

## Guidance on Grading – 2024-25.

Understanding the broad range of grades across Key Stage 3, GCSE and A Level can be a challenge. This guide aims to provide you with simple details about what each grade means. Parents will receive progress updates in line with our reporting programme. Parents may also log in to our Go 4 Schools system to access progress information on their children.

At Key Stage 3 (in Years 7, 8 & 9), the following three types of grading are used:

- 1) **Age-Related GCSE Grades** – used to reflect what GCSE grade your child is currently on track to achieve (if they continue at the same rate of progress), and more importantly the level of progress being made.
- 2) **Challenge Target Grades** - this is the minimum grade that we think your child should be able to achieve. Depending on the progress being made by your child and their prior attainment (KS2 SATs), we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- 3) **Approach to Learning Grades** – used to represent the approach that your child is showing towards their learning, with a particular focus on **“Classwork & Engagement”, “Home and Independent Learning” and “Conduct and Attitude”**.
  - **1 grade:** represents that the teacher could ask no more of your child in this category. This is an accomplishment of worthy praise.
  - **3 grade:** represents the expectations of students at FPSS being met most of the time. This is an average ATL grade.
  - **5 grade:** represents a significant cause of concern and suggests your child is not achieving their potential.

Approach to Learning – Classwork & Engagement	
1 – Always meets expectations	Furze Platt students are expected to display: <ul style="list-style-type: none"><li>• Excellent attitude and <b>ambition</b>, by always trying their best.</li><li>• Work <b>collaboratively</b> and effectively with others.</li><li>• <b>Happy</b> and <b>versatile</b> approach to learning.</li><li>• Sustained learning through <b>endurance</b>.</li><li>• Unwavering <b>integrity</b>.</li><li>• High levels of motivation.</li></ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

Approach to Learning – Home & Independent Learning	
1 – Always meets expectations	Furze Platt students are expected to: <ul style="list-style-type: none"><li>• Submit home learning on time.</li><li>• Complete homework to the best of their ability.</li><li>• Be organised with coursework and projects.</li><li>• Read around and research their subjects.</li><li>• Demonstrate evidence of independent learning (such as extra notes or through insight shown in lessons).</li></ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

Approach to Learning – Conduct and Attitude	
1 – Always meets expectations	Furze Platt students are expected to: <ul style="list-style-type: none"><li>• Be punctual to lessons.</li><li>• Follow the uniform policy and have a smart appearance.</li><li>• Arrive at lessons with all the required equipment.</li><li>• Ensure they are ready to learn.</li><li>• Be respectful towards all staff, students and guests.</li><li>• Be safe in their actions and choices.</li></ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

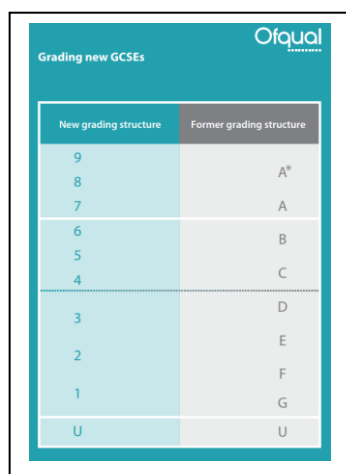
In all other years, following two main types of grading are provided for each student in every subject:

- 1) **Academic Grades** - used to reflect where your child currently is (**“Working at Grade”**), where we think they can get to (**“End of Year Challenge Target”**) and what grade we think your child will achieve in their actual GCSE if they work if they continue to work at the current rate of progress (**“Projected Grade”**). Due to differing national requirements at each Key Stage, these grades vary from year group to year group.
- 2) **Approach to Learning Grades** – used to represent that approach that your child is showing towards their learning, with a particular focus on **“Classwork & Engagement”, “Home and Independent Learning” and “Conduct and Attitude”**.

## Key Stage 3 (Year 7, 8 & 9)

### Age-Related GCSE Grades

Year 7, 8 & 9 students are preparing for GCSE courses using the 9-1 grading system, which replaced the old A\*-G range. Here, for Year 7 & 8 students, 8 is the highest grade and 1 is the lowest. For Year 9 students, 9 is the highest grade and 1 is the lowest.



