenged but mostly needs encouragement to keep on going. Can be ready to learn but is often late or without the correct equipment. Homework has been completed but has also often not been handed in, or often handed in late, or to a standard which does not reflect true ability. This has resulted in a few homework points being issued.
0	Effort can meet expectations but unfortunately there have been serious lapses resulting in, for example, a number of behaviour points and some removals from lessons. Struggles to show respect and kindness to others on a regular basis. Nearly always needs encouragement to keep on going when work is challenging. Can be ready to learn but is nearly always late or without the correct equipment. Homework is nearly always left undone, handed in late, or to a standard which does not reflect true ability. This has resulted in a number of homework points being issued.