

Student Attainment and Progress at Haileybury Turnford

Progress Updates 2018-19

Reporting to Parents and Carers



Changes to GCSE grading

- GCSEs are no longer graded A*-G
- New GCSEs will replace A*- G with grades 9-1
- Grade 9 is the highest grade possible



Explaining GCSE 9-1 grades

The following information should give you an indication of the grade distribution:

- **Grade 9** is higher than the old grade A* and it will only be awarded to the top 3% of students across the country
- **Grade 8** is the equivalent of the old grade A*/A boundary
- **Grade 7** is the bottom of an old grade A
- **Grade 6** is the top two-thirds of an old grade B



Explaining GCSE 9-1 grades continued

- **Grade 5** is the equivalent of the top third of a grade C and the bottom third of a grade B; this will be the new benchmark by which schools are assessed from summer 2018 onwards (a “Strong Pass”)
- **Grade 4** is the equivalent of the bottom of an old grade C (a “Standard Pass”)

Old GCSE	A*		A	B		C	D	E	F	G
New GCSE	9	8	7	6	5	4	3	2	1	



Grading new GCSEs from 2017

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



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Tracking Attainment in Year 7-11

Using the new GCSE grades

GCSE Attainment Grade
9
8
7
6
5
4
3
2
1
Foundation



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Tracking Attainment in Year 7-11

- Each student will be given a numbered target for the end of the Key Stage (based on KS2 data). This is what he/she should be aiming towards and beyond. We expect that most students will make one grade of progress each year.
- This means target grades should be met or exceeded by the end of Year 8 (end of Key Stage 3) and the end of Year 11 (Key Stage 4).
- To support the needs of all of our students, we have added two 'Foundation' grades – Foundation 1 and Foundation 2. These are for our internal assessments only.



Tracking Attainment in Year 12-13

- Each student will be given a target for the end of the Key Stage (based on GCSE data). This is what he/she should be aiming towards and beyond.
- This means target grades should be met or exceeded by the end of Year 13.
- To support the needs of all of our students, the Sixth Form leadership and form tutor teams will provide support and guidance.



Tracking Attitudes to Learning

ATL 5	The student's attitude to learning is conscientious and diligent. They are highly motivated, use their initiative, ask questions to extend their learning and take responsibility for their own learning. Students seek challenge and support as necessary, and extend their studies by proactively seeking opportunities to develop their subject knowledge beyond the classroom. They are keen to share their work and discuss related topics with staff and peers. Prep is completed to a very high standard.
ATL 4	The student's attitude to learning is pro-active. Students are motivated individuals who complete tasks fully and independently in lessons, actively reviewing and improving their work before seeking support from a teacher. They consistently undertake extension activities and produce Prep of a good standard. They are willing to redraft and improve work repeatedly to attain the highest standard of work possible.
ATL 3	The student shows a willingness to learn, but they can often be passive rather than pro-active when it comes to their own learning. Students can work independently to produce work of a good standard, but rely on the teacher to direct evaluation and assessment. They make little use of extension activities in lessons and they require prompting and encouragement to complete redrafts and improvements. Prep is generally completed to an acceptable standard.
ATL 2	The student may not complete tasks fully, and may require a significant level of monitoring to ensure that concentration is maintained. Students may be slow to start tasks and do not actively seek support if they are unsure what to do. Students may lack resilience and are content with completing the minimum requirements. Prep is often incomplete and rushed.
ATL 1	The student's attitude to learning is cause for concern and they often fail to actively engage with or take responsibility for their own learning, even with encouragement and support. Students may be fully dependent on staff and may resist support or create barriers to learning, giving up quickly if they are struggling. They can be disengaged and only rarely demonstrate interest in topics or pride in their work. They are often without the appropriate equipment and rarely complete Prep.



When will Progress Updates be issued?

- Progress Updates will be issued each term.
- They will be uploaded to Insight to view by parents and carers and previous Progress Updates will remain on Insight.
- There is a separate Assessment Calendar which shows when Progress Updates are issued for each year group.



Further information and contacts

- If you have any queries please contact your child's Form Tutor or Year Achievement Coordinator in the first instance

Year Group	Year Achievement Coordinator Contact Details
Year 7	Miss H Allingham – allinghamh@haileyburyturnford.com
Year 8	Ms K Johnson – johnsonk@haileyburyturnford.com
Year 9	Mr M Barrett– barrettm@haileyburyturnford.com
Year 10	Mr S Knowles– knowless@haileyburyturnford.com
Year 11	Mr E Macaulay – macaulaye@haileyburyturnford.com
Year 12	Mr S Lindquist – lindquists@haileyburyturnford.com
Year 13	Miss A Goody – goodya@haileyburyturnford.com



Senior staff contacts

- Alternatively, contact the following staff with further queries

Year Groups	Senior staff contact
Year 7 & 8	Mr B Walsh – walshb@haileyburyturnford.com Assistant Principal
Year 9 & 10	Mr N Megaw – megawn@haileyburyturnford.com Assistant Principal
Year 11	Ms K Just – justk@haileyburyturnford.com Vice Principal
Sixth Form (Year 12 & 13)	Mrs N Shivalkar – shivalkarn@haileyburyturnford.com Assistant Principal & Head of Sixth Form