The image shows a comparison chart from Ofqual titled 'Grading new GCSEs'. It compares the 'New grading structure' (grades 9, 8, 7, 6, 5, 4, 3, 2, 1, U) with the 'Former grading structure' (grades A\*, A, B, C, D, E, F, G, U). The chart shows that grade 9 is equivalent to A\*, grade 8 to A, grade 7 to B, grade 6 to C, grade 5 to D, grade 4 to E, grade 3 to F, grade 2 to G, and grade 1 to U.

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

Comparing 9-1 grade to the old A\*-G – with 9 grades and only 8 old ones it is not a straightforward fit. There are, however, three matching points: the bottom of a grade 7 is directly aligned to the bottom of an old A grade; the bottom of a grade 4 is aligned to the bottom of an old C grade and the bottom of a grade 1 is aligned to the bottom of an old G grade. OFQUAL have produced this graph to help parents understand the grades.

It is important to note that the Department for Education has stated that a grade 5 is classed as a 'Strong Pass' at GCSE. Thus, while the bottom of a grade 4 is the direct equivalent of the old C grade (the old 'Good Pass' grade), **students need to be aiming for a grade 5. In simple terms, 5 is the new C.**

In Years 7, 8 & 9 two academic grades will be recorded for every subject:

- **Age-Related GCSE Grade** – Students are assessed according to their progress throughout Years 7, 8 & 9. Towards the end of Terms 2, 4 & 6, assessments will be set in each subject that are marked against 'Age-Related GCSE Grades'. These grades refer to a student's position in the performance distribution for their age group and indicates the grade that they are likely to achieve in Year 11 if they continue at their current level of effort and progress. These grades do not tell you what a student would get if they took a GCSE at that moment in time. Assessments get harder from term to term and year to year, so that a grade 6 in Year 8 represents a higher standard than a grade 6 in Year 7. Staying at the same grade as a student moves through Year 7 into Year 8 and into Year 9 is making progress.
- **Challenge Target Grade** - This is the minimum grade that we think your child should be able to achieve. Depending on the progress being made by your child and their prior attainment (KS2 SATs), we may move this grade up or down during the course in order to provide the most appropriate level of challenge.

Further information on GCSE and A-level qualifications can be found at the DfE website: [GCSE & A-Level Qualification Regulation](#)

### Approach to Learning Grades

**Approach to Learning Grades** – used to represent that approach that your child is showing towards their learning, with a particular focus on **"Classwork & Engagement"**, **"Home and Independent Learning"** and **"Conduct and Attitude"**.

- **1 grade:** represents that the teacher could ask no more of your child in this category. This is an accomplishment of worthy praise.
- **3 grade:** represents the expectations of students at FPSS being met most of the time.
- **5 grade:** represents a significant cause of concern and suggests the student is not achieving their potential.

### Approach to Learning – Classwork & Engagement

1 – Always meets expectations	Furze Platt students are expected to display: <ul style="list-style-type: none"><li>• Excellent attitude and <b>ambition</b>, by always trying their best.</li><li>• Work <b>collaboratively</b> and effectively with others.</li><li>• <b>Happy</b> and <b>versatile</b> approach to learning.</li><li>• Sustained learning through <b>endurance</b>.</li><li>• Unwavering <b>integrity</b>.</li><li>• High levels of motivation.</li></ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

### Approach to Learning – Home & Independent Learning

1 – Always meets expectations	Furze Platt students are expected to:
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

- Submit home learning on time.
- Complete homework to the best of their ability.
- Be organised with coursework and projects.
- Read around and research their subjects.
- Demonstrate evidence of independent learning (such as extra notes or through insight shown in lessons).

### Approach to Learning – Conduct and Attitude

1 – Always meets expectations	Furze Platt students are expected to:
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

- Be punctual to lessons.
- Follow the uniform policy and have a smart appearance.
- Arrive at lessons with all the required equipment.
- Ensure they are ready to learn.
- Be respectful towards all staff, students and guests.
- Be safe in their actions and choices.

