Guidance on Interims, Reports, Targets and Setting
Years 10 and 11

To Parents,

Balcarras School sends out the following information for parents about pupils in Key stage 4 (Years 10 and 11).

- **2 Interim Reports for Year 10**
- **3 Interim Reports for Year 11**
- **1 Enhanced Report for each year**

The dates for these to be issued are clearly indicated in the school calendar and spread evenly across the academic year.

The Interim Report shows how your child is developing compared to target grades. These reports form an important part of the school's regular communication with parents.

The first Interim Report for Year 10 contains Effort Grade ONLY.

All pupils should be aiming for high effort grades, which are independent of ability. Where effort grades are high, pupils deserve praise. Where effort grades are low, please do speak to your son/daughter about how they might improve their effort in the future.

If you have any queries about a particular grade, please contact the relevant Head of Department. If you have more general concerns, please contact the relevant Head of House.

Yours sincerely,

N. A. Baxter

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Deputy Head

Interim Report for Key Stage 4

Effort:

The following levels may be awarded:

1* **Outstanding** effort in all areas

1 **Good** effort in all areas

2 **Satisfactory** effort all-round

3 **Improved effort required** in 1 area

4 **Unsatisfactory effort** in a number of areas

*(These effort definitions came into effect on **1st November 2023**).*

Progress:

At GCSE a progress **grade (9 to 1)** will be given, as an indication of the grade expected to be achieved at the end of Year 11. The progress grade is awarded based on classwork, homework and assessments. In Year 10 the progress grades may be a little below the target grades, as pupils settle into their GCSE courses.

In Year 11, the first Interim will be a progress grade and should be moving closer to the target grade. The second and third interim grades will be predicted grades for the GCSE examination. It is hoped that these will be in line with target grades.

Concern:

One or more concerns may be given for effort grades of 3 or 4 in each subject.
The following concerns may be indicated

- **homework** – homework has been incomplete, late or not done
- **organisation** – organisation needs improving
- **concentration** – lack of concentration in lessons
- **talkative** – excessive talking in lessons
- **disrupts** – talking or behaviour has a negative impact on other students
- **contributions** – greater contributions to lessons required
- **punctuality** – punctuality to lessons needs to be improved
- **assessment** – work completed in controlled assessments so far is a concern
- **motivation** – lack of motivation in lessons or to catch up with missed work
- **attendance** – attendance at lessons has been poor
- **non-independent** – insufficient work has been completed outside of lessons
- **revision –** revision for examinations or tests has been poor
- **engagement –** engagement with the subject and lessons is below expectations
- **classwork –** work produced in class is below expectation

Enhanced Reports – Key Stage 4

In addition to effort and progress grades, the **Enhanced Report** contains the following information:

Classroom Qualities

Classroom qualities are ***included on the Enhanced Report only.***

Each subject will give a judgment on the four Classroom Qualities:

1. Expected standard of **behaviour and preparation**
2. **Homework**
3. **Engages** with lessons
4. Expected standard of **classwork**

Enhanced Report Only

Not on Interims

The judgments can be one of the following:

Co – Consistently

Us – Usually

In - Infrequently

Tutor comment a paragraph from the pupil's tutor, highlighting strengths and developmental needs

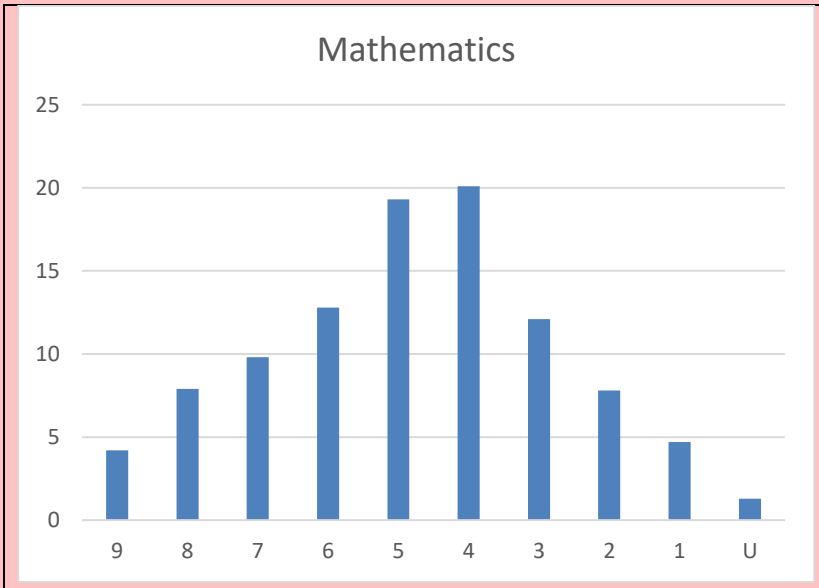
Subject comments key areas, identified by the subject teachers, of strength and developmental need

