

Student Attainment and Progress at Haileybury Turnford

KS4 (Year 10-11) Progress Updates 2020-21

Reporting to Parents and Carers



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GCSE grading

- GCSEs have replaced the old A*- U with numbered grades from 9-1 in all subjects
- Grade 9 is the highest grade possible which can be achieved
- Vocational Technical Qualifications (VTQs) have a different grading system



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Explaining GCSE 9-1 grades

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

- **Grade 9** is higher than the previous grade A* and it will only be awarded to the top 2% of students across the country
- **Grade 8** is the equivalent of the previous A*/A boundary
- **Grade 7** is the bottom of the previous grade A
- **Grade 6** is the top two-thirds of the previous grade B



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Explaining GCSE 9-1 grades continued

- **Grade 5** is the equivalent of the top third of a previous grade C and the bottom third of a grade B; this is the new benchmark by which schools are assessed (a “Strong Pass”)
- **Grade 4** is the equivalent of the bottom of a previous 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



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Explaining VTQ grades

- Vocational Technical Qualifications use a different scale for awarding grades and are modular in nature. Students will sit 3 or more modules across KS4 and the overall grade received will be the aggregate of those individual module results.
- VTQ grades and their equivalent to GCSE grades are shown to the right.

VTQ grade	GCSE grade
P1 (Pass Level 1)	1
M1 (Merit Level 1)	2
D1 (Distinction Level 1)	3
P2 (Pass Level 2)	4
M2 (Merit Level 2)	5/6
D2 (Distinction Level 2)	7
D* (Distinction Level 2)	8/9



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Tracking Attainment at KS4

- Each student will be given a numbered target for the end of the Key Stage (based on their KS2 performance in Year 6). This is what he/she should be aiming towards and beyond. We expect that most students will make one grade of progress, on average, each year.
- This means target grades should be met or exceeded by the end of Year 11.



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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. Homework 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 homework 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. Homework 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. Homework 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 homework.



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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 10	Ms K Johnson – johnsonk@haileyburyturnford.com
Year 11	Mr E Macaulay – macaulaye@haileyburyturnford.com

Year Group	Assistant Year Achievement Coordinator Contact Details
Year 10	Miss C Gibbins – gibbinsc@haileyburyturnford.com
Year 11	Mrs J Amatruda – amatrudaj@haileyburyturnford.com



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