### How you can support your child

- Discuss aspirations and set ambitious goals together.
- Explore the world with them; visit museum, art galleries, get out in nature. Discuss what you see.
- Ask your child open-ended question about what they are studying in school.
- Encourage regular reading and writing of different types of texts, both fiction and non-fiction
- Encourage endurance; when they fail, try again.
- Watch, read and discuss the news together to promote critical thinking skills.
- Ask to see you child's schoolwork regularly. See if they have completed their 'Next Steps' work in purple pen.
- Have a routine and quiet space for homework.
- Encourage a healthy lifestyle; quality sleep, exercise, time away from screens, avoid sugary drinks etc.

## Key Stage 4 (Year 10 & 11)

### Academic Grades

Year 10 & 11 students are studying GCSE courses with the 9-1 grading system, which replaced the old A\*-G range. Here, 9 is the highest grade and 1 is the lowest. For reporting, we also sub-divide the grades for greater accuracy. 5+ means attainment at the upper end of grade 5, almost reaching grade 6; 5 means working consistently at grade 5; 5- means attainment at the lower end of the grade 5 range, just above a grade 4.

Comparing 9-1 grades to the old A\*-G – with 9 grades and only 8 old ones it is not a straightforward fit. There are, however, three matching points: the bottom of a grade 7 is directly aligned to the bottom of an old A grade; the bottom of a grade 4 is aligned to the bottom of an old C grade and the bottom of a grade 1 is aligned to the bottom of an old G grade. OFQUAL have produced this graph to help parents understand the new grades.

It is important to note that the Department for Education has stated that a grade 5 is classed as the new 'Strong Pass' at GCSE. Thus, while the bottom of a new grade 4 is the direct equivalent of the old C grade (the old 'Good Pass' grade), **students need to be aiming for a grade 5. In simple terms, 5 is the new C.**

In Year 10, three academic grades will be recorded for every subject:

- **End of Year Challenge Target** – This is the minimum grade that we think your child should be able to achieve by the end of each year. Depending on the progress being made by your child, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- **Working At** – This is the grade that best reflects the current work of your child. If they sat the exam now this is what we think they would get.
- **Projected Grade** - This is the grade that we think your child should be able to achieve in their actual GCSE if they work to the best of their ability. Depending on the progress being made by your child, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- **PPE** – This is the grade your child has achieved in their 'Pre-Public Examinations' (Mock Exams), based upon the exam board grade boundaries.

The image shows a comparison chart from Ofqual titled 'Grading new GCSEs'. It compares the 'New grading structure' (grades 9, 8, 7, 6, 5, 4, 3, 2, 1, U) with the 'Former grading structure' (grades A\*, A, B, C, D, E, F, G, U). The chart shows that grade 7 is equivalent to A, grade 4 is equivalent to C, and grade 1 is equivalent to G.

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

Further information about this and other reforms to GCSE and A-level qualifications can be found at the DfE website: [GCSE & A-Level qualification regulation](#)

### Approach to Learning Grades

**Approach to Learning Grades** – used to represent that approach that your child is showing towards their learning, with a particular focus on “**Classwork & Engagement**”, “**Home and Independent Learning**” and “**Conduct and Attitude**”.

- **1 grade:** represents that the teacher could ask no more of the student in this category. This is an accomplishment of worthy praise.
- **3 grade:** represents the expectations of students at FPSS being met most of the time. This is an average ATL grade.
- **5 grade:** represents a significant cause of concern and suggests the student is more likely to under achieve.

Approach to Learning – Classwork & Engagement	
1 – Always meets expectations	Furze Platt students are expected to display: <ul style="list-style-type: none"> <li>• Excellent attitude and <b>ambition</b>, by always trying their best.</li> <li>• Work <b>collaboratively</b> and effectively with others.</li> <li>• <b>Happy</b> and <b>versatile</b> approach to learning.</li> <li>• Sustained learning through <b>endurance</b>.</li> <li>• Unwavering <b>integrity</b>.</li> <li>• High levels of motivation.</li> </ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

