



# **ST JOSEPH'S CATHOLIC HIGH SCHOOL**

## **Reporting at St Joseph's 2019-2020**

**Date of Review** : November 2019  
**For Review** : November 2020

In accordance with government guidance we have updated the way we assess our students.

*“The new GCSEs will be graded 1 to 9, with 9 being the top grade.  
Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above  
Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above  
The bottom of grade 1 will be aligned with the bottom of grade G”*

*Ofqual - <https://www.gov.uk/government/news/setting-standards-for-new-gcse-in-2017>*

With this national context in mind St Joseph’s assessment and reporting will follow the following format:

### **When?**

We formally report to parents 4 times in a year.

<b>Years 11, 12 and 13</b>	<b>Years 7, 8, 9 and 10</b>
Receive reports in October, December, April and May.	Receive reports in October, January, April and July

### **How?**

Students will receive a report with the following information:

#### **1. A CWA grade (currently working at grade).**

With the government changes to GCSE assessment skills of 1-9 must be entrenched at KS3 for success at KS4. There are no longer national curriculum levels at KS3 or KS2.

<b>Years 7 – 9</b>	<b>Years 10 &amp; 11</b>	<b>Years 12 &amp; 13</b>
All subjects numbered grades 1 - 9	All subjects numbered grades 1 - 9	Lettered grades A - E

Broadly speaking we have been advised the new numbered grades equate to:

Present GCSE letter grade	New GCSE numbered grade	Present GCSE letter grade	New GCSE numbered grade
A* +	9	C	4
A*	8	D	3
A	7	E	2
A/B	6	F	1
B	5	G	1

The following describes what skills the student has to display in a subject to be awarded these particular grades:

## The St. Joseph's 9 Grade Descriptors:

1. Very little or no knowledge or skills, communicates ideas with limited clarity
2. **Straightforward, relevant knowledge/skills and ability to describe learning**
3. Knowledge of a range of issues and ideas with some understanding and use of skills
4. Ability to apply understanding and skill to basic contexts and explain meanings
5. **Clear understanding (demonstrated through application of skills), supported where relevant and the ability to interpret explicit and implicit meanings**
6. Ability to analyse a range of factors; knowledge is developed and can be used to solve problems in a range of contexts
7. A range of interpretations, theories or techniques are understood and can be used (with support where relevant or justification)
8. **Responses show insight and evaluation, the ability to construct a confident and detailed response independently is demonstrated**
9. A highly sophisticated response that demonstrates understanding beyond the curriculum and highly developed skill of evaluation.

## **2. An Attitude to learning grade.**

This is a reflection of the students approach to their studies.

<b>Number</b>	<b>Description</b>
4	<b>Excellent</b> The pupil has worked to the best of their ability.
3	<b>Good</b> The pupil has worked well and used the time effectively.
2	<b>Minimal</b> The pupil has made the minimum effort, improvements can be made.
1	<b>Lacking effort</b> The pupil has not applied themselves adequately.

## **3. A QWC (Quality of Written Communication) grade.**

Number	Description
4	<b>Excellent</b> The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate. <i>The pupil is well organised and fully equipped for lessons</i>
3	<b>Good</b> The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate. <i>The pupil is generally organised and equipped for lessons</i>
2	<b>Needs Attention</b> The pupil's writing lacks clarity with several errors in punctuation and spelling. <i>The pupil can be un-organised or forget their equipment.</i>
1	<b>Needs Significant Attention</b> The pupil makes consistent significant errors in spelling, punctuation. <i>The Pupil is un-organised and regularly forgets their equipment</i>

#### **4. EBI's and WWW's (even better ifs & what is working well).**

We do not issue an old style long report at St Joseph's, however we do include target areas of strengths through an EBI/WWW system on every report. Teachers are required to enter these through an abbreviation. The key for these abbreviations are:

<b>An</b>	Analysis	<b>Be</b>	Behaviour	<b>Co</b>	Confidence	<b>Cr</b>	Creativity	<b>Cw</b>	Coursework
<b>Cm</b>	Composing	<b>De</b>	Development of Answers	<b>Ev</b>	Evaluation	<b>Fo</b>	Focus / Attention	<b>Gp</b>	Group Participation
<b>Ho</b>	Homework	<b>In</b>	Independent Research	<b>Ls</b>	Listening Skills	<b>Mo</b>	Motivation	<b>Md</b>	Meeting Deadlines
<b>Nu</b>	Numeracy	<b>Or</b>	Organisation	<b>Pa</b>	Participation in class	<b>pl</b>	Planning responses to questions	<b>Pr</b>	Preparation
<b>Pu</b>	Punctuality	<b>Qu</b>	Questioning	<b>Rf</b>	Response to feedback	<b>Rv</b>	Revision	<b>Sc</b>	Steps to calculations
<b>So</b>	Solving Problems	<b>Sp</b>	Spelling	<b>Uc</b>	Use of connectives	<b>Ue</b>	Using Evidence	<b>Un</b>	Understanding
<b>Us</b>	Use of Sources	<b>Vo</b>	Learning new vocabulary	<b>Wc</b>	Understanding of command words	<b>Wv</b>	Visual or practical work quality	<b>Xs</b>	Maintain Excellent Standards

We appreciate there is a lot of information to take in here, hopefully reading it in conjunction with your child's report will make it clear. However if you have any questions please do not hesitate to contact your son/daughters form tutor, head of year or myself.

Mr Redwood

Deputy Headteacher