Monitoring Explanation Sheet – Year 10 Settling In Grades

The **Target Grade** is the minimum grade your child should be aiming to achieve at the end of their KS4 course (end of Year 11) assuming that they work at all times with enthusiasm, determination and self-reflection.

Target Grades are based on a student's prior attainment at either Key Stage 2 or CATs tests as well as historical information about the performance of students with similar attainment levels across the country. If we do not have either KS2 or CATs data, we will assess each student individually to set motivational targets. Our Targets are set to be aspirational.

These grades are fine graded and the letter, H, M or L, represents how secure the GCSE grade achieved is, so a 5H represents a very secure Grade 5 whereas a 5L is far less secure.

The fine grade structure is:

Fine Grade (9-1)	Examples	Explanation of Fine Grade
H	9H, 8H, 7H, 2H, 1H etc	At their current rate of progress, your child will secure this grade at the conclusion of the course. With intervention and/or further improvement in their attitude, they have the potential to achieve the grade above.
M	9M, 8M, 7M, 2M, 1M etc	At their current rate of progress, your child should secure this grade at the conclusion of the course.
L	9L, 8L, 7L, 2L, 1L etc	At their current rate of progress, your child is capable of securing this grade at the conclusion of the course. However, without intervention and/or further improvement in their attitude, the result could drop to the grade below.

Creative Media Production; Sports Studies; Health & Social Care Marketing & Enterprise	Functional Skills English & Maths ELC	**Asdan**
Level 2 Distinction* – D*2 Level 2 Distinction – D2 Level 2 Merit – M2 Level 2 Pass – P2 Level 1 Distinction – D1 Level 1 Merit – M1 Level 1 Pass – P1	Level 3 Pass – L3P Level 2 Pass – L2P Level 1 Pass – L1P	Pass Level 2 – P-L2 Pass Level 1 – P-L1

Non GCSE subjects are fine graded using +,- or = where appropriate in place of the high/low/middle grading used for GCSEs, above.

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Attitude to Learning (ATL) is the effort your child is making during lessons, with homework and in Tutor Time.

Grade	ATL – Classroom	ATL – Home
A Outstanding	Attitude during lessons is **outstanding**: • Students are never late • Work exceeds expectations - whether in the classroom or via Teams • Constantly seeks ways to challenge and improve as a student • Contributions support the lesson and the learning of the class as a whole	Home learning attitude is **outstanding**: • Tasks are never handed in late and all deadlines are met • Quality exceeds expectations • Actively demonstrates use of prior knowledge and independent development to support progress in class
B Good	Attitude during lessons is **good**: • Students are very rarely late and always have a good reason • Work meets expectation - whether in the classroom or via Teams • Sometimes seeks extension opportunities • Actively contributes to lessons	Home learning attitude is **good**: • Tasks are very rarely handed in late and the student always has a good reason • Quality meets expectations • Often reflects on and utilises the work completed in class
C Needs Improving	Attitude during lessons **requires improvement**: • Students are sometimes late and fail to have an acceptable explanation • Work sometimes fails to meet expectations - whether in the classroom or via Teams • Attempts some/most tasks • Sometimes contributes to lessons	Home learning attitude **requires improvement**: • Tasks are sometimes handed in late and the student fails to provide an acceptable explanation • Quality sometimes fails to meet expectations • Sometimes reflects on and utilises the work completed in class
D Inadequate	Attitude during lessons is **poor**: • Punctuality is causing concern and is impacting on learning • Work is often below expectations - whether in the classroom or via Teams • Fails to complete tasks • Does not contribute to lessons	Home learning attitude is **poor**: • Tasks are often handed in late and the student fails to provide an acceptable explanation • Quality is below expectations • Rarely reflects on and utilises the work completed in class
NA	It has not been possible to provide a grade (e.g. the subject does not set homework such as PE or the student has been on long term absence or may have recently joined the school.)	

Grade	Attitude to Tutor Time	Readiness for Learning
A Outstanding	• Proactively engaged in form time activities - whether in the classroom or via Teams • Is always on time for Tutor Time • Regularly contributes to the wider school community	• Always has a wide range of necessary equipment • Regular evidence of positive feedback from classroom teachers • Is always on time for lessons
B Good	• Actively engaged in form time activities - whether in the classroom or via Teams • Is always on time for Tutor Time • Contributes to the wider school community	• Always has the necessary equipment • Evidence of positive feedback from classroom teachers • Is always on time for lessons
C Needs Improving	• Partially engaged in form time activities - whether in the classroom or via Teams • Is usually on time for Tutor Time • Occasionally contributes to the wider school community	• Usually has the necessary equipment • Minimal evidence of positive feedback from classroom teachers • Is usually on time for lessons
D Inadequate	• Rarely/never engaged in form time activities - whether in the classroom or via Teams • Is rarely on time for Tutor Time • Rarely/never contributes to the wider school community	• Rarely has the required equipment • Evidence of concerns around learning from classroom teachers • Is frequently late for lessons
NA	It has not been possible to provide a grade (e.g. the student has been on long term absence or may have recently joined the school.)	

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