Approach to Learning – Home & Independent Learning	
1 – Always meets expectations	Furze Platt students are expected to: <ul style="list-style-type: none"> <li>• Submit home learning on time.</li> <li>• Complete homework to the best of their ability.</li> <li>• Be organised with coursework and projects.</li> <li>• Read around and research their subjects.</li> <li>• Demonstrate evidence of independent learning (such as extra notes or through insight shown in lessons).</li> </ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

Approach to Learning – Conduct and Attitude	
1 – Always meets expectations	Furze Platt students are expected to: <ul style="list-style-type: none"> <li>• Be punctual to lessons.</li> <li>• Follow the uniform policy and have a smart appearance.</li> <li>• Arrive at lessons with all the required equipment.</li> <li>• Ensure they are ready to learn.</li> <li>• Be respectful towards all staff, students and guests.</li> <li>• Be safe in their actions and choices.</li> </ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

How you can support your child	
<ul style="list-style-type: none"> <li>- Discuss aspirations and set ambitious goals together.</li> <li>- Explore the world with them; visit museum, art galleries, get out in nature. Discuss what you see.</li> <li>- Ask your child open-ended question about what they are studying in school.</li> <li>- Encourage regular reading and writing of different types of texts, both fiction and non-fiction</li> <li>- Encourage endurance; when they fail, try again.</li> <li>- Watch, read and discuss the news together to promote critical thinking skills.</li> <li>- Ask to see you child’s schoolwork regularly. See if they have completed their ‘Next Steps’ work in purple pen.</li> <li>- Have a routine and quiet space for homework.</li> <li>- Encourage a healthy lifestyle; quality sleep, exercise, time away from screens, avoid sugary drinks etc.</li> </ul>	

## Key Stage 5 (Year 12 & 13)

### Academic Grades

Sixth Form students are studying A Levels using the A\*-E grading system and Applied subjects using D\*-P. For reporting, we also sub-divide grades for greater accuracy. For example, a B1 means attainment at the upper end of grade B, almost reaching grade A. A B2 means working consistently at grade B. B3 means attainment at the lower end of the B grade, just above a C.

In the Sixth Form, three academic grades will be recorded for every subject:

- **End of Year Challenge Target** – This is the minimum grade that we think your child should be able to achieve by the end of the year (July of Year 12 or the actual A Level exam in Year 13). Depending on the progress being made by your child, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- **Working At** – This is the grade that best reflects the current work of your child. If they sat the exam now this is what we think they would get.
- **Projected Grade** - This is the grade that we think your child should be able to achieve in their actual A Level exam if they work to the best of their ability. Depending on the progress being made by your child, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- **PPE** – This is the grade your child has achieved in their 'Pre-Public Examinations' (Mock Exams), based upon the exam board grade boundaries.

### Approach to Learning Grades

**Approach to Learning Grades** – used to represent that approach that your child is showing towards their learning, with a particular focus on “**Classwork & Engagement**”, “**Home and Independent Learning**” and “**Conduct and Attitude**”.

- **1 grade:** represents that the teacher could ask no more of the student in this category. This is an accomplishment of worthy praise.
- **3 grade:** represents the expectations of students at FPSS being met most of the time. This is an average ATL grade.
- **5 grade:** represents a significant cause of concern and suggests the student is more likely to under achieve.

#### Approach to Learning – Classwork & Engagement

1 – Always meets expectations	Furze Platt students are expected to display: <ul style="list-style-type: none"><li>• Excellent attitude and <b>ambition</b>, by always trying their best.</li><li>• Work <b>collaboratively</b> and effectively with others.</li><li>• <b>Happy</b> and <b>versatile</b> approach to learning.</li><li>• Sustained learning through <b>endurance</b>.</li><li>• Unwavering <b>integrity</b>.</li><li>• High levels of motivation.</li></ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

#### Approach to Learning – Home & Independent Learning

1 – Always meets expectations	Furze Platt students are expected to: <ul style="list-style-type: none"><li>• Submit home learning on time</li><li>• Complete homework to the best of their ability</li><li>• Be organised with coursework and projects</li><li>• Read around and research their subjects</li><li>• Demonstrate evidence of independent learning (such as extra notes or through insight shown in lessons)</li></ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

