



# Venerable Bede CE Academy

## A Guide to Interpreting Year 10 'Pupil Progress Reports'

### Grade Information

#### BTEC Grades

If your child studies a BTEC qualification, the conversion chart shown on the right gives the approximate GCSE equivalence. BTEC courses include Business Studies, Health & Social Care, Digital IT, Sport and Travel & Tourism.

BTEC Grade	GCSE Equivalent
Level 2 Distinction* (D*)	8/9
Level 2 Distinction (D)	7
Level 2 Merit (M)	5/6
Level 2 Pass (P)	4
Level 1 Distinction (L1D)	3
Level 1 Merit (L1M)	2
Level 1 Pass (L1P)	1
Unclassified (U)	Unclassified

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

#### GCSE Grades

All GCSE subjects are reported in grades 9 – 1. The chart shown on the left shows an approximate equivalence between historic A\* – G grades and the current 9 – 1 grades at GCSE. We report 'fine grades' in our Progress information to help determine how close to the grade above or below a pupil may be working at.

If a grade is shown with a '+' next to it, this indicates that a pupil is almost working at the grade above

If a grade is shown with a '-' next to it, this indicates that a pupil is working at that grade but not yet securely.

Where a grade is shown as 'X', this indicates that we do not have sufficient information/evidence to inform a 9-1 grade

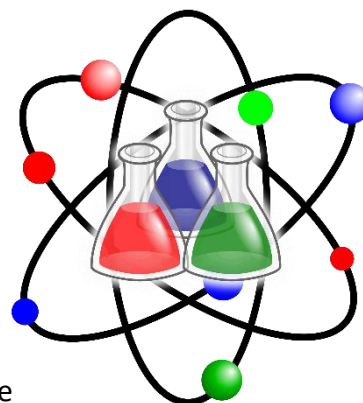
#### Science Grades

Pupils will have listed on their Progress report either:

- Separate Biology, Chemistry and Physics grades, or
- Two linked grades if they are following the dual award Combined Science course.

For example a pupil studying separate sciences may attain a grade 7 for Biology, a grade 5 for Chemistry and a grade 6 for Physics.

A pupil receiving grades 6 / 5 in Combined Science, would attain one grade 6 and one grade 5, whereas a pupil receiving grade 4 / 4 would attain two grade 4s.



## Attitude to Learning Scores

The following table shows the key information used to determine 'Attitude to Learning' scores. Teachers award scores using a 'best-fit' approach to help determine an overall judgement – the criteria listed are NOT used as a checklist.

<b>Attitude to Learning</b>	
<b>1</b> – Excellent	<ul style="list-style-type: none"> <li>▪ Remains focused and on task for the whole lesson.</li> <li>▪ Never disrupts the learning of other pupils.</li> <li>▪ Highly resilient - understands that making mistakes is a positive part of learning and approaches all tasks independently.</li> <li>▪ Works extremely effectively with other pupils during paired/group work.</li> <li>▪ Acts upon advice given by staff and responds to requests immediately.</li> <li>▪ Homework is always completed by the deadline set. Where deadlines are not met, there is a valid reason.</li> </ul>
<b>2</b> – Good	<ul style="list-style-type: none"> <li>▪ Remains focused and on task for most of the lesson.</li> <li>▪ Allows other pupils to learn and rarely disrupts others.</li> <li>▪ Generally resilient – will try to tackle a task first before seeking help from other pupils or staff. May require some reassurance from staff but accepts making mistakes is part of learning.</li> <li>▪ Works sensibly with other pupils in paired/group work and contributes to discussions in a polite, appropriate manner.</li> <li>▪ Accepts advice given by staff and responds to requests appropriately.</li> <li>▪ Vast majority of homework deadlines are met. Where deadlines are not met, there is a valid reason.</li> </ul>
<b>3</b> – Cause for Concern	<ul style="list-style-type: none"> <li>▪ Needs to be reminded to remain on task occasionally during a lesson.</li> <li>▪ Occasionally interrupts the learning of other pupils through low-level off-task behaviour.</li> <li>▪ Lacks resilience – seeks help and reassurance before attempting tasks. Fails to realise that making mistakes is part of learning.</li> <li>▪ Takes a passive role in paired/group work preferring to let other pupils take a leading role in a task.</li> <li>▪ Listens to advice given by staff but requires an instruction to be given several times before responding.</li> <li>▪ Homework deadlines are not always met, but rearranged deadlines are met.</li> </ul>
<b>4</b> – Serious Cause for Concern	<ul style="list-style-type: none"> <li>▪ Frequently off-task during the lesson.</li> <li>▪ Regularly disrupts the learning of other pupils.</li> <li>▪ Lacks resilience – requires lots of support from staff to start tasks given. Does not like making mistakes and as a result struggles to complete tasks independently.</li> <li>▪ Struggles to take part in paired/group work sensibly.</li> <li>▪ Responds to requests from staff in an inappropriate manner.</li> <li>▪ Homework is rarely or never completed, even if deadlines are rearranged.</li> </ul>


