



From the Headmaster

February 2020

## Half-termly Progress Monitoring

### Grade descriptors

#### Rationale

Many of our boys need help in order to believe that success is possible for them. Until they have such self-belief, they will often not engage, or will not engage fully. This half-termly progress reporting is designed to support that self-belief. It is also designed to provide indicators to a boy's parent regarding how engaged the boy is in his learning and progress.

#### Choosing and interpreting the Progress grade (Year Eight and younger years only)

The teacher's professional judgement, based on their observation and experience of the pupil during the reporting period, is used to make a judgement regarding the pupil's progress in that subject relative to the progress that would be expected of that particular pupil, bearing in mind his specific learning challenges. Comparison with the progress expected of his peers, both in the school and nationally, is only one factor contributing to the judgement, which is more weighted in terms of the pupil's progress compared with his personal potential abilities.

#### Setting and interpreting the aspirational attainment grade (Year Nine and upwards only)

The aspirational attainment grade must be both aspirational and realistic. It is especially difficult when a pupil is new to a teacher in the first half-term of Year Nine, and for that reason neither the aspirational attainment grade, nor the current attainment grade, are applied for the Michaelmas First reporting period for Year Nine pupils. By the end of the Michaelmas term of Year Nine, those grades are provided for the core subjects of English, Mathematics and the sciences, but not for the non-core (optional) subjects. By the publication of the Lent First grades, at February half-term, aspirational attainment, and current attainment grades are provided for all subjects.

An aspirational grade should be a target; something to work towards. But it must also be achievable – not immediately, but within the duration of the course, i.e. the summer of Year Eleven, or the summer of the Upper Sixth. The grade may well change (either up or down) as the teacher becomes more understanding of the pupil's ability in the subject. That set at the beginning of Year Nine may well be altered further down the line.

The grade must be something for him to work towards – a goal that is aspirational but attainable if he gives his all. If, with everything going his way, and with his most focused effort sustained continuously, he is capable at best of achieving a grade 3 (or a grade D as previously described) then that should be his aspirational grade. It is anticipated, though, that for the majority of pupils, a majority of their aspirational grades will be at grade 4/grade C or higher.



### Choosing and interpreting the attainment grade (Year Nine and upwards only)

This should not be informed solely by a single test, but should represent a teacher's professional judgement based upon their experience of the pupil over the past six weeks. It will reflect a combined experience of their verbal contributions in class, their written work, their group-work, their independent work, and any other indicators which help the teacher to assess the standard at which the pupil is operating in the subject. It should be recognised that this grade must take into consideration subject knowledge covered thus far, as well as the pupil's development of the skills necessary for demonstrating their understanding on the examination paper, or other form of course assessment.

### Choosing and interpreting Homework, Behaviour and Effort grades (all ages)

The following descriptors are designed to support teachers in making judgements, and to help parents to understand what factors influence their son's homework, behaviour and effort grades within each subject.

A best-fit approach is used, but there is an emphasis on taking into account each individual's social and learning challenges profile when making judgements.

	Homework	Behaviour	Effort
Exemplary	<ul style="list-style-type: none"><li>• All homework activities are completed and submitted on time.</li><li>• There is sustained evidence that a very significant level of effort is devoted to homework activities.</li><li>• Completed homework activities reflect or exceed the very highest level of expected ability <u>for that pupil</u>.</li><li>• There is clear evidence that the pupil, <u>to the best of his ability</u>, cares very much for the presentation and general quality of his work.</li></ul>	<ul style="list-style-type: none"><li>• Relative to the pupil's ability relating to concentration and engagement, there is a sustained, extremely high level of engagement from the pupil with lessons and activities.</li><li>• A very high level of respect for the characteristics, contributions and presence of others is continually demonstrated during subject-lessons by the pupil.</li><li>• The pupil's Behaviour for Learning records for the subject demonstrate a sustained, high standard of conduct in lessons.</li></ul>	<ul style="list-style-type: none"><li>• In accordance with the pupil's difficulties and abilities, a consistently very high level of effort in all aspects of the subject is displayed.</li></ul>



<b>Good</b>	<ul style="list-style-type: none"><li>• In almost all cases, completed homework activities are submitted on time.</li><li>• There is demonstrable evidence that an expected level of effort is devoted to the majority of homework activities.</li><li>• Completed homework activities are generally reflective of the expected ability <u>for that pupil</u>.</li><li>• There is demonstrable evidence that the pupil, <u>in line with his expected ability</u>, gives a good level of attention to the presentation and general quality of his work in a majority of completed activities.</li></ul>	<ul style="list-style-type: none"><li>• Relative to the pupil's ability relating to concentration and engagement, there is generally a good level of engagement from the pupil with lessons and activities.</li><li>• An expected level of respect for the characteristics, contributions and presence of others is almost always demonstrated during subject-lessons by the pupil.</li><li>• The pupil's Behaviour for Learning records for the subject demonstrate a positive attitude to conduct in lessons.</li></ul>	<ul style="list-style-type: none"><li>• In accordance with the pupil's difficulties and abilities, a good level of effort in all aspects of the subject is generally displayed.</li></ul>
<b>Unsatisfactory</b>	<ul style="list-style-type: none"><li>• Homework activities may be incomplete or not submitted on or after the submission deadline.</li><li>• There is evidence that a lower than expected level of effort is committed by the pupil to his work.</li><li>• Submitted homework activities do not reflect the expected ability <u>for that pupil</u>.</li><li>• There is evidence that the pupil does not give a good level of attention, <u>according to his expected ability</u>, to the presentation and general quality of homework activities.</li></ul>	<ul style="list-style-type: none"><li>• Taking into account the pupil's recognised challenges affecting learning, he does not demonstrate enough commitment to engaging with lessons and activities.</li><li>• Comments and actions during subject-lessons demonstrate that a greater respect for the characteristics, contributions and presence of others is wanting.</li><li>• The pupil's Behaviour for Learning records for the subject reflect a deficit in conduct.</li></ul>	<ul style="list-style-type: none"><li>• In accordance with the pupil's difficulties and abilities, a greater level of effort and general commitment to acquiring and practising knowledge and skills in the subject is wanting.</li></ul>