#### Approach to Learning – Conduct and Attitude

1 – Always meets expectations	Furze Platt students are expected to: <ul style="list-style-type: none"><li>• Be punctual to lessons</li><li>• Follow the uniform policy and have a smart appearance</li><li>• Arrive at lessons with all the required equipment</li><li>• Ensure they are ready to learn</li><li>• Be respectful towards all staff, students and guests</li><li>• Be safe in their actions and choices</li></ul>
2 – Almost always meets expectations	
3 – Meets most expectations	
4 – Sometimes fails to meet expectations	
5 – Often fails to meet expectations	

#### How you can support your child

- Discuss aspirations and set ambitious goals together.
- Explore the world with them; visit museum, art galleries, get out in nature. Discuss what you see.

- Ask your child open-ended question about what they are studying in school.
- Encourage regular reading and writing of different types of texts, both fiction and non-fiction
- Encourage endurance; when they fail, try again.
- Watch, read and discuss the news together to promote critical thinking skills
- Ask to see you child's schoolwork regularly. See if they have completed their 'Next Steps' work in purple pen.
- Have a routine and quiet space for homework.
- Encourage a healthy lifestyle; quality sleep, exercise, time away from screens, avoid sugary drinks etc.

## Progress - Key Dates for 2024-25

Year Group	Term	Reports & Parents Evenings	Date
7	Term 1	"Meet your child's Form Tutor" Parents' Evening	10.10.24
	Term 2	Report - ARG, Challenge Target, A2L	17.12.24
	Term 4	Report - ARG, Challenge Target, A2L	01.04.25
	Term 5	Parents' Evening	01.05.25
	Term 6	Report - ARG, Challenge Target, A2L	27.06.25
8	Term 1	Report - A2L only	03.10.24
	Term 2	Report - ARG, Challenge Target, A2L	17.12.24
	Term 4	Parents' Evening	13.03.25
	Term 4	Report - ARG, Challenge Target, A2L	01.04.25
	Term 6	Report - ARG, Challenge Target, A2L	04.07.25
9	Term 1	Report - A2L only	03.10.24
	Term 2	Report - ARG, Challenge Target, A2L	06.12.24
	Term 3	Parents' Evening face	16.01.25
	Term 3	Options Evening	30.01.25
	Term 4	Report - ARG, Challenge Target, A2L	19.03.25
10	Term 6	Report - ARG, Challenge Target, A2L	04.07.25
	Term 1	Report - A2L only	08.10.24
	Term 2	Report - Working At, Projected, Yr10 Challenge, A2L	28.11.24
	Term 4	Report - Working At, Projected, Yr10 Challenge, A2L, PPEs	25.03.25
	Term 4	Parents' Evening	27.03.25
11	Term 6	Report - Working At, Projected, Yr11 Challenge, A2L	04.07.25
	Term 1	Report - Working At, Projected, Yr11 Challenge, A2L	21.10.24
	Term 1	Parents' Evening	24.10.24
	Term 2	Report - Working At, Projected, Yr11 Challenge, A2L, PPEs	06.12.24
	Term 3	Report - Working At, Projected, Yr11 Challenge, A2L	07.02.25
12	Term 4	Report - Working At, Projected, Yr11 Challenge, A2L	28.03.25
	Term 1	Report A2L only	18.10.24
	Term 2	Report Working At, Projected, Yr12 Challenge, A2L	22.11.24
	Term 2	Parents' Evening	28.11.24
	Term 3	Report - Working At, Projected, Yr12 Challenge, A2L	24.01.25
	Term 4	Report - Working At, Projected, Yr12 Challenge, A2L	28.03.25
13	Term 6	Report - Working At, Projected, Yr13 Challenge, A2L, PPEs	16.07.25
	Term 1	Report - Working At, Projected, Yr13 Challenge, A2L	11.10.24
	Term 2	Report - Working At, Projected, Yr13 Challenge, A2L	28.11.24
	Term 2	Parents' Evening	12.12.24
	Term 3	Report - Working At, Projected, Yr13 Challenge, A2L, PPEs	07.02.25
Term 4	Report - Working At, Projected, Yr13 Challenge, A2L	28.03.25	