**ATTENDANCE:**  
Absence has a direct impact upon attainment, therefore, our attendance target is for all pupils to remain above 96% attendance.

**CURRENT WORKING GRADE (CWG):**  
This is the grade that a pupil is currently working at, at the time of the report's completion. This grade is determined by teacher assessment of the knowledge and skills acquired and demonstrated up until the time of the data entry.

**PREDICTED GRADE (PG):**  
This is the GCSE grade that teachers predict a pupil will achieve, by the end of the course, if they continue at their current rate of progress. Please bear in mind this is a prediction and could move up or down if circumstances change. For example, predicted grades could be affected by changes in rates of attendance, attitudes to learning or work ethic.

**END OF KS4 TARGET GRADE:**  
This is the grade that pupils with similar previous achievement at the end of KS2 have achieved nationally, on average, in previous years. This grade is the **minimum** GCSE result a pupil should be aiming for.

**ATTITUDE TO LEARNING SCORES:**  
To interpret these scores, please see the table overleaf for descriptions. Please note that teachers enter a 'best fit' grade and not every bullet point will necessarily apply. Pupils should aim for scores of 1 or 2.

 <b>VENERABLE BEDE CE ACADEMY</b> Year 10 Pupil Progress Report – Spring Term 2023/24 [December 2023]										
<b>Name &amp; Tutor Group:</b>		A Pupil 10Z			<b>Most recent information is shown in the shaded columns</b>					
<b>2023/24 Percentage Attendance:</b>		98.6%								
Subject	End of KS4 Target Grade	Year 10 Autumn Term 2023/24			Year 10 Spring Term 2023/24			Year 10 Summer Term 2023/24		
		Current Working Grade	Predicted Grade	Attitude to Learning Score	Current Working Grade	Predicted Grade	Attitude to Learning Score	Current Working Grade	Predicted Grade	Attitude to Learning Score
English Language	7	4-	6+	1						
English Literature	6	4-	6+	1						
Mathematics	6	3+	7-	1						
Biology	6+	3+	6	1						
Chemistry	6+	3-	6-	1						
Physics	6+	4	6	1						
BTEC Business Studies	D	D	D*	1						
Fashion	6	4	6+	1						
Geography	6	5-	7	2						
Media Studies	6	3	5+	2						
Religious Education	6	5	6+	1						

**CWG, PG AND TARGET GRADES IN DIFFERENT SUBJECTS:** Where a subject is heavily **skills** based e.g. Geography, the CWG, PG and target grade can be quite close together throughout the course. Whereas, where a subject is heavily **knowledge** based and relies on **covering a lot of content** e.g. Maths, there can be a wide gap between the CWG, PG and target grade at the start of a course – this gap should narrow as the course progresses.

**FINE GRADES:**  
If a grade is shown which includes a '+' or a '-', it indicates that a pupil is almost working at the grade above (+) or is working at that grade but not yet securely (-).