

The new interim grade system, starting September 2008

The New Grade descriptors

The '1' – outstanding

This is 'outstanding', both in and outside the class. These pupils are on or above target for predicted grades. In some cases they will be on target for their challenge grades too.

Most of the following should be fulfilled.

- The pupil is consistently focused and engaged in lessons, with pertinent questioning and full involvement in activities.
- Thorough learning and consolidation is done outside class, which is reflected in excellent progress in their standard of written work and test results, according to the individual ability of the pupil. If a pupil is weak, but does extra work or attends clinics to keep up or maintain grades, then this can be a 1.
- A pupil can be awarded a 1 if he/she uses a subject specific extra-curricular activity to demonstrate research outside the classroom. An example might be a PowerPoint presentation at an academic activity like Politics, Psychology and Philosophy (PPP), or a scholars' lecture.
- Homework will never be late or shoddily done. It should be expected that the most able pupils request extra reading or departmental activities which will broaden their understanding of the syllabus, and take an interest in extension work. However, exception should be made for the D/C grade pupils who will find this extra work a distraction and their 'excellent' efforts should be judged on their progress and effort on the work within the examined syllabus. See above – extra clinics.
- They show a consistent interest and curiosity in the process and practice of learning
- These pupils should never distract others or obstruct the learning environment of the classroom.

It is expected that the '1' will be awarded sparingly to recognise genuine engagement in learning.

The '2' – very good

This is very good, or on target for the expected grades. The profile of a pupil who receives a 2 is as follows.

- In the class room they are always hard working and attentive, but are generally unwilling to tackle extension work (or ask for the work, but don't do it).
- Attainment accurately reflects their abilities; they are doing what is necessary to achieve the predicted grade.
- The learning and consolidation that is done outside class achieves strong grades and written work is complete and well presented.
- Homework will very rarely be late or shoddily done. One 'blip' may be allowed.
- These pupils should never distract others or obstruct the learning environment of the classroom.
- They will always be punctual to lessons, with one or two justifiable exceptions.
- They will always have the proper equipment for every lesson, with one or two justifiable exceptions.

The '3' – satisfactory

This is satisfactory, or just about on target for the expected grades. This is your average, well behaved but unambitious pupil. The profile of a pupil who receives a 3 is as follows.

- In the class room they are often hard working and attentive, but do not maintain this effort consistently every lesson.
- Attainment generally reflects their abilities; but they occasionally under perform due to a lack of preparation.

- The learning and consolidation that is done outside class secures sound grades and written work is usually complete and well presented.
- Homework will be sometimes late; once or twice per reporting session.
- These pupils should hardly ever distract others or obstruct the learning environment of the classroom.
- They will always be punctual to lessons, with one or two justifiable exceptions.
- They will always have the proper equipment for every lesson, with one or two justifiable exceptions.

The '4' – unsatisfactory

This is unsatisfactory; not on target for predicted grade or causing distraction in class and therefore cause for concern. This behaviour can be in or out of class.

To get a 4, pupils must be unsatisfactory in **one** of the following major areas.

- Regular poor behaviour or attention in lessons (one bad lesson can be overlooked).
- Late or incomplete work on more than two occasions.
- Attainment routinely does not reflect their abilities; in other words they often fail to do what is necessary to achieve the predicted grade. So a repeated poor test result relative to a pupil's abilities due to a lack of revision would be justification for a 4 effort grade.

If the following **happen regularly** then the pupil also ought to be given a 4.

- Pupils forget to bring the correct files and equipment to lessons.
- They are not always punctual to lessons, and have unjustifiable reasons for lateness.

A pupil can behave like a 2 in class, but produce work that implies effort of a 4 standard. In this case give a 4 to show that the effort required for a good grade is not applied outside as well as inside the classroom. A pupil can have a 2 for the quality of their work, but a 4 for their behaviour; in this case a 4 should be given to highlight the cause for concern.

The '5' – poor

This is poor. The pupil will be unsatisfactory in **two or more** of the major areas.

- Poor behaviour or attention in lessons.
- Late or incomplete work on more than two occasions.
- Attainment routinely does not reflect their abilities; in other words they often fail to do what is necessary to achieve the predicted grade. So a repeated poor test result relative to a pupil's abilities due to a lack of revision would be justification for a 4 or a 5 (combined with one of the above) for effort.

In the class room they do the minimum of work. This may result in relatively good attainment, but not good enough, if they are bright. If they are not bright, it will result in the pupil falling behind the pace. The learning and consolidation that is done outside class is insufficient to secure grades they are capable of in tests and written work on a regular basis

	Current system	New system
Gold	1.00 – 1.10	1.00 – 1.99
Silver	1.11 – 1.30	2.00 – 2.30
Bronze	1.31 – 1.50	2.31 – 2.50
White	1.51 – 1.80	2.51 – 2.80
Grey	1.81 – 2.00	2.81 – 3.00
Amber	2.01 – 2.20	3.01 – 3.20
Red	2.21 – 4.00	3.21 – 5.00