"Is a Grade 5 good?"

Lots of parents want to know if a particular grade is "good".

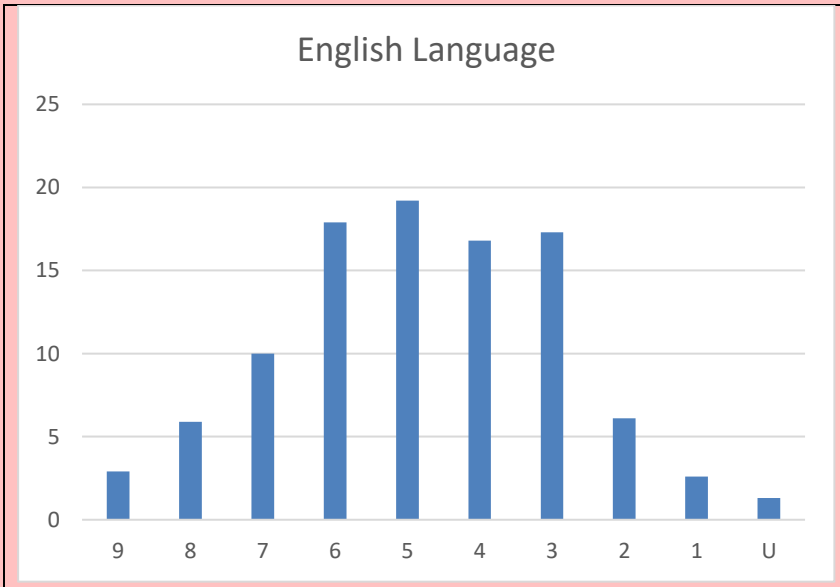
This is a difficult question to answer and will depend on many factors. Different pupils will have different targets.

Below is a table that shows GCSE national levels (note: this changes from year to year). From this, parents will have a broad idea of where this places their child nationally.



Grade 5
places a student in the top
54% nationally.

Grade 7
places a student in the top
21.9% nationally



Grade 5
places a student in the top
55.9% nationally.

Grade 7
places a student in the top
18.8% nationally

Target Setting

Target GCSE Grade

Years 10 and 11

This is the grade your child should be aiming to achieve in his/her GCSE at the end of Year 11. It is based on performance in the Key Stage 2 Assessments, which are the nationally recognised baseline data for all pupils.

From September 2016, a new grading system was introduced. Instead of the old letters (A* - G), grades will now be a number between 1 and 9:

(**1** lowest, **9** highest)

(Please note there are a few exceptions that use different grading systems. Heads of Departments will be able to explain these if requested. These subjects are Health and Social Care and Digital Applications)

Target setting in PE.

Pupils will not be set a target for core PE lessons. Pupils will be issued a progress grade on their reports of "***Toward***", "***At***", or "***Beyond***". This will be based on teacher judgement and reflect the expected level for PE based on their age.

(Targets should not be seen as a ceiling – we would be delighted if your son/daughter achieved a higher grade than his/her target grade.)

Setting

Pupils will always be assigned to a set that is considered best educationally for each pupil. A number of factors are considered when assigning pupils to sets. Primarily, performance in school assessments will be the main consideration. However, performance in classwork and homework will also be taken in to account, as will ensuring that sets have the right mix of pupils to avoid distraction. **Sets can change** during the course of an academic year. Where a pupil's results merit a change of set this will take place after careful consideration by the Head of department and the class teachers involved. Each department assigns pupils to sets according to